Webster University

For Additional Information
Academic Advising 1-800-982-3847
Follett Bookstore 1-888-467-5657
314-968-5936
(St. Louis only)
M.B.S. Direct 1-800-325-3252
Financial Aid 1-800-983-4623
Library 1-800-985-4279
Registrar 1-800-987-3447
M.A.T. 1-800-753-6765
Academic Affairs 1-800-981-9802
Alumni 1-800-305-2586
Business Office 1-800-981-9803
Career Services 1-800-981-9805
General Switchboard 1-800-981-9801
Student Affairs 1-800-981-9804

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

For general information or application materials, please contact:

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

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

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

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

U.S. Citizens to the St. Louis Campus
Phone: 314-968-6988 or 1-800-984-6857
Fax: 314-968-7119
e-mail: worldview@webster.edu

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

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

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

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

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

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

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

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

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

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

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

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

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

Core Values

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

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

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

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

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

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

Licensure/Approvals and Specialized Accreditation

State Licensures

• Arizona: Master’s degree programs at Luke AFB are licensed by the Arizona State Board for Private Postsecondary Education. If you have any complaint or grievance which you cannot resolve with the school, write or call:

Arizona State Board for Private Postsecondary Education
1400 West Washington, Room 260
Phoenix, AZ 85007
Telephone: 602-542-5709

• Arkansas: The campuses at Little Rock, Little Rock Air Force Base, Fort Smith, and Fayetteville are certified by the Arkansas Department of Higher Education. Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

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

Accreditation by the following states, if any, are maintained as defined by each state’s laws:

• Colorado: The metropolitan campuses at Colorado Springs and Denver are authorized to offer master’s degrees by the Colorado Commission on Higher Education.

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

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

For further information about the status of Webster University’s programs in Florida, contact:

Florida Department of Education
Commission for Independent Education
325 West Gaines Street
Suite 1414
Tallahassee, FL 32399-0400
Telephone: 888-224-6684 (Toll free)
850-245-3200

• Georgia: Specialized accreditation is maintained by the Georgia National Commission as defined by the state’s laws.

• Illinois: The metropolitan campus in Elgin and master’s degree programs at Great Lakes Naval Base and Scott Air Force Base are approved by the Illinois Board of Higher Education.

• Kentucky: The metropolitan campus at Louisville is licensed by the Kentucky Council on Post-Secondary Education.
Webster University

Graduate Program

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

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

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

Virginia: Webster University is certified to operate by the State Council of Higher Education for Virginia (SCHEV). If a student has any complaints, questions or problems which were not resolved by the school to your satisfaction, you may contact
State Council of Higher Education for Virginia (SCHEV)
101 N. 14th Street
Richmond, VA 23219
(804) 225-2600

Washington: Webster University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Webster University to offer the following degree programs: Master of Arts in Business and Organizational Security Management; Master of Arts in Counseling-Community Counseling; Master of Business and Organizational Security Management; Master of Business Administration. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

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

Graduate Program

Education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE).

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

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

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

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

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

Statement of Ethics

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

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

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

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

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

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

Emerson Library

Webster University five-story Emerson Library is centrally located in the University’s academic corridor and features the latest in information technology, including multimedia facilities, a reference/electronic commons, an electronic classroom, and a 24-hour cybercafé. Emerson Library houses a growing collection of more than 270,000 volumes of monographs, rare books, periodicals, videos, and other media and has seating for over 700 in a variety of individual and group study spaces. Special collections of the library include the Harry James Cargas Literature and Holocaust Collection, the Henrietta Maizner Hochschild Children’s Literature Collection, the Curriculum Collection, and the University Archives. As part of a joint library system with Eden Theological Seminary’s Luhr Library, students, faculty, and staff of both Webster and Eden enjoy reciprocal resources and services of both Emerson and Luhr Libraries, including the fine collection of materials on religion and related subjects located in Luhr Library.

Through continuing technological innovation, the library provides a variety of online resources to faculty, students, and staff, including an online integrated research system.

The url http://library.webster.edu is the library’s World Wide Web site, integrating online services, Internet resources, and online databases for student and faculty research. It is accessible from campus, home, or office and provides 24-hour access to the library’s online catalogs; MOBIUS, a statewide consortium; over 125 online and full-text databases; Internet resources; and online services, including reference and electronic reserves.
Graduate Studies Mission Statement

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

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

Graduate studies at Webster University:

- Foster in students a lifelong desire to learn, a commitment to contribute actively to their communities and the world, an appreciation of the cultural legacies of the past, a pragmatic concern for meeting the challenges of the present and the future, a critical perspective, a respect for diversity, and an understanding of their own and others’ values.
- Create a student-centered environment accessible to individuals of diverse ages, cultures, and socioeconomic backgrounds and sustain a personalized approach to education.

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

- Develop educational programs that join theory and practice and instill in students the spirit of systematic inquiry.
- A curriculum taught by professional practitioners and professional educators ensures that a student’s education is a successful blend of theoretical and practical knowledge.
- Stimulate creativity, scholarship, and individual enterprise in its students and faculty.
- The primary impact of this creativity and scholarship is found in the classroom as faculty and students integrate new ideas and alternative approaches into their teaching and learning activities.
- Embody international experience in curricula.
- The graduate programs include the international dimension most directly in the international business and international relations curricula.
- Educate diverse populations locally, regionally, nationally, and internationally.
- Courses and curricula are designed to meet the educational needs of specific target groups across geographic boundaries.
- Enrich students and their communities through service to social, civic, cultural, corporate, and educational organizations.
- The graduate programs identify and develop opportunities for creating community linkages to enhance education.

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.

2009-2010 Academic Calendar


Summer 2009 ......................... June 1 – July 31
Fall 2009
August 17 .......................... First day of Term 1 and semester classes
October 16 .......................... Last day of Term 1 classes
October 19 .......................... First day of Term 2 classes
December 18 .................... Last day of Term 2 and semester classes

Spring 2010
January 4 ......................... First day of Term 1 and semester classes
March 5 .......................... Last day of Term 1 classes
March 8-12 ....................... Spring Break – no classes
March 15 ......................... First day of Term 2 classes
May 14 ......................... Last day of Term 2 and semester classes

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


Summer 2009 ......................... June 8 – July 31
Fall 2009
August 24 .......................... First day of Term 1 and semester classes
October 16 .......................... Last day of Term 1 classes
October 19-23 ...................... Fall Break – no classes
October 26 .......................... First day of Term 2 classes
December 18 .................... Last day of Term 2 and semester classes

Spring 2010
January 11 .......................... First day of Term 1 and semester classes
March 5 .......................... Last day of Term 1 classes
March 8-12 ....................... Spring Break – no classes
March 15 ......................... First day of Term 2 classes
May 7 .......................... Last day of Term 2 and semester classes

Holiday Schedule
May 25, 2009, ......................... Memorial Day
July 3, 2009 .......................... Independence Day observance
September 7, 2009 .................. Labor Day
November 11, 2009 ................ Veterans Day*
November 26, 2009 ................ Thanksgiving Day
November 27, 2009 ................ Thanksgiving Friday
January 18, 2010 .................. Martin Luther King, Jr. Day

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

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

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

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

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

**Domestic Campuses**

**Arizona**

**Luke Air Force Base***
P.O. Box 726
Litchfield Park, AZ, 85340
Ph: (623) 536-6880
Fax: (623) 536-6882

- MA Business and Organizational Security Management
- MA Human Resources Management
- MA Management and Leadership
- MA Procurement and Acquisitions Management
- Master of Business Administration (MBA)
- Master of Public Administration (MPA)

**Arkansas**

**Fayetteville Metro***

Millsap Plaza
688 Millsap Rd., Ste. 200
Fayetteville, AR, 72703
Ph: (479) 571-1511
Fax: (479) 571-3511

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

**Fort Smith Metro***

801 Carnall Avenue
Suite 200
Fort Smith, AR, 72901
Ph: (479) 484-7747
Fax: (479) 484-9330

- MA Human Resources Management
- MA Information Technology Management
- Master of Business Administration (MBA)

**Little Rock Air Force Base**

P.O. Box 1280
Jacksonville, AR, 72078
Ph: (501) 988-5331
Fax: (501) 988-1571

- MA Human Resources Development
- MA Information Technology Management
- Master of Business Administration (MBA)
- Master of Public Administration (MPA)

**Little Rock Metro***

200 W. Capitol Ave.
Suite 1500
Little Rock, AR, 72201
Ph: (800) 828-2598
Fax: (501) 375-1623

- MA Business and Organizational Security Management
- MA Human Resources Management
- MA International Business
- MA Management and Leadership
- MA Marketing
- MA Media Communications
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- MS Environmental Management
- MS Finance

**California**

**Edwards Air Force Base***

95 MSS/DPEE
140 METHUSA Ave.
Edwards AFB, CA, 93524-1400
Ph: (661) 258-8501
Fax: (661) 258-8507

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

**Irvine Metro***

32 Discovery, #250
Irvine, CA, 92618
Ph: (949) 450-9066
Fax: (949) 450-9004

- Cert Government Contracting
- MA Business and Organizational Security Management
- MA Counseling
- MA Human Resources Management
- MA Information Technology Management
- MA International Business
- MA Management and Leadership
- MA Procurement and Acquisitions Management
- Master of Business Administration (MBA)

**Los Angeles Air Force Base***

61 MSS/DPE
483 N. Aviation Blvd.
Bdg 272 Rm C2-302
El Segundo, CA, 90245
Ph: (310) 607-8005
Fax: (310) 607-8008

- Cert Government Contracting
- MA Business and Organizational Security Management
- MA Information Technology Management
- MA Management and Leadership
- MA Procurement and Acquisitions Management
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- MS Finance

**Marymount/Webster Program***

30800 Palos Verdes Drive East
Rancho Palos Verdes, CA, 90274-6299

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

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

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

### San Diego Metro*
6333 Greenwich Drive, Suite 230
San Diego, CA 92122
Ph: (858) 458-9310
Fax: (858) 458-0914
- MA Business and Organizational Security Management
- MA Human Resources Management
- MA Management and Leadership
- Master of Business Administration (MBA)
- MS Finance

### Colorado
**Colorado Springs Metro**
5475 Tech Center Drive
Suite 110
Colorado Springs, CO 80919
Ph: (719) 590-7340
Fax: (719) 590-7343
- Cert Government Contracting
- MA Human Resources Development
- MA Human Resources Management
- MA Information Technology Management
- MA Management and Leadership
- MA Procurement and Acquisitions Management
- Master of Business Administration (MBA)
- MS Finance
- MS Space Systems Operations Management

### Denver Metro*
9250 East Costilla Avenue
Suite 310
Greenwood Village, CO 80112
Ph: (303) 708-8305
Fax: (303) 708-8439
- MA Human Resources Development
- MA Human Resources Management
- MA Management and Leadership
- Master of Business Administration (MBA)
- MS Finance
- MS Space Systems Operations Management

### Peterson Air Force Base
Education Office
301 W. Stewart Ave., Ste. 113E
Peterson AFB, CO 80914-1450
Ph: (719) 574-7562
Fax: (719) 574-2333
- Cert Government Contracting
- MA Business and Organizational Security Management
- MA Counseling
- MA Human Resources Management
- MA Information Technology Management
- MA Management and Leadership
- MA Procurement and Acquisitions Management
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- MS Space Systems Operations Management

### District of Columbia
**Boiling Air Force Base**
PO Box 8171
Washington, DC 20032-8171
Ph: (202) 561-4382
Fax: (202) 561-7263
- Cert Government Contracting
- MA Business and Organizational Security Management
- MA Counseling
- MA Human Resources Development
- MA Human Resources Management
- MA Management and Leadership
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)

### Bureau of Medicine & Surgery
Bureau of Medicine and Surgery
2300 E Street NW
Washington, DC 20372-5300
Ph: (202) 223-9224
Fax: (202) 223-3025
- MA International Relations
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)

### Florida
**Jacksonville Metro**
10407 Centurion Parkway N., Suite 210
Jacksonville, FL 32256
Ph: (904) 268-3037
Fax: (904) 262-1459
- MA Counseling
- MA Human Resources Development
- MA Human Resources Management
- MA Information Technology Management
- MA Management and Leadership
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- MS Finance

### Jacksonville Naval Air Station
Navy Campus Ed Center
Bldg. 110, Box 137
Naval Air Station
Jacksonville, FL 32212-5000
Ph: (904) 779-7124
Fax: (904) 779-1247
- MA Human Resources Development
- MA Human Resources Management
- MA Information Technology Management
- MA Management and Leadership
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)

### Lakeland & Brandon Metro*
101 West Main Street
City Center - Suite 150
Lakeland, FL 33815
Ph: (863) 687-9309
Fax: (863) 687-9062
- Cert Gerontology
- MA Business and Organizational Security Management
- MA Counseling
- MA Gerontology
- MA Human Resources Management
- MA Management and Leadership
- Master of Business Administration (MBA)

### Ocala Metro*
3405 SW College Road, Suite 113
Ocala, FL 34474
Ph: (352) 861-9330; (877) 986-2252
Fax: (352) 861-9333
- MA Counseling
- MA Human Resources Development
- MA Human Resources Management
- MA Management and Leadership

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Webster University 2009–2010
Locations, Degrees, and Majors

Master of Business Administration (MBA)
Master of Health Administration (MHA)
MS Finance

Orlando North Metro*
Sanlando Center
2180 W SR434, Suite 5100
Longwood, FL 32779
Ph: (407) 869-8111
Fax: (407) 869-8623
Cert Gerontology
MA Counseling
MA Gerontology
MA Human Resources Development
MA Human Resources Management
MA Information Technology Management
MA International Business
MA Management and Leadership
MA Marketing
Master of Business Administration (MBA)
Master of Health Administration (MHA)
MS Finance

Orlando South Metro*
Westwood Center
6750 Forum Drive
Suite 300
Orlando, FL 32821
Ph: (407) 345-1139
Fax: (407) 345-0377
Cert Gerontology
MA Counseling
MA Gerontology
MA Human Resources Development
MA Human Resources Management
MA Information Technology Management
MA International Business
MA Management and Leadership
MA Marketing
Master of Business Administration (MBA)
Master of Health Administration (MHA)
MS Finance

Palm Bay*
250 Community College Parkway
Palm Bay, FL 32909
Ph: (321) 956-6700
Fax: (321) 956-6525
Cert Government Contracting
MA Counseling
MA Information Technology Management
MA Management and Leadership
MA Procurement and Acquisitions Management
Master of Business Administration (MBA)
MS Computer Science/Distributed Systems

Patrick Air Force Base
Building 998
1020 Central Avenue Suite C-15
Patrick AFB, FL 32925-2901
Ph: (321) 868-5194
Fax: (321) 868-5174
MA Business and Organizational Security Management
MA Human Resources Development
MA Human Resources Management
MA Information Technology Management
MA Management and Leadership
Master of Business Administration (MBA)
Master of Public Administration (MPA)

Sarasota/Manatee Metro*
8043 Cooper Creek Blvd. #101
University Park, FL 34201
Ph: (941) 358-3840
Fax: (941) 358-3816
MA Counseling
MA Human Resources Management
MA Management and Leadership
Master of Business Administration (MBA)

Merritt Island/Space Coast Metro*
120 N. Sykes Creek Parkway
Suite 200
Merritt Island, FL 32953
Ph: (321) 449-4500
Fax: (321) 454-7799
Cert Government Contracting
MA Counseling
MA Human Resources Development
MA Human Resources Management
MA Information Technology Management
MA Management and Leadership
MA Procurement and Acquisitions Management
Master of Business Administration (MBA)
MS Computer Science/Distributed Systems

Tampa Bay/St. Petersburg*
11201 Corporate Circle North
Suite 140
St. Petersburg, FL 33716
Ph: (727) 570-9300; (800) 967-0730
Fax: (727) 570-9303
MA Counseling
MA Human Resources Management
MA Management and Leadership
Master of Business Administration (MBA)
MS Finance

Georgia
Fort Stewart
Fort Stewart Army Education Center
100 Knowledge Drive
Fort Stewart, GA 31314-5066
Ph: (912) 876-8080
Fax: (912) 876-8084
MA Business and Organizational Security Management
MA Human Resources Management
MA Information Technology Management
MA Management and Leadership
Master of Business Administration (MBA)

Hunter Army Airfield
P.O. Box 42029
Hunter AAF, GA 31409-0029
Ph: (912) 354-0033
Fax: (912) 354-0039
MA Business and Organizational Security Management
MA Human Resources Management
MA Information Technology Management
MA Management and Leadership
Master of Business Administration (MBA)
# Locations, Degrees, and Majors

## Illinois

**Elgin Metro***

Randall Meadows  
1750 North Randall Rd., Suite 230  
Elgin, IL  60123  
Ph: (847) 429-0391  
Fax: (847) 429-0395  
- MA Human Resources Development  
- MA Management and Leadership  
- Master of Business Administration (MBA)

## Great Lakes Naval Base

Navy College Office  
Building 617 Room 201  
2221 MacDonough Street  
Great Lakes, IL  60088  
Ph: (847) 578-0974  
Fax: (847) 578-1358  
- MA Business and Organizational Security Management  
- MA Human Resources Development  
- MA Management and Leadership  
- Master of Business Administration (MBA)  
- MAT Multidisciplinary Studies

## Scott Air Force Base

375 FSS/FSDE  
Community Ctr Bldg 1650  
404 W. Martin St. Rm. 83  
Scott AFB, IL  62225-1607  
Ph: (618) 746-4747; 256-3124  
Fax: (618) 746-2315  
- MA Human Resources Development  
- MA Information Technology Management  
- MA International Relations  
- MA Management and Leadership  
- Master of Business Administration (MBA)

## Kansas

**Fort Leavenworth***

PO. Box 3134  
Fr. Leavenworth, KS  66027  
Ph: (913) 682-1922  
Fax: (913) 682-7746  
- MA Business and Organizational Security Management  
- MA Human Resources Management  
- MA Information Technology Management  
- MA International Relations  
- MA Management and Leadership  
- Master of Business Administration (MBA)

## McConnell Air Force Base

22 FSS/FSDE  
53474 Lawrence Court  
McConnell AFB, KS  67221  
Ph: (316) 686-6841  
Fax: (316) 686-6882  
- MA Counseling  
- MA Human Resources Development  
- MA Human Resources Management  
- MA Information Technology Management  
- MA Management and Leadership  
- Master of Business Administration (MBA)  
- Master of Health Administration (MHA)

## Kentucky

**Louisville Metro***

1031 Zorn Avenue  
Suite 200  
Louisville, KY  40207  
Ph: (502) 896-1835  
Fax: (502) 896-1838  
- MA Advertising and Marketing  
- MA Counseling  
- MA Human Resources Development  
- MA Human Resources Management  
- MA Information Technology Management  
- MA Management and Leadership  
- MA Media Communications  
- MA Public Relations  
- Master of Business Administration (MBA)  
- Master of Health Administration (MHA)

## Maryland

**Andrews Air Force Base***

316 MSS/DPE  
1413 Arkansas Rd.  
Andrew Air Force Base, MD  20762-6405  
Ph: (301) 420-2256  
Fax: (301) 420-2258  
- MA International Relations  
- Master of Public Administration (MPA)  
- MS Environmental Management

## Missouri

**Fort Leonard Wood***

268 Constitution St., Ste. 11  
Fr. Leonard Wood, MO  65473-8934  
Ph: (573) 329-6777  
Fax: (573) 329-2609  
- MA Business and Organizational Security Management  
- MA Human Resources Development  
- MA Human Resources Management  
- MA Information Technology Management  
- MA Management and Leadership  
- Master of Business Administration (MBA)  
- Master of Public Administration (MPA)  
- MS Environmental Management

## Kansas City Metro***

1200 East 104th Street, Suite 100  
Kansas City, MO  64131  
Ph: (816) 444-1000  
Fax: (816) 444-1740  
- Cert Nurse Educator  
- Cert Nurse Leader  
- MA Counseling
Locations, Degrees, and Majors

MA Human Resources Development  
MA Human Resources Management  
MA Management and Leadership  
MA Marketing  
Master of Business Administration (MBA)  
Master of Health Administration (MHA)  
MAT Multidisciplinary Studies  
MS Finance  
MSN Nursing

Old Post Office*
815 Olive Street  
St. Louis, MO 63101  
Ph: (314) 968-5966  
Fax: (314) 621-9232  
Cert Distributed Systems  
Cert Paralegal Studies  
MA Business and Organizational Security Management  
MA Human Resources Development  
MA Human Resources Management  
MA Information Technology Management  
MA Legal Studies  
MA Management and Leadership  
Master of Business Administration (MBA)  
MS Computer Science/Distributed Systems  
MS Finance

Ozarks Metro
321 W. Battlefield, Second Floor  
Springfield, MO 65807  
Ph: (417) 883-0200  
Fax: (417) 883-1510  
MA Business and Organizational Security Management  
MA Human Resources Development  
MA Human Resources Management  
MA Management and Leadership  
Master of Business Administration (MBA)  
Master of Health Administration (MHA)

Rolla Metro*
1103 Kingshighway  
Rolla, MO 65401-2922  
Ph: (573) 368-4569  
Fax: (573) 368-5497  
MA Counseling

St. Louis Home Campus*
470 East Lockwood Avenue  
Webster Groves, MO 63119-3194  
Ph: (314) 968-7100  
Fax: (314) 968-7116  
Cert Education for Global Sustainability  
Cert Gerontology  
Cert Intellectual Property Paralegal Studies  
Cert Nonprofit Management  
Cert Nurse Educator  
Cert Nurse Leader  
Cert Paralegal Studies  
Cert Positive Behavioral Intervention and Support  
Cert Teaching English as a Foreign Language  
Doctor of Management  
EdS  
MA Advertising and Marketing Communications  
MA Art  
MA Communications Management  
MA Counseling  
MA Gerontology  
MA Human Resources Development  
MA Human Resources Management  
MA Information Technology Management  
MA International Business  
MA International Relations  
MA Legal Studies  
MA Management and Leadership  
MA Marketing  
MA Mathematics for Educators  
MA Media Communications  
MA Media Literacy  
MA Music  
MA Public Relations  
MA Reading Education  
MA Special Education  
Master of Business Administration (MBA)  
Master of Health Administration (MHA)  
Master of Music  
MAT Communication Arts  
MAT Early Childhood Education  
MAT Educational Technology  
MAT Multidisciplinary Studies  
MAT Social Science  
MFA Arts Management and Leadership  
MS Finance  
MS Nurse Anesthesia  
MS U.S. Patent Practice  
MSN Nursing

Westport*
11885 Lackland Rd.  
Suite 600  
Maryland Heights, MO 63146  
Ph: (314) 968-5955  
Fax: (314) 291-5099  
Cert Government Contracting  
MA Human Resources Development  
MA Human Resources Management  
MA Information Technology Management  
MA International Business  
MA Management and Leadership  
MA Marketing  
MA Procurement and Acquisitions Management  
MA Professional Science Management & Leadership  
Master of Business Administration (MBA)  
MS Finance

Whiteman Air Force Base
P.O. Box 6099  
Whiteman AFB, MO 65305  
Ph: (660) 563-2006  
Fax: (660) 563-3666  
MA Human Resources Development  
MA Information Technology Management  
MA Management and Leadership  
Master of Business Administration (MBA)

WingHaven*
2229 Technology Drive  
Suite 300  
O’Fallon, MO 63368-7344  
Ph: (636) 561-2400; 968-5988  
Fax: (636) 625-2522  
MA Human Resources Management  
MA Information Technology Management  
MA Management and Leadership  
MA Media Communications  
Master of Business Administration (MBA)
## Locations, Degrees, and Majors

### New Mexico
**Albuquerque Metro***

4775 Indian School NE  
Suite 300  
Albuquerque, NM 87110  
Ph: (505) 292-6988  
Fax: (505) 275-8998  
- MA Business and Organizational Security Management  
- MA Counseling  
- MA Gerontology

**Kirtland Air Force Base**  
PO Box 18048  
Albuquerque, NM 87185-8048  
Ph: (505) 255-3645  
Fax: (505) 255-3695  
- MA Human Resources Development  
- MA Information Technology Management  
- MA Management and Leadership  
- Master of Business Administration (MBA)

### North Carolina
**Camp Lejeune**  
PO Box 10026 NH  
Camp Lejeune, NC 28547-0026  
Ph: (910) 451-4407  
Fax: (910) 451-0952  
- MA Business and Organizational Security Management  
- MA Human Resources Management  
- MA International Relations  
- MA Management and Leadership  
- Master of Public Administration (MPA)

**Fort Bragg**  
BLDG 2-1105,  
Stack B, Rm 215-217  
PO. Box 71728  
Fort Bragg, NC 28307  
Ph: (910) 436-9802  
Fax: (910) 436-9047  
- Cert Government Contracting  
- MA Business and Organizational Security Management  
- MA Counseling  
- MA Human Resources Development  
- MA Information Technology Management  
- MA International Relations  
- MA Management and Leadership  
- Master of Business Administration (MBA)  
- Master of Public Administration (MPA)

**Pope Air Force Base**  
PO. Box 71728  
Fort Bragg, NC 28307  
Ph: (910) 436-0014  
Fax: (910) 436-0198  
- Cert Government Contracting  
- MA Business and Organizational Security Management  
- MA Counseling  
- MA Human Resources Development  
- MA Information Technology Management  
- MA International Relations  
- MA Management and Leadership  
- Master of Business Administration (MBA)  
- Master of Public Administration (MPA)

### Oklahoma
**Fort Sill**  
Harry S Truman  
Education Center  
4301 NW Koehler Loop  
Ft. Sill, OK 73503-9009  
Ph: (580) 353-5766  
Fax: (580) 353-0280  
- MA Human Resources Management  
- MA Information Technology Management  
- MA Management and Leadership  
- Master of Business Administration (MBA)

**Tinker Air Force Base**  
72 MSS/DPEE  
Building 201SE  
Tinker AFB, OK 73145  
Ph: (405) 732-7110  
Fax: (405) 732-7253  
- MA Information Technology Management  
- MA Management and Leadership

### South Carolina
**Beaufort Naval Hospital**  
PO Box 6168 C  
US Naval Hospital  
Beaufort, SC 29902  
Ph: (843) 524-1851  
Fax: (843) 524-1902  
- MA Human Resources Development  
- MA Management and Leadership  
- Master of Public Administration (MBA)

**Charleston Air Force Base**  
Service Squadron Bld (Bldg 322)  
437 MSS/DPE  
Charleston AFB, SC 29404  
Ph: (843) 767-2278  
- MA Information Technology Management  
- MA Management and Leadership

**Charleston Metro***

5300 International Boulevard, Bldg. B  
N. Charleston, SC 29418  
Ph: (843) 760-1324  
Fax: (843) 760-1153  
- MA Counseling  
- MA Human Resources Development  
- MA Human Resources Management  
- MA Information Technology Management  
- MA Management and Leadership  
- Master of Business Administration (MBA)  
- Master of Health Administration (MHA)

**Columbia Metro**  
8911 Farrow Rd.,  
Suite 101  
Columbia, SC 29203  
Ph: (803) 699-0900  
Fax: (803) 699-2488  
- MA Counseling  
- MA Human Resources Development  
- MA Human Resources Management  
- MA Information Technology Management  
- MA Management and Leadership  
- Master of Business Administration (MBA)  
- Master of Health Administration (MHA)
Locations, Degrees, and Majors

Fort Jackson
PO. Box 10328
Fr. Jackson, SC 29207
Ph: (803) 738-0603
Fax: (803) 738-0338
MA Business and Organizational Security Management
MA Human Resources Management
MA Information Technology Management
MA Management and Leadership
Master of Business Administration (MBA)

Greenville Metro*
124 Verdae Drive, Ste. 400
Greenville, SC 29607
Ph: (864) 676-0601
Fax: (864) 676-0601
MA Counseling
MA Human Resources Development
MA Human Resources Management
MA Management and Leadership
Master of Business Administration (MBA)

Myrtle Beach Metro*
4589 Oleander Drive
Myrtle Beach, SC 29577
Ph: (843) 497-9367
Fax: (843) 497-9268
MA Counseling
MA Human Resources Development
MA Information Technology Management
MA Management and Leadership
Master of Business Administration (MBA)

Shaw Air Force Base
398 Shaw Drive, Rm. 138
Shaw AFB, SC 29152
Ph: (803) 666-2254
Fax: (803) 666-2287
Cert Government Contracting
MA Information Technology Management
MA Procurement and Acquisitions Management
Master of Business Administration (MBA)

Tennessee
Memphis Naval Support Activity
Navy College Office
5722 Integrity Drive
NSA Mid-South Building S-241
Millington, TN 38054
Ph: (901) 873-1531
Fax: (901) 873-1534
MA Human Resources Management
MA Information Technology Management
MA Management and Leadership
Master of Business Administration (MBA)

Texas
Brooks City-Base
311 MSG/DPE
7896 Lindbergh Landing
Brooks City-Base, TX 78235-5118
Ph: (210) 226-3373
Fax: (210) 224-1797
MA Counseling
MA Human Resources Management

Camp Bullis
2408 N. New Braunfels Ave.
Suite 30
Ft. Sam Houston, TX 78234-5030
Ph: (210) 226-3373
Fax: (210) 224-1797
Master of Business Administration (MBA)

Fort Bliss*
P.O. Box 6077
Building 632 -Taylor Street
Ft. Bliss, TX 79906-6077
Ph: (915) 562-4400
Fax: (915) 562-8635
MA Counseling
MA Human Resources Development
MA Information Technology Management
MA Management and Leadership
Master of Business Administration (MBA)
Master of Health Administration (MHA)

Fort Sam Houston*
2408 N. New Braunfels Ave.
Suite 30
Ft. Sam Houston, TX 78234-5030
Ph: (210) 226-3373
Fax: (210) 224-1797
MA Counseling
MA Human Resources Development
MA Information Technology Management
MA Management and Leadership
Master of Business Administration (MBA)
Master of Health Administration (MHA)

Lackland Air Force Base
37 MSS/DPE, Bldg. 5725, Room 156
1550 Wurtsmith St.
Lackland AFB, TX 78236-5251
Ph: (210) 674-0014
Fax: (210) 670-9035
MA Counseling
MA Human Resources Development
MA Information Technology Management
MA Management and Leadership
MA Procurement and Acquisitions Management
Master of Health Administration (MHA)
Master of Public Administration (MPA)

Utah
Hill Air Force Base
75 FSS/FSDE, Bldg. 5725, Ste. 114
7290 Weiner Street, Ste. 383
Hill AFB, UT 84056-5003
Ph: (801) 779-2061
Fax: (801) 779-2062
MA Human Resources Development
MA Human Resources Management
MA Information Technology Management
MA Management and Leadership
MA Procurement and Acquisitions Management
Master of Business Administration (MBA)
Virginia
Fort Belvoir
Room 143, Barden Education Center
9625 Belvoir Rd.
Fort Belvoir, VA 22060
Ph: (703) 781-7942
Fax: (703) 781-3834
Cert Government Contracting
MA Business and Organizational Security Management
MA Procurement and Acquisitions Management
Master of Business Administration (MBA)

Washington
Fairchild Air Force Base
92 MSS/DPE
6 West Castle St.
Fairchild AFB, WA 99011-9406
Ph: (509) 244-2079
Fax: (509) 244-2085
MA Business and Organizational Security Management
MA Counseling
MA Human Resources Development
MA Management and Leadership
Master of Business Administration (MBA)

International Campuses

Austria
Vienna
Webster University
Berchtoldgasse 1
A-1220 Vienna
AUSTRIA
Ph: (011) 431-269-92 93
Fax: (011) 431-269-92-93-13
MA Human Resources Management
MA International Business
MA International Relations
MA Marketing
Master of Business Administration (MBA)
MS Finance

China
Shanghai
Shangai University of Finance and Economics
Webster University, USA Joint MBA Program
369 North Zhong Shan 1 Rd
Shanghai 200083, P R CHINA
Ph: (011) 86 21 62106843
Fax: (011) 86 21 65114738
Master of Business Administration (MBA)

Chengdu
Joint IMBA Office, School of Management
University of Electronics Science Y Technology of China
Chengdu, Sichuan 610054, P R CHINA
Ph: (011) 86 (28) 83200870
Master of Business Administration (MBA)

Shenzhen
55 Bagua Road, Managers’ Building
Shenzhen Manager's College, 518029
Shenzhen 518000, P R CHINA
Ph: (011) 86 (755) 25625725
Master of Business Administration (MBA)

The Netherlands
Leiden
Webster University
Boommarkt 1
2311 EA Leiden
THE NETHERLANDS
Ph: (011) 31 (0)71 516 8000
Fax: (011) 31 (0)71 516 8001
MA Business and Organizational Security Management
MA Communications Management
MA Counseling
MA International Non-Governmental Organizations
MA International Relations
MA Management and Leadership
MA Procurement and Acquisitions Management
Master of Business Administration (MBA)
Graduate Program

Locations, Degrees, and Majors

Switzerland
Geneva
Webster University
15, Route de Collex
CH-1293 Bellevue
SWITZERLAND
Ph: (011) 41-22-959-8000
Fax: (011) 41-22-959-8013
- MA Counseling
- MA Health Care Management (French)
- MA Human Resources Development (French)
- MA Human Resources Management
- MA International Non-Governmental Organizations
- MA International Relations
- MA Management and Leadership
- Master of Business Administration (MBA)

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

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

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

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

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

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

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

Persons interested in enrolling in courses at Webster's international campuses should call 314-968-7433 or 1-800-753-6765.
Online Program Options
Webster University offers you unparalleled opportunities to advance your career with a distinctive blend of classroom and online degree programs. At Webster, you choose the format that is best for you.

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

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

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

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

Current Online Programs

College of Arts & Sciences
- Master of Arts in Gerontology
- Master of Arts in International Relations
- Master of Science in Environmental Management

School of Communications
- Master of Arts in Media Communications
- Master of Arts in Communications Management
- Master of Arts in Public Relations

School of Business and Technology

Graduate Degrees
- Master of Business Administration
- Master of Science in Finance
- Master of Arts in Business and Organizational Security Management
- Master of Arts in Procurement and Acquisitions Management
- Master of Arts in Management and Leadership
- Master of Arts in Human Resources Management
- Master of Arts in Human Resources Development
- Master of Arts in Information Technology Management

Graduate Certificates
- Decision Support Systems
- Government Contracting
- Web Services

Undergraduate Certificates
- Web Site Design
- Web Site Development

School of Education
- Master of Arts in Teaching
  - Multidisciplinary Studies Major
  - Educational Technology Major
- Education Specialist (Ed.S.) in School Systems, Superintendency and Leadership
Academic Policies and Procedures

Admission
Admission Requirements

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

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

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

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

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

The application fee of $50 is required for the degree-seeking student. The purpose of the application fee is to initiate the student’s admission file, complete the application file, and establish it as an official student file in the Office of the Registrar. Students who have been previously enrolled at any Webster University campus location are exempt from the application fee.

A student who registers for a course as a non-degree student must complete a non-degree application form and pay the application fee. The student should consult the Non-degree Students section under Enrollment for additional information. It should be noted that non-degree students are usually not eligible for veterans’ educational benefits or financial aid. Tuition for non-degree courses must be paid at the time of registration. Non-degree seeking applicants can register for classes 30 days before the start of the requested term.

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

Acceptance

MA, MS, MHA, MPA, and MBA

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

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

On receipt of the official transcript from the institution awarding the baccalaureate degree, the student will receive full admission with any conditions such as “special status” acceptance to the graduate program based on the final GPA.

MA, MS, MHA, MPA and MBA — School of Business and Technology and College of Arts & Sciences

Full acceptance into the School of Business and Technology and the College of Arts & Sciences requires receipt of an official transcript from the baccalaureate granting institution. Students whose GPA is above 2.0 but below 2.5 will be admitted under a “special status” category (see advancement to candidacy restrictions). Specialized graduate programs, including the Global MA and Global MBA programs, may have further admission requirements as outlined in each program.

MA in Nurse Anesthesia, MSN, MFA, MM, DMgt

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

School of Education (MAT and MA)

A completed admission file includes information on professional experience and the academic transcripts of the applicant’s undergraduate degree work. This material is reviewed by the School of Education Graduate Programs admissions committee. The committee evaluates the academic record, essay, and letters of recommendation (if requested), and determines whether the student will be accepted. New applicants have one term (8 weeks) to complete the acceptance process. An overall minimum undergraduate grade point average of 2.5 is required for acceptance into an MAT and MA programs.

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

Ed.S.

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

1. Master’s degree in education or a related field, such as social work, communications, or business.
2. Superior academic ability at the graduate level with at least a 3.0 GPA.

Admissions

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

1. An Ed.S. application form, including a statement of 500 words, summarizing how the specialist degree will advance the student’s career goals and personal objectives.
2. Official transcripts of previous undergraduate and graduate coursework. These transcripts must be sent directly to the coordinator of the Ed.S. degree program from the issuing institution.
Academic Policies and Procedures

3. A current résumé.
4. At least three letters of recommendation from faculty and/or associates.
5. A $50 nonrefundable application fee (waived for Webster University graduates).
6. An entry interview.

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

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

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

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

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

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

School of Education (MAT and MA)
Students not advanced to candidacy are not eligible to graduate. After completing 9–12 credit hours within an MAT or MA major and before 21 credit hours, the student’s performance and program are evaluated to determine whether the student should be advanced to candidacy. (Transfer hours from other colleges and universities do not count in the eligibility for candidacy hours.) While advancement to candidacy indicates that a student shows the requisite ability and interest to complete the program successfully, the degree candidate continues to receive counseling and is evaluated routinely until all other program requirements have been met.
It is the student’s responsibility to pick up an Advancement to Candidacy form from his or her advisor during registration once he or she has completed 9 credit hours of coursework.
To be eligible for advancement, a student must meet the following criteria:
1. The student must have successfully completed 9 credit hours of MAT courses within a major and have received grades for all 9 credit hours. Courses taken before entry to the program and/or in-service courses cannot be counted toward advancement.
2. The student cannot be on probation.
3. The student must have noIncomplete grades.
4. The student must have a current grade point average of at least 3.0 (B).

Ed.S.
After completing 1 block in LEAD, the student is advanced to candidacy when the portfolio or other approved documentation method is approved.
After completing 6–12 hours in SSSL, the student is advanced to candidacy when the portfolio or other approved documentation method is approved.

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

Application Requirements
1. An International Application. Students should apply online at http://www.webster.edu/admissions, or complete the paper-based International Application. A non-refundable application fee of $50 is required. There is no application fee for the London or Thailand campuses.
2. Official transcripts from the educational institution from which the student earned their first bachelor’s-level degree. For U.S. institutions, this means accreditation from a regional accrediting body. Non-U.S. institutions must be recognized by the Ministry of Education as a university-level provider of higher education and accredited by any appropriate agencies within the home country and any countries in which it operates and/or issues degrees. This transcript must show the degree received and the date conferred. Applicants previously enrolled in graduate-level coursework must submit official transcripts of that work.
Graduate applicants who apply and are provisionally accepted before completing their undergraduate degree must submit a final transcript indicating the degree received and the date conferred. This official transcript must be on file for full acceptance to the University.
To be considered official, transcripts must be received by Webster University directly from the issuing institution. If the student is to deliver transcripts, they must be in sealed, unopened envelopes and certified with the official seal of the issuing institution. All official transcripts and documents in a language other than English must be accompanied by a literal and certified English translation.

3. Documentation of English Language Proficiency
All applicants, regardless of program or enrollment location, whose primary language is not English must document their English language proficiency at the time of application. Applicants normally satisfy this requirement by submitting official Test of English as a Foreign Language (TOEFL) or Academic IELTS scores that meet the requirements below:

<table>
<thead>
<tr>
<th>TOEFL</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 575</td>
<td>89</td>
</tr>
<tr>
<td>Computer 230</td>
<td>6.5</td>
</tr>
</tbody>
</table>

Equivalent Cambridge, Oxford, NEAB, TEEP, and London Certificate tests results that are current can be considered in lieu of the TOEFL. Such scores must be approved by the ESL.
Academic Policies and Procedures

Coordinator through the International Recruitment & Services Office. Students who cannot document current evidence of English proficiency should contact the campus they wish to attend for on-campus testing options. Further, Webster reserves the right to administer additional proficiency tests to any applicant, accepted applicant, or enrolled student about whose English language proficiency the University has concerns. All English as a Second Language (ESL) recommendations and requirements are a condition of the applicant's admission, enrollment, and/or continued enrollment at the University.

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

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

4. A 300- to 400-word essay on a topic of your choice. You may describe a special interest, experience, or achievement.
5. A curriculum vitae (résumé) that documents prior employment and experience.
6. Two letters of recommendation from teachers and/or employers.
7. Additional official documentation may be required depending upon an applicant's program of interest or previous educational background. Individuals will be contacted if such documentation is required to complete their application file.
8. Students requiring a visa to study in the country in which their campus is located will be required to provide additional documentation for the visa process. Visa documentation requirements can vary at international campus locations depending upon the applicant's citizenship status and/or country of origin at the time of acceptance to the University. Applicants should check with the campus they plan to attend for specifics. The University will notify applicants if additional documentation is required to complete the application file.

Application Submission

Applications should be submitted online at http://www.webster.edu/ admissions whenever possible. Your application materials should be submitted to the Office of Admission at the campus you wish to attend. Campus addresses, phone, and fax numbers are listed under Locations, Degrees, and Majors.

Applications from abroad normally should be complete and on file at the University at least four to six months before the beginning of the initial entry term, as visa processing may delay your entry into the country in which the campus you plan to attend is located. Completed applications for the St. Louis, Missouri, campus and the metropolitan U.S. campuses should be airmailed to:

Office of Admission
Attn: International Recruitment & International Services
Webster University
470 East Lockwood Avenue
St. Louis, Missouri 63119-3194
U.S.A.

Please direct any courier packages (UPS, FedEx, DHL, etc.) to:

Webster University
40 North Rock Hill Road
Webster Groves, Missouri 63119-2242 USA
Attn: International Recruitment

English as a Second Language

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

All ESL courses carry undergraduate credit. For graduate students, ESL courses are graded on a Credit (CR) or Fail (F) basis. These courses are transcripted on the graduate transcript but do not count toward graduate program degree requirements; however, the grades they earn in ESL courses are posted on their official University transcripts, are calculated in the cumulative graduate grade point average (GPA), and may impact the graduate student's academic standing (all regular probation or dismissal policies apply to these courses).

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

The Admission Decision

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

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

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

Enrollment Registration

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

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

Course Load Guidelines

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

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

Students requesting permission to take more than 7 credit hours per semester (fall, spring, summer) must complete an overload petition with their advisor.

School of Education (MAT, MA and EdS) Student Load

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

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

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

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

Graduate/Undergraduate Registration

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

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

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

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

Add/Drop/Withdraw Procedures

**MAT, MA, MSN, MBA, MHA, MFA, MM, MPA, D.Mgt., Ed.S.**

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

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

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

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

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

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

Non-degree Students

**MAT, MA, MS, MBA, MHA, MFA, MM, MPA**

Students who do not plan to complete a degree or program from Webster University may request approval to take graduate courses at the University as a non-degree student. Non-degree candidates seeking access to graduate-level coursework must satisfy the minimum criteria for graduate study (a completed baccalaureate degree) as well as satisfy all course or program prerequisites. Non-degree students must maintain satisfactory academic progress (no deficient grades) in order to continue enrollment. A student may enroll as a non-degree student for up to 6 credit hours. To continue as a non-degree student after the initial 6 credit hours, the
Academic Policies and Procedures

student must submit an official undergraduate transcript showing baccalaureate degree conferral. The Director of Graduate and Evening Student Admissions will review the transcript and make the final decision as to whether an individual may continue as a non-degree student.

Non-degree students should meet with an academic advisor (students interested in the MAT program should contact the School of Education Office) before registering for courses since they are subject to the same requisite course requirements and dismissal policies that apply to degree-seeking students. Registration for non-degree seeking students begins 30 days before the start of the requested term.

Academic Policies

Term and Class Schedule

MAT, MA, MS, MSN, MBA, MHA, MFA, MM, MPA, D.Mgt., Ed.S.

For most graduate programs, the graduate academic calendar consists of five nine-week terms per year: Summer, Fall 1, Fall 2, Spring 1, and Spring 2. Terms are eight weeks in duration for the School of Education (MAT and MA) and at international locations.

Graduate classes meet for four hours one night a week for nine weeks. There are exceptions to this schedule. Weekend classes are offered at some Webster University locations. Daytime classes are also offered at the London campus and other locations. Course schedules listing the terms and courses offered are available at each location.

School of Education students interested in the MAT and MA programs should contact the School of Education.

Course Attendance

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

Conduct

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

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In cases of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g., removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place. Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g., theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

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

Credit Hours

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

Degree Completion

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

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

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

School of Education (MAT and MA)

Most MAT and MA students finish their programs in two years and three summers, or three years and two summers. MAT programs with initial certification incorporated may take several additional semesters. Degree work must be finished within seven years after a student enters an MAT program unless a leave of absence is approved by the dean of education.

Ed.S. Degree Completion

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

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

Grades

MA, MS, MSN, MBA, MHA, MFA, MM, MPA, D.Mgt.

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

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

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

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

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

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

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

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

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

**School of Education MAT, MA and EdS**

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

Grades reflect the following standards:
- **A/A−** Superior graduate work
- **B+/B** Satisfactory graduate work
- **C** Marginal graduate work
- **CR** Satisfactory graduate work (the equivalent of B– or better)
- **NC** Unsatisfactory graduate work
- **I** Incomplete work
- **IP** Course is in progress

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

- **NR** No course grade recorded by professor

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

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

**Grade Point Average**

**MAT, MA, MS, MSN, MBA, MHA, MFA, MM, MPA, D.Mgt., Ed.S.**

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A−</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B−</td>
<td>2.67</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>ZF</td>
<td>0</td>
</tr>
<tr>
<td>NC</td>
<td>0</td>
</tr>
</tbody>
</table>

* Not applicable to School of Education MAT, MA and Ed.S.

** For School of Education (MAT, MA and Ed.S.) only

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

**Graduate Academic Honors**

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

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

**Academic Honesty Policy**

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

**Definitions of Academic Dishonesty**

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

1. Cheating—Using or attempting to use crib sheets, electronic sources, stolen exams, unauthorized study aids in an academic assignment, or copying or colluding with a fellow student in an
Academic Policies and Procedures

effort to improve one’s grade.

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

3. Plagiarism—Using the works (i.e., words, images, other materials) of another person as one’s own without proper citation in any academic assignment. This includes submission (in whole or in part) of any work purchased or downloaded from a Website or an Internet paper clearinghouse.

4. Facilitating Academic Dishonesty—Assisting or attempting to assist any person to commit any act of academic misconduct, such as allowing someone to copy a paper or test answers.

Disciplinary Actions

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

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

In extreme cases, a dishonesty violation may warrant consideration for dismissal, suspension, or other disciplinary action. These disciplinary actions require a formal judicial process as outlined in the Student Handbook.

Academic Warning, Probation, and Dismissal

MA, MS, MBA, MHA, MFA, MM, MPA, D.Mgt.

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

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

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

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

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

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

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

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

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

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

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

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

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

School of Education MAT, MA and EdS

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

1. A student who receives one grade of C or one grade of NC or ZF is placed on probation.

2. A student who receives one grade of C and one NC or ZF, or two NCs or ZFs is dismissed from the program.

3. A student who receives three grades of C is dismissed from the program.

Implications of probationary status for MAT, MA and Ed.S.:

1. While a student is on probationary status, he or she may enroll in no more than 3 credit hours in an eight-week or 16-week session. Ed.S. students on probation are allowed to enroll in only the block course offer that semester.

2. A student on probationary status may not enroll in subsequent classes until Incompletes are removed.

3. A student is not advanced to candidacy until removed from probationary status.

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

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

MSN

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

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

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

Reinstatement

The student may send a written appeal for reinstatement to the Graduate Council in care of the associate vice president for academic affairs. The student must send the appeal stating the basis for his or her request for reinstatement no sooner than one term following the dismissal but within one year following the issuance of the last grade that resulted
Academic Policies and Procedures

in the dismissal. The student is responsible for providing a complete and accurate statement describing the circumstances that contributed to his or her poor academic performance. Campus or program directors and faculty may provide recommendation to the Graduate Council as to whether or not a student should be reinstated. If the Graduate Council rejects the reinstatement appeal, the former student may apply for readmission after one calendar year.

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

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

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

Requisite Course
MA, MS, MHA, MPA

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

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

Integrated Studies Course
MA, MS, MHA, MPA

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

Degree Completion
MA, MS, MBA, MHA, MPA

The MA/MS/MHA/MPA degrees require advancement to candidacy and satisfactory completion of 36 credit hours of graduate degree curriculum, with the exception of legal studies and space systems operations management, which require 39 credit hours each; and counseling, which requires 48 or 60 credit hours.

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

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

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

Sequential Master's Degree
MA, MS, MHA, MPA

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

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

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

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

The sequential master's degree programs in environmental management (MS), finance (MS core), health administration (MHA), human resource management, international relations, information technology management, and public administration (MPA), require completion of 27 credit hours of required coursework.

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

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

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

Sequential MAT Degree
A student who earns an MAT from Webster University may earn a
sequential MAT in a different major, under the following conditions:
1. A graduate from Webster University with an MAT in the
33-credit-hour format must take 18 credit hours of required
coursework outlined in this catalog under the specific major. If
any of these courses have been taken previously, prior approval for
substitute courses must be given by the dean, area coordinator, or
designee.
2. A graduate from Webster University with an MAT in the
30-credit-hour format must take the 18 credit hours of required
coursework outlined in the MAT catalog under the specific major,
plus 3 additional credit hours of MAT coursework. If any of the
required courses have been taken previously, prior approval for
substitute courses must be given by the dean, area coordinator, or
designee.

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

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

Probation/Dismissal for Sequential Master’s Degree
1. A student who receives one grade of C is placed on probation.
2. A student who receives one grade of F or two grades of C is dis-
missed from the degree program.

Directed Studies
On a limited basis, and in documented cases of unavoidable absence, a
student may request a directed study to complete a required core graduate
course outlined in this catalog, except for non-MAT courses numbered
5500. Generally, a request for a directed study will be denied when the
student has the option to enroll in an online section of the course. The fol-
lowing conditions prevail if a course is to be completed as a directed study:
1. A basis for the directed study must be documented. The document-
ation should demonstrate a clear academic rationale for a directed study.
Requests for directed studies are to be written and submitted
to the local director on extended campuses and in St. Louis
to the appropriate dean or designee by the student on a Program
Option Request form along with the supporting documentation.
2. Initial approval must be given by the local director. Final approval
must be granted on extended sites by the associate vice president
for academic affairs and on the St. Louis campus by the appropri-
ate dean.
3. The course must be in the curriculum at the campus where the
student is enrolled and be a core requirement in the student's pro-
gram (directed studies are not approved for electives).
4. Students pursuing the MA, MAT, MBA, MHA, or MS are permit-
ted a maximum of two directed studies unless further restricted by
that program. Students are encouraged to utilize a directed study
only as a last resort. Elective courses are excluded from this option.
5. Directed studies are identified by the catalog course prefix, num-
ber, and title and include a directed study notation. Example:
MNGT 5650 Management and Strategy: Directed Study.
6. Directed studies in media communications may be options at the
St. Louis campus and carry the designation MEDC 5200.
7. Individually designed courses may be an option in an individual-
ized degree program at the St. Louis campus and carry the designa-
tion INDZ 5200.

Internship
In some majors, students may arrange an internship in a business
or agency setting. Internships carry a 6500 course number plus the
major prefix, with the exception of Coun 6000 Counseling Learning Practicum.
The internship option requires that the student has completed all the
required courses (except 6000) in the declared major/emphasis. Internships
(6500) do not substitute for overview (6000) or capstone course require-
ments.
An internship is permitted only in a student’s declared major or MBA
area of emphasis. Three to 6 credit hours may be earned in internship.
Counseling students are exempt from this policy and may complete up
to 12 credit hours of practicum if it is required by state licensure law.
Students pursuing the MA or the MBA with an emphasis may complete a
maximum of 6 credit hours of internship.
Internships are not available to School of Education MAT, MA or Ed.S.
students or MBA students without an area of emphasis.

Thesis or Project
Completing a thesis or thesis project (the 6250 course number) is a
major undertaking for students and instructors alike. Graduate students
electing this option will invest significant time and energy in preparing
primary and secondary research that will add to the body of knowledge of
their fields of study, or they will produce a project of significant original
material.
Several levels of instructor and administrator approvals are necessary
before a candidate can proceed with the 6250 option. Students should see
their campus director or department chair (if studying at the St. Louis
campus) for the copies of the thesis guidelines and the necessary forms for
pursuing this course. Students are advised to apply for this option before
completing 21 credit hours in order to complete the authorization process in
a timely manner.
Before taking the 6250 course the student will have completed all the
required courses (except the 6000 integrated studies course) in the declared
major/emphasis. A thesis may not be substituted for a core course with the
exception of the 6000 integrated studies course. Students pursuing a dual
major may substitute a thesis option for only one 6000 capstone course.
Students who have received a grade of "C" in any core course(s), or who are
on academic warning or probation, may not pursue the thesis option.
The thesis option is not available in some degree programs and majors.
The 6250 student initially registers for a minimum of 3 credit hours and
subsequently maintains a minimum enrollment of 2–3 credit hours
until the thesis is completed. A maximum of 6 credit hours may be applied
toward the graduate degree, with appropriate approvals. Credit for the the-
sis is awarded in non-letter grade format (Credit/No Credit.)
Academic Policies and Procedures

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

Transfer of Credit

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

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

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

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

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

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

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

School of Education MAT and MA

MAT students may transfer, with approval, either:

1. 6 credit hours from another graduate institution and 3 credit hours of approved MAT In-Service credit or
2. 3 credit hours from another graduate institution and 6 credit hours of approved MAT In-Service credit (MA/Reading students may not transfer in 6 hours of InService)

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

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

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

1. Prior approval by an advisor and relevant area coordinator must be granted on “prior permission form” before the course is taken.
2. The course does not duplicate one offered at Webster University.
3. The student fills out a Request for Transfer of Credit form (available in the School of Education Office) and submits it, along with an official transcript of the course(s) being requested, to the School of Education Office. When the transfer hours have been approved and processed, the student will be notified.

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

**Ed.S. Transfer of Credit**

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

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

Core Course Substitution

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

Petition/Graduation Requirements

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

Prior to their degree completion, students are assigned a non-refundable graduation candidacy fee, which covers degree audit functions, diploma production, and future transcript requests.
Transcripts
A student request for an official transcript must be in writing and directed to the Office of the Registrar. The University will issue the official transcript only if the student’s account is paid in full.

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

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

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

1. Activate their Connections account after receiving their username and password. Students will receive a letter in the mail 10-14 days after they first register for classes and will need this letter to set up their Connections account. Faculty and staff will be issued a Connections username when they begin work.

2. Regularly check incoming University e-mail. Your Webster e-mail account is where all official communication from Webster will be sent.

3. Regularly check their Connections Personal and Campus Announcements.

4. Maintain their University e-mail account in working order (including compliance with the University's Acceptable Use Policy and appropriately managing disk space usage).

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

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

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

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

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

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

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

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

Learning Goals
The student learning outcomes for Counseling majors are developed from professional standards established in the professional field of counseling and accepted by the American Counseling Association and Council for Accreditation of Counseling and Related Educational Programs (CACREP) for graduate education in counseling. The learning outcomes are broadly divided into the following categories:

Upon completion of the program, students should be able to:
- Identify, describe, and apply goals and objectives of professional organizations, codes of ethics, application of ethical and legal considerations in Counseling, professional credentialing, role identity of counselors, history and philosophy of Counseling, Counseling supervision models and practices, and advocacy processes leading to success for clients. (Professional Orientation and Ethical Practice)
- Define, generalize, and synthesize the impact on the profession of Counseling of multi-cultures including ethnic groups, sexism, ageism, religious orientation, urban and rural societies, and other cultural groups and more; use of leisure time, career, and differing life patterns; multicultural affect on Counseling theory; and the ethnic attributes and dynamics on relationships, issues and trends, and the counseling relationship. Be able to describe the significance of Counselor self-awareness, culturally supported wellness, and counselor’s roles in eliminating bias and social advocacy for diverse populations. (Social and Cultural Diversity)
- Describe, identify, and examine the nature and needs of individual’s at all developmental levels and in multicultural contexts, including theories of human behavior (normal and abnormal) personality development, human resilience, wellness, exceptional abilities, and addictions; effects of crisis and disaster; and learning processes. (Human Growth and Development)
- Describe, identify, and appraise vocational choice theories and techniques; the relationship between career choice and lifestyle; sources of occupational and educational information, assessment, and technology; approaches to decision-making models; interrelationships among and between work, family and life roles including multicultural issues; career planning, placement and evaluation; and career development exploration techniques. (Career Development)
- Define, generalize, organize, and critique the philosophic bases of counseling and the helping relationship and consultation theories, practice, and application in a multicultural society; including development of Counselor/client self-awareness, systems work, effective counseling skills, an orientation toward wellness and growth, and crisis intervention. (Helping Relationships)
- Define and appraise group counseling theories, types of group therapy techniques, group purpose, development, and dynamics in a multicultural society; and be able to experience and facilitate group counseling. (Group Work)
- Identify, implement, and evaluate the various frameworks for ethical appraisal of the individual including methods of data gathering and interpretation, statistical concepts, individual and group testing, case study approaches, historical perspectives, and individual differences from a multicultural and ethnic context. (Assessment)

- Define, describe, apply, and evaluate statistical concepts, research design, development of research/demonstration proposals, evaluation of research, and research information, as used to inform evidence-based practice; importance of research in advancing the Counseling profession; and ethical and culturally relevant strategies for interpreting and reporting results. (Research and Program Evaluation)
- Identify, plan, and implement the above criteria professionally and demonstrate a progressive development of counseling skills and practice including an openness to supervision and self-awareness in a human development and wellness framework that integrates attention to multi-cultural impact; record keeping; and define and generalize the ethical responsibility of practicing counseling only to the extent of one’s competency and to know when, where, and how to refer when out of competency. (Clinical Instruction)
- Identify, critique, and implement the major concepts of disaster response and trauma and crisis counseling and their differences in specific settings (Infused in various core courses)
- Identify, evaluate, and generalize the major impacts, theories, effects, and skills of addictions counseling in specific courses (Infused in various core courses)
- Identify, evaluate, and generalize the impact, effects, and skills of systems theory (Infused in various core courses)

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

Required Core Subject Area Courses:
COUN 5020 Foundations of Counseling: The Helping Relationship (Requisite Course)
COUN 5050 Human Growth and Development
COUN 5100 Social and Cultural Foundations of Counseling
COUN 5140 Psychopharmacology
COUN 5150 Psychopathology
COUN 5200 Theories of Counseling
COUN 5220 Assessment
COUN 5230 Psychodiagnostics
COUN 5600 Techniques of Group Counseling
COUN 5630 Substance Abuse Counseling
COUN 5700 Lifestyle and Career Development
COUN 5800 Professional Orientation and Ethical Practice
COUN 5850 Research and Evaluation
COUN 6000 Counseling Learning Practicum (a minimum of 3 credit hours)
COUN 6500 Internship (total of 6 credit hours)

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

In addition to the required 16 core subject area courses listed above, students select up to four electives from the counseling education program curriculum to support necessary licensure requirements and fulfill the 20 courses needed for the degree. Seek advisement for appropriate selection of electives with the Counseling Program Coordinator or Counseling Program Academic Advisor when selecting elective courses. Also, please note that certain state licensure laws do not allow for courses to be completed through Directed Studies or electronically (online). The student should consult with the Counseling Program Coordinator or Counseling Program Academic Advisor regarding this option.
Not all areas of emphasis are offered at all campus locations. Students should verify that the emphasis they seek is offered at the campus they select prior to registration.

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

Required Core Subject Area Courses:
COUN 5020 Foundations of Counseling: The Helping Relationship (Requisite Course)
COUN 5050 Human Growth and Development
COUN 5100 Social and Cultural Foundations of Counseling
COUN 5140 Psychopatharmacology
COUN 5150 Psychopathology
COUN 5200 Theories of Counseling
COUN 5220 Assessment
COUN 5230 Psychodiagnosics
COUN 5540 Family Systems Theory
COUN 5600 Techniques of Group Counseling
COUN 5640 Marriage and Family Counseling
COUN 5660 Sexual Counseling or COUN 5660 Human Sexual Behavior
COUN 5700 Lifestyle and Career Development
COUN 5800 Professional Orientation and Ethical Practice
COUN 5850 Research and Evaluation
COUN 6000 Counseling Learning Practicum (total of 3 credit hours)
COUN 6500 Internship (total of 6 credit hours)

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

In addition to the required 18 core subject area courses listed above, students select electives from the counselor education program curriculum to support necessary licensure requirements and fulfill the 20 courses needed for the degree. Seek advisement for appropriate selection of electives with the Counseling Program Coordinator or Counseling Program Academic Advisor when selecting elective courses, as electives will directly relate to the ability to gain licensure as a professional counselor and/or a marriage and family (and child) counselor. Also, please note that certain state licensure laws do not allow for courses to be completed through Directed Studies or electronically (online).

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

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

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

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

In addition to the required 15 core subject area courses listed above, students select electives from the counselor education program and Education program curriculums to support the specific area of emphasis and fulfill the 16 courses needed for the degree. Seek advisement for appropriate selection of electives with the Counseling Program Coordinator or Counseling Program Academic Advisor when selecting elective courses, as elective choices directly pertain to the ability to gain licensure as a professional counselor and/or certification as a school counselor. Also, please note that certain state licensure laws do not allow for courses to be completed through Directed Studies or electronically (online).

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

Emphasis in Community Counseling
This degree emphasis requires satisfactory completion of 48 credit hours of coursework. Some states require completion of all core courses prior to internship. Note that successful completion of program degree may exceed 48 credit hours for students requiring remedial coursework in writing competency and or professional counseling skill development.

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

In addition to the required 12 core subject area courses listed above, students select electives from the counselor education program curriculum to support necessary licensure requirements and fulfill the 16 courses needed for the degree. Seek advisement for appropriate selection of electives with the Counseling Program Coordinator or Counseling Program Academic Advisor when selecting elective courses. Also, please note that certain state licensure laws do not allow for courses to be completed through Directed Studies or electronically (online).

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

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

Courses in the counselor education program are available only to the following: those admitted to the MA in Counseling professional degree program and those fulfilling state licensure course requirements or continuing education course requirements for state licensure. All non-degree seeking students must meet program prerequisites. Seek advice 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 and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients and those required of professional counselors. (ACA, 2005)

Professional Commitment
The American Counseling Association Code of Ethics (2001, 2005) and the Council for Accreditation of Counseling and Related Educational Programs (2001, 2008) require that institutions providing counselor education screen students for professional and academic fit with the profession of Counseling. Completion and graduation from the MA in Counseling professional degree program requires successful completion of all graduate courses with appropriate academic success; being deemed fit for the counseling profession by relevant instructors as determined by pertinent skill development, interpersonal relations with others in the program, and openness to supervision; and successful completion of the Counselor Preparation Comprehensive Exam (CPCE) with a satisfactory passing grade. It is critical that applicants to the counselor education program understand that their successful completion/graduation from the program depends on interpersonal and counseling skills development in addition to academic success and passing the CPCE. Students’ skills development, interpersonal skills with others in the program, openness to supervision, and academic standing will be evaluated on a regular basis throughout the program. Students may be required to complete extra coursework or personal counseling in order to maintain good standing in the program.

This degree is a professional degree that is regulated by the state licensure boards, the ACA Code of Ethics (2001, 2005), and professional standards for the field of counselor education. As such, students will be required to commit to the above mentioned academic and interpersonal and counseling skills development through various coursework including a clinical field experience lasting 3, 5, or 7 terms (depending on state), that may demand between 12 and 35 hours per week to equate to a total of 700 hours of clinical and supervised instruction. It is imperative that students understand the time commitment, requirement of evidencing progressive skills development and openness to supervision, and academic success (including passing of the CPCE) as completion requirements to this degree.

It is highly recommended that students become involved in their local and or national professional counseling organization for formation of professional identity and the provision of additional learning, professional networking, leadership opportunities, professional liability insurance and legal support; and financial, academic, and career resources.

Students in the MA in Counseling professional degree program will be expected to participate in self-growth and self-disclosure experiences in some coursework in the MA in Counseling professional degree program as delineated by the ACA Code of Ethics (2005). While contents of self-disclosure will not relate to lowered academic evaluations, contents of self-disclosure may lead to requirement of professional help to address any personal concerns that may be affecting development of competent counseling skills (ACA, 2005).

Remediation for Student Success Process
The American Counseling Association Code of Ethics (2001, 2005) and the professional standards delineated by the Council for Accreditation of Counseling and Related Educational Programs (2001, 2008) require that all counselor education programs in good standing provide for a remediation process for all counselor education students that includes regular and ongoing evaluation of a student’s general fit with the counseling profession. Appraisal will occur with subjective and objective components for didactic and clinical competencies, attention to ethical code, openness to supervision and self-awareness, and academic competency. Students may be required to meet with the campus Counseling Advisory Committee if they are not able to demonstrate academic and or appropriate interpersonal and or counseling skills development, and or resist clinical supervision. This Committee will review the reasons for student lack of success and will interview relevant instructors and the student to determine the most appropriate path for student success related to a potential future in the Counseling profession. The most appropriate path may include but is not limited to completion of extra coursework and or field experience, completion of and or participation in personal counseling, and or dismissal from the counselor education program prior to completion of the degree program. Hence, successful completion of the MA in Counseling professional degree program may require additional coursework beyond the stated number of degree credit hours (48 or 60) for those students requiring remedial coursework and or personal counseling. Student openness to and cooperation with the Committee will be integral to the student’s continued success within the program.

Counselor Preparation Comprehensive Exam (CPCE)
All students beginning the counselor education program as of summer 2009 term will be required to complete the Counselor Preparation Comprehensive Exam (CPCE) with a passing grade in order to graduate from the program. This exam provides a standardized measure of the successful instruction and retention of the core content of the counselor education curriculum. It is a 0 credit course and is registered for through the Counseling Program Academic Advisor or appropriate campus personnel. It is offered at least twice per year at each campus. Seek advice for further information.

Counselor Preparation Comprehensive Exam (CPCE)
All students beginning the counselor education program as of summer 2009 term are required to complete the Counselor Preparation Comprehensive Exam (CPCE) with a passing grade in order to graduate. This exam provides a standardized measure of the successful instruction and retention of the core content of the counselor education curriculum. It is a 0 credit course and is registered for through the Counseling Program Academic Advisor or appropriate campus personnel. It is offered at least twice per year at each campus. The CPCE must be passed in order to graduate from the counselor education program. Seek advisement for further information.

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

Background Check
Some states will not provide a professional counseling license to those with a failed background check. If you have question regarding such,
check with your state professional counseling licensure board prior to applying to the MA in Counseling professional degree program. Students registering for the school counseling emphasis as of spring 1, 2010 must complete a background check at their own expense. See the Counseling Program Faculty Coordinator/Advisor for further information. Also note that some field experience sites require completion of a background check prior to commitment to the field experience. This background check is at the expense of the student. See the Counseling Faculty Coordinator/Advisor for more information.

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

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

http://www.counseling.org/Counselors/LicensureAndCert/TP/StateRequirements/CT2.aspx

http://www.aamft.org

http://www.schoolcounselor.org/content.asp/pl=325&sl=133&contentid=242

Admissions
As noted by general admission requirements for graduate students, admission to the MA in Counseling professional degree program requires completion of an application, preferably through the online process; a cumulative grade point average of 2.5 or better on a 4.0 scale; advancement to candidacy following completion of the initial 12 credit hours of coursework with B-or above; and conditional bases admissions for ESL students.

Additional requirements specific to the MA in Counseling degree include the following.

• Completion and provision of a written essay. Instructions for completing the written essay may be obtained from the Counseling Program Coordinator and/or Advisor. The essay will be provided at a designated appointment.

• Provision of 3 letters of professional recommendation, one of which must be from a former professor/instructor and on his or her letterhead. Provide at the advising appointment.

• Completion of a background check for those registering for the school guidance and counseling emphasis and prior to professional agreement with the field experience location or possibly upon registration for emphasis. There is the potential for field experiences in other emphases to also require a background check of the student.

• Participation in a group interview to determine career related interests in the field of professional counseling. This interview will be scheduled through your campus. Seek advisement regarding applicable dates.

NOTE: That participation in the MA in Counseling professional degree program at our European campuses requires following counselor education and preparation curriculum related to educational prerequisite requirements of the specific country in which the student applies to the program as well as curriculum requirements for the MA in Counseling degree as outlined. As an example, applicants registering for the MA in Counseling professional degree program at our Geneva and Leiden campuses are required to have an educational background in psychology; therefore, applicants at these campuses may have to participate in psychology course prerequisites in preparation for application to the program. Applicants must adhere to the prerequisite educational requirements of the specific country in which they apply to the MA in Counseling professional degree program.

NOTE: 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. Transfer of graduate credit into the program must be approved by the Counseling Program Coordinator or Counseling Program Academic Advisor. Petitions for transfer of graduate credit must be evaluated at the time of admission. See this Catalog for information regarding transfer of credits. Please note that online credit and Distance Learning credit are not accepted in some states for licensure. If you have questions concerning this policy, please talk to your campus Counseling Program Coordinator or Counseling Program Academic Advisor.

Course Descriptions

Note that Counseling courses may include self-growth experiential activities.

COUN 5000 Theories of Personality (3)
This course defines and examines the origins, development, and current status of seminal personality theories, for application in professional Counseling and in a multicultural context. Attention is given to those theories that are foundational to the professional counseling field.

COUN 5020 Foundations of Counseling: The Helping Relationship (Requisite Course) (3)
This course defines and examines the philosophic bases of counseling and the helping relationship focusing on the foundational and theoretical concepts necessary for working with individuals, groups, children, and families in a multicultural context. Students learn to define, generalize, organize, and critique the counseling process including consultation theories, practice, and application in a multicultural society; and crisis and disaster intervention. Attention is given to the development of basic counseling skills, professional identity, related ethics, and client relationships. 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; and the effects of crisis, disaster, and other trauma-related events on persons of all ages. Self-growth experiential activities may be associated with the content of this course.

COUN 5100 Social and Cultural Foundations of Counseling (3)
This course defines and examines the importance of understanding cultural and ethnic attributes; and the impact these attributes have on relationships, issues and trends, and the counseling relationship. Attention is given to the influence of gender roles, ethnic groups, subcultures, urban and rural societies, cultural mores, and differing family life patterns on the counseling relationship; related counselor self-awareness; counselors’ roles in eliminating biases and oppression; and theories of multicultural development and identity formation, social advocacy for diverse populations, related ethics, and culturally supported wellness. Self-growth experiential activities are associated with this course content.
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COUN 5140 Psychopharmacology (3)
This course provides an introduction to pharmacological agents that affect mental and emotional functions. Focus of the course will be on identification and comprehension of the effects and the actions of psychoactive drugs, including drugs used in the treatment of psychopathological disorders and drugs of abuse. Multicultural and ethical components are integrated.

COUN 5150 Psychopathology (3)
This course focuses on the identification and comprehension of the major psychological disorders as detailed in the current Diagnostic and Statistic Manual of Mental Disorders (APA). The behavioral manifestations and dynamics of mental disorders will be explored, focusing on therapeutic assessment issues and case conceptualization. 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 topics areas. Course may be repeated for credit if content differs.

COUN 5200 Theories of Counseling (3)
This course defines and examines the application of 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 will also be reviewed.

COUN 5220 Assessment (3)
This course examines the various frameworks for assessing the functioning of individuals, groups, and families in an ethical frame; and the use of assessment in diagnosis and treatment in a multicultural context. Attention will focus on the methods of data gathering, administration, and interpretation from a multicultural perspective; historical perspective, statistical concepts, reliability and validity, and ethical strategies for assessment administration and interpretation. Ethnic, cultural, and sex/gender factors are considered. Additional minimal fees for the purchase of assessment tools may be required of the student for this course. Self-growth experiential activities may be associated with this course content.

COUN 5230 Psychodiagnosticis (3)
This course is designed to help students conceptualize mental disorders and to develop diagnostic strategies utilizing standard diagnostic nomenclature and treatment strategies, including choice of therapeutic models and indications/contraindications for particular kinds of counseling. Multicultural and ethical components are integrated.

COUN 5500 Professional Seminars (1-3)
Students participate in seminars designed to examine contemporary issues in Counseling. The professional seminar is an elective course and focuses on issues of current and special interest in the field of professional Counseling. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation. This course may not be completed by directed study.

COUN 5540 Family Systems Theory (3)
This course defines and explores the contribution of general systems theory to the development of family therapy. The focus is on examining different systems’ theoretical perspectives, multicultural influences, and ethical components. Students will expand their acquired theoretical foundation by exploring the influence of their family of origin and current family life. Self-growth experiential activities are associated with this course content.

COUN 5545 Blended Family Therapy (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.

COUN 5560 Human Sexuality (3)
This course defines and examines the theories of human sexuality including the physiological, psychological, and sociocultural variables associated with sexual identity, behavior, and disorders. Human sexuality theory in relation to couple’s counseling is also examined.

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 10 clock hours over the course of one academic term. Self-growth experiential activities are associated with this course content.

COUN 5610 Techniques of Counseling (3)
This course emphasizes the stages of the helping relationship. Students practice basic counseling and advanced skills. Students learn to help clients identify the problem that provides the focus for counseling and implement a treatment plan; and the significance of openness to supervision and self-evaluation. Multicultural and ethical components are integrated. Students practice skills in role-played situations in class. Course may be repeated for credit if content differs. Self-growth experiential activities are associated with this course content.

COUN 5620 Techniques of Crisis Intervention (3)
This course examines and defines the theory and methods of crisis and disaster intervention. Particular attention is given to the various contemporary techniques of intervention and resolution as related to case conceptualization and applied theory. Multicultural and ethical components are integrated. Students learn to apply assessment and intervention techniques used in the crisis intervention process. Self-growth experiential activities may be associated with the content of this course.

COUN 5630 Techniques of Substance Abuse Counseling (3)
This course examines theory, case conceptualization, diagnoses, and treatment of addictions as related to the chemically dependent and the dependent’s family. A portion of the course is devoted to evaluation of the services and programs available to the chemically dependent from the point of view of the dependent, the dependent’s family, and society. 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.

COUN 5640 Marriage and Family Counseling (3)
This course examines marriage, couples and family theories and therapies, stressing the identification and application of general systems theory. The focus is on the major constructs in marriage, couples and family therapy; identification of marriage, couples and family structures and communication patterns, and the formulation of treatment plans and goals in a multicultural and ethical context.
COUN 5645 Brief Strategic Family Therapy (3)
This course examines and applies brief strategic family therapy and therapy to current issues in the development and maintenance of successfully functioning families. Multicultural and ethical components are addressed.

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, friends, and extended family members.

COUN 5660 Sexual Counseling (3)
This course examines human sexual behavior and the theories of human sexuality underlying sexual relationship counseling. Current theories, models, and interventions of sex therapies are discussed and evaluated from a multicultural and ethical perspective, with focus on issues related to sexual wellness and counseling individuals with sexual dysfunctions, as well as individuals with history of sexual abuse and individuals with sexual offenses.

COUN 5670 Counseling of Children (3)
This course examines issues related to the counseling of children. Focus is on the application of counseling theories related to children, multiculturalism in treatment of children, techniques for interviewing children and their families, methods for designing and evaluating treatment plans, and the application of counseling related ethical standards and legal requirements. Self-growth experiential activities may be associated with the content of this course.

COUN 5680 Counseling in the School Setting (3)
This course examines counseling practices and theory in relation to children and adolescents in the school setting and the role and function of the Counselor as a partner in the learning process. Focus is on developmental needs and age-related issues; guidance counseling in classroom and multicultural settings; collaboration with school team members and families, and related ethics. Special problems of physical and sexual abuse, substance abuse, suicide, and grief; and career and college preparation are also examined.

Please Note: If this course is taken at a Webster campus outside of New Mexico or Florida, the course content cannot be construed as leading toward a position in school counseling.

COUN 5685 Program Development for School Counselors (3)
This course focuses on theory, design, implementation, and evaluation of comprehensive developmental school guidance 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.

Please Note: If this course is taken at a Webster campus outside of New Mexico or Florida, the course content cannot be construed as leading toward a position in school counseling.

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; interpersonal relationships 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.

COUN 5800 Professional Orientation and Ethical Practice (3)
This course identifies and examines the history and philosophy of the Counseling profession, goals and objectives of professional Counseling organizations, the ACA Code of Ethics, professional credentialing and licensure, role identity of types of professional counselors, application of ethical and legal considerations in counseling, self-care strategies, and advocacy processes to address social and institutional barriers that impede access, equity, and success for clients. Self-growth experiential activities may be associated with this course content. Self-growth experiential activities may be associated with the content of this course.

COUN 5820 Consultation and Supervision (3)
This course examines consultation theory and practice as employed by Counselors working and supervising in mental health facilities, educational institutions, and other Counseling settings. The various theories, techniques and models of consultation and supervision will be explored and applied, examining the framework for consultation with other professionals, educators, parents, and administrators in a multicultural setting and with attention to related ethics.

Please Note: If this course is taken at a Webster campus outside of New Mexico or Florida, the course content cannot be construed as leading toward a position in school counseling.

COUN 5850 Research and Program Evaluation (3)
This course examines areas including statistics, research design, and development of research and demonstration proposals in a multicultural and ethical context. It includes 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. Additional minimal fees for the purchase of assessment tools may be required of the student for this course. Self-growth experiential activities may be associated with the content of this course.

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

COUN 5925 Foundations of Psychotraumatology (3)
Foundations of Psychotraumatology introduces students to the basic concepts of traumatology and some of the key therapeutic interventions used in dealing with clients suffering from critical incidents and stress and/or posttraumatic stress following accident, assault, disaster, crisis, and or acts of terrorism. The course provides an overview of the historical development of the field of psychotraumatology from early scientific focus at the beginning of the 20th century and leading to current clinical focus on critical incident stress management and post-traumatic stress counseling. Self-growth experiential activities may be associated with the content of this course.

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

COUN 6000 Counseling Learning Practicum (3)
Students are required to complete a 10 week practicum in conjunction with their Counseling curriculum. This course requires permission of instructor and or the Counseling Program Coordinator or Counseling Advisor. Each student is required to plan his or her practicum with the Counseling Program Coordinator and or Counseling Academic Advisor before completion of 15 credit hours in the program. A formal practicum proposal must be submitted to the Counseling Program Coordinator or Counseling Advisor before a student can register for the practicum. This course requires permission of instructor and or the Counseling Program Coordinator or Counseling Academic Advisor. Each student is required to plan his or her practicum with the Counseling Program Coordinator and or Counseling Academic Advisor before completion of 15 credit hours in the program. A formal practicum proposal must be submitted to the Counseling Program Coordinator or Counseling Advisor before a student can register for the practicum. A formal Practicum Agreement must be completed by the student and the practicum placement supervisor and submitted to the practicum instructor prior to the initial class meeting. Students are required to abide by the ACA Code of Ethics (2005) in their practicum experience. This is a nonpaid practicum. Prerequisite: completion of six (6) core courses in this major, two of which must be COUN 5020 and COUN 5800. This course may be repeated for credit. Seek advisement early in the program regarding program plan. The practicum is graded on the credit/no credit grading option. Additional fees are required of students in this course for professional liability insurance and purchase of taping equipment. Students are required to provide evidence of professional liability insurance prior to seeing clients. 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 full time employment to part time employment during this course. Self-growth experiential activities are associated with this course content.

COUN 6500 Internship (1.5 to 3 credit hours per term, for a total of 6 total credit hours, and 9 total credit hours in FL)
Internship is an intensive Counseling experience that provides the student with the opportunity to perform a variety of counseling activities expected of a professional mental health Counselor (e.g., application of diagnostic and therapeutic skills, documentation, information and referral techniques, intake, staff meetings, and weekly supervision). The internship must be in an approved setting under the supervision of an appropriately licensed on-site supervisor. A formal Internship Agreement must be completed by the student and the internship on-site supervisor and submitted to the Internship instructor prior to the initial class meeting. Students are required to abide by the ACA Code of Ethics (2005) in their internship experience. Students are required to provide evidence of professional liability insurance prior to seeing clients. No school settings can be used for an internship site at this time, except through special permission from the counseling program coordinator. Students must have completed six (6) program core courses in addition to COUN 6000/Counseling Learning Practicum, before submitting an application for the internship. This course may be repeated for credit. The internship is graded on the credit/no credit grading option. This course requires permission of instructor and or the Counseling Program Coordinator or the Counseling Program Academic Advisor. Additional minimal fees are required for this course for professional liability insurance, lab fees, and taping equipment. 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 full time employment to part-time employment during this course. Self-growth experiential activities are associated with this course content.

COUN 0100 Counselor Preparation Comprehensive Exam (0)
This is an exit exam that all Counseling students must complete in order to graduate from the Counseling program. No weekly class attendance is required. A passing grade on the CPCE is required to graduate from the Counseling program. The student will be required to repeat the exam previous to graduation for any score below passing. The student will schedule this exam through the Counseling Program Coordinator or designated personnel and will complete the exam on the scheduled date. Seek advisement previous to completing all core content courses in order to schedule this course. All core content courses are required to be completed before taking this exam. This exam/course is a 0 credit course, yet, has a minimal material fee.
Program Description
The online Master of Sciences (MS) in Environmental Management program is designed to provide students with the tools and techniques to navigate the business aspects of environmental management. Our students learn to assess and convey the business, ethical, and legal information to those who make or are affected by the decisions that shape our natural resources and environment.

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

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

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

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

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

Course Descriptions
ENMG 5000 Environmental Science (3)
This course covers environmental science and pollution prevention, compliance auditing issues that management of environment must encompass to meet the various regulations. Cases are also used for the research of the topics in compliance auditing. Prerequisite: ENMG 5100.

ENMG 5200 Environmental Law and Compliance Auditing (3)
This course continues Environmental Law I and also studies the compliance auditing issues that management of environment must encompass to meet the various regulations. Topics to be covered include hazardous waste, toxic torts, environmental cleanup programs, and federal regulations. Prerequisite: ENMG 5000.

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

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

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

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

Capstone Course
ENMG 6200 Environmental Risk Management and Strategies (3)
This course integrates the types of information used for environmental management, including scientific, engineering, economic, and congressional information, into a final project. Methods used for retrieval of information will include computer searches via the Internet, use of CD-ROMs, and bibliographical indexes to obtain the most current information for their final project. Prerequisite: completion of all required courses for the MS in environmental management.
Gerontology

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

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

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

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

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

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

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

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

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

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

The 18 credit hours required for the graduate certificate in gerontology include the following courses:
- GERN 5000 Gerontology (Requisite Course)
- GERN 5600 Economic Issues for Older Adults
- GERN 5620 Physiology of Aging
- GERN 5630 Psychology of Aging
- GERN 5640 Management of Programs for Older Adults
- GERN 5670 Social Science Perspectives in Gerontology

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

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. This course is cross-listed with HRDV 5750.

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

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

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

**GERN 6000 Integrated Studies in Gerontology (6)**
The student is expected to synthesize and integrate the learning experiences acquired in gerontology and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.
Program Description
The master of arts (MA) in international nongovernmental organizations (INGO) program educates students interested in understanding the nature of world affairs through the activities of NGOs. Courses in this program integrate information and theories from the international relations discipline and skill-based education from the disciplines of management, business, human resources, and marketing. The objective of this program is to develop students into broadly educated INGO and international relations specialists.

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

Program Outcomes
Upon completion of the program, students should:

• Demonstrate written and oral communication skills;
• Be able to critically analyze and evaluate the role of INGOs in international relations;
• Be able to apply the theories of international relations to the activities of INGOs;
• Demonstrate managerial, fundraising, and human resources skills relevant to the operations of INGOs;
• Understand the consequences of the political and moral choices of INGOs.

Program Curriculum
The required courses in the MA in International Nongovernmental Organizations are:

INTL 5000 Introduction to International Relations
INTL 5400 International Political Economy
INTL 5540 International Organizations
INTL 5530 International Law
INTL 5580 Politics of Development or INTL 5050 Introduction to Comparative Politics
INGO 5000 Nongovernmental Organizations (NGOs)

Five courses (15 credit hours) from the INGO Cluster
INTL 6000 International Relations: Theory and Practice
INGO Cluster (5 courses): [At least two of these Courses must have the INGO prefix]
MRKT 5000 Marketing or MRKT 5010 Marketing for Nonprofits
MNGT 5590 Organizational Behavior
BUSN 5200 Basic Finance for Managers or BUSN 5210 Financial Management for Nonprofits
MNGT 5210 Nonprofit Revenue Development
INGO 5100 Finance, Budgeting and Accounting for International Nongovernmental Organizations
INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations
INTB 5000 International Business
INTL 5800 Globalization
INTL 5700 Humanitarian Issues in International Politics
INTL 5300 Field Work or INTL 6500 Internship
HRMG 5000 Managing Human Resources or HRMG 5010 Staffing, Volunteers, and Boards in Nonprofits
INTB 5710 Cross Cultural Management.
INGO 5500 Principles of Negotiation
INGO 5700 Grant Writing, Fundraising and Development for International Nongovernmental Organizations
INGO 5900 Project Management for International Nongovernmental Organizations

Course Descriptions
BUSN 5200 Basic Finance for Managers (3)
Managers and human resources management professionals must be able to understand financial information contained in financial statements and reports. Line managers must be able understand financial information contained in financial statements and reports in order to evaluate their unit’s financial performance, to communicate clearly with other managers, and to apply financial information when making decisions. Human resources management professionals must understand financial statements and principles if they are to effectively assist line managers and be strategic partners with other business functions. This course will focus on the interpretation and use of basic financial information by non-financial managers, not on the production of financial statements and reports. (FINC 5000 cannot be substituted for BUSN 5200.)

BUSN 5210 Financial Management for Nonprofits
This course will prepare students to understand and participate in the financial management of nonprofit organizations. The course will provide an overview and specifics of nonprofit financial management, including budgeting, resource allocation, accounting, financial reporting (internal, board, and governmental), and working with CPAs. Prerequisite: None

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

HRMG 5010 Staffing, Volunteers, and Boards in Nonprofits
This course is about managing and developing the varied human resources internal to nonprofit organizations. These resources include staff, volunteers, board members, and trustees. The course will focus on the selection, development, management, and relationships of these vital human resources in nonprofit organizations. Prerequisite: None

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MNGT 5210 Nonprofit Revenue Development
The primary focus of this course is to learn how to identify and implement related business opportunities to generate revenue streams to supplement or replace the traditional nonprofit fundraising and development activities. The course will provide an understanding of the specific skills and knowledge required to lead and manage the revenue development process in today’s nonprofit organizations. Through readings, discussion, and best-practices, students will identify and examine related business revenue development and fundraising issues and methods with a goal of becoming a self-sustaining nonprofit organization. Prerequisite: None

MNGT 5590 Organizational Behavior (3)
This course introduces students to many of the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

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

MRKT 5010 Marketing for Nonprofits
This course will provide a comprehensive survey of the fundamentals and issues of marketing in the nonprofit sector. Topics will range from public relations practices, branding of products and services, marketing to potential funders, and other marketing issues relating to nonprofit organizations. The focus of the course is on the managerial process necessary to enhance the visibility of the nonprofit organization. Prerequisite: None
International Relations

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

Program Outcomes
Upon completion of the program, students should:

• Have a working knowledge of several subfields of the discipline.
• Have strong research skills.
• Be able to critically analyze international events and issues.
• Be able to apply theories of international relations to the practice of international affairs.
• Demonstrate effective written and oral communication skills.
• Have the necessary education and develop the requisite skills to seek employment relevant to the field.

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

INTL 5000 Introduction to International Relations
INTL 5100 Research Methods and Perspectives
INTL 6000 International Relations: Theory and Practice or INTL 6250 Thesis
Two courses from the Comparative Politics Cluster
Four courses from the International Politics Cluster
Three elective courses (9 credit hours)

Comparative Politics Cluster (2 courses)
INTL 5050 Comparative Politics
INTL 5580 Politics of Development
INTL 5600 Area Studies
INTL 5605 Topics in Comparative Politics
INTL 5625 Middle East Area Studies
INTL 5635 Western European Area Studies
INTL 5645 Asian Area Studies
INTL 5655 African Area Studies
INTL 5665 South and Central Asian Area Studies
INTL 5675 Central and Eastern European Area Studies
INTL 5685 Latin American Area Studies

International Politics Cluster (4 courses)
INTL 5400 International Political Economy
INTL 5510 Theories of International Relations
INTL 5530 International Law
INTL 5540 International Organizations
INTL 5550 War and Diplomacy
INTL 5560 U.S. Foreign Policy
INTL 5570 Comparative Foreign Policy
INTL 5700 Humanitarian Issues in International Politics
INTL 5800 Globalization
INTL 5860 Issues in International Politics
INTL 5870 International Law and Politics of Outer Space
INTL 5890 Terrorism in World Politics

International Relations Elective Courses (3 courses)
Any additional courses from the two clusters above, or any of the following:
INTL 5300 Field Work
INTL 5500 Professional Seminars
INTL 5610 Non-Thesis Readings/Research
INTL 5900 Advanced Research Methods*
INTL 6500 Internship

*Advanced Research Methods may be substituted for a course in the Comparative cluster or in the International cluster.

Pre-approved courses (non-INTL) related to International Relations
MRKT 5000 Marketing OR MRKT 5010 Marketing for Nonprofits
MNGT 5590 Organizational Behavior
BUSN 5200 Basic Finance for Managers OR BUSN Financial Management for Nonprofits
MNGT 5210 Nonprofit Revenue Development
INGO 5000 Non-governmental Organizations
INGO 5100 Finance, Budgeting and Accounting for International Nongovernmental Organizations
INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations
HRMG 5000 Managing Human Resources OR HRMG 5010 Staffing, Volunteers, and Boards of Nonprofits
INTB 5000 International Business
INTB 5710 Cross Cultural Management
INGO 5500 Principles of Negotiation
INGO 5700 Grant Writing, Fundraising and Development for International Nongovernmental Organizations
INGO 5900 Project Management for International Nongovernmental Organizations

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

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

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

MBA with an Emphasis in International Relations
The 54 credit hours required for the master of business administration (MBA) with an emphasis in international relations must include the following international relations courses:

INTL 5000 Introduction to International Relations
INTL 5100 Research Methods and Perspectives
Two courses (6 credit hours) from the Comparative Politics Cluster
Four courses (12 credit hours) from the International Relations Cluster

Comparative Politics Cluster (2 courses)
INTL 5050 Comparative Politics
INTL 5580 Politics of Development
INTL 5600 Area Studies
INTL 5605 Topics in Comparative Politics
INTL 5625 Middle East Area Studies
INTL 5635 Western European Area Studies
INTL 5645 Asian Area Studies
INTL 5655 African Area Studies
INTL 5665 South and Central Asian Area Studies
INTL 5675 Central and Eastern European Area Studies
INTL 5685 Latin American Area Studies

International Politics Cluster (4 courses)
INTL 5400 International Political Economy
INTL 5510 Theories of International Relations
INTL 5530 International Law
INTL 5540 International Organizations
INTL 5550 War and Diplomacy
INTL 5560 U.S. Foreign Policy
INTL 5570 Comparative Foreign Policy
INTL 5700 Humanitarian Issues in International Politics
INTL 5800 Globalization
INTL 5860 Issues in International Politics
INTL 5870 International Law and Politics of Outer Space
INTL 5890 Terrorism in World Politics

International Relations Elective Courses (3 courses)
Any additional courses from the two clusters above, or any of the following:
INTL 5300 Field Work
INTL 5500 Professional Seminars
INTL 5610 Non-Thesis Readings/Research
INTL 5900 Advanced Research Methods*
INTL 6500 Internship

*Advanced Research Methods may be substituted for a course in the Comparative cluster or in the International cluster.
INTL 5540 International Organizations
INTL 5550 War and Diplomacy
INTL 5560 U.S. Foreign Policy
INTL 5570 Comparative Foreign Policy
INTL 5700 Humanitarian Issues in International Politics
INTL 5800 Globalization
INTL 5860 Issues in International Politics
INTL 5870 International Law and Politics of Outer Space
INTL 5890 Terrorism in World Politics
INTL 6000 International Relations: Theory and Practice or INTL 6250 Thesis

International Relations Elective Courses (3 courses)
Any additional courses from the two clusters above, or any of the following:
INTL 5300 Field Work
INTL 5500 Professional Seminars
INTL 5610 Non-Thesis Readings/Research
INTL 5900 Advanced Research Methods*
INTL 6500 Internship
*Advanced Research Methods may be substituted for a required course in the Interstate/Comparative or Transnational Cluster.

Pre-approved courses (non-INTL) related to International Relations.
All non-INTL courses listed in the Master of Arts International Nongovernmental Organizations curriculum are pre-approved electives for the Master of Arts in International Relations. These courses are:
MRKT 5000 Marketing or MRKT 5010 Marketing for Nonprofits
MNGT 5590 Organizational Behavior
BUSN 5200 Basic Finance for Managers or BUSN 5210 Financial Management for Nonprofits
MNGT 5210 Nonprofit Revenue Development
INGO 5000 Non-governmental Organizations
INGO 5100 Finance, Budgeting and Accounting for International Nongovernmental Organizations
INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations
HRMG 5000 Managing Human Resources or HRMG 5010 Staffing, Volunteers, and Boards in Nonprofits
INTB 5000 International Business
INTB 5710 Cross Cultural Management.
INGO 5500 Principles of Negotiation
INGO 5700 Grant Writing, Fundraising and Development for International Nongovernmental Organizations
INGO 5900 Project Management for International Nongovernmental Organizations

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

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

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

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

INTL 5500 Comparative Politics (3)
Students explore how we use comparison to theorize about politics and to identify both what holds across cultures and nations and what is idiosyncratic requiring area studies expertise. Topics may include democratization, state and nation building, stability and decay of institutions, systems of representation, parliamentary versus presidential governance, political development, and ideology.

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

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

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

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

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

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

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

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

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

INTL 5570 Comparative Foreign Policy (3)
This course compares how various governments develop the strategies that guide their actions in international affairs. This course employs an institutional and cross-national approach to demonstrate how foreign
International Relations

policy is formulated and influenced by domestic and international considerations. Course may be repeated if content differs.

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

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

INTL 5605 Topics in Comparative Politics (3)
Specific topics and issues in comparative politics, such as democratization, military politics, migration, health care policies, etc. are examined in depth, using a cross-national approach. May be repeated if content differs.

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

INTL 5625 Middle East Area Studies (3)
This course examines politics in the region known as the Middle East, in the context of its historical development, culture and economics. Typical subjects included in this course include the neo-colonial tension between modernization and tradition, challenges of economic development, authoritarian and democratic tendencies, ethnic tensions, etc. Course may be repeated if content differs.

INTL 5635 Western European Area Studies (3)
This course examines politics in Western Europe in the context of its historical development, culture and economics. Typical subjects included in this course include the neo-colonial tension between modernization and tradition, challenges of economic development, authoritarian and democratic tendencies, ethnic tensions, etc. Course may be repeated if content differs.

INTL 5645 Asian Area Studies (3)
This course examines politics in Asia in the context of its historical development, culture and economics. Typical subjects included in this course include the neo-colonial tension between modernization and tradition, challenges of economic development, authoritarian and democratic tendencies, ethnic tensions, etc. Course may be repeated if content differs.

INTL 5655 African Area Studies (3)
This course examines politics in Africa in the context of its historical development, culture and economics. Typical subjects included in this course include the neo-colonial tension between modernization and tradition, challenges of economic development, authoritarian and democratic tendencies, ethnic tensions, etc. Course may be repeated if content differs.

INTL 5665 South and Central Asia Area Studies (3)
This course examines politics in the regions known as South Asia and Central Asia in the context of its historical development, culture and economics. Typical subjects included in this course include the neo-colonial tension between modernization and tradition, challenges of economic development, authoritarian and democratic tendencies, ethnic tensions, etc. Course may be repeated if content differs.

INTL 5675 Central and Eastern Europe Area Studies (3)
This course examines politics in Central and Eastern Europe in the context of its historical development, culture and economics. Typical subjects included in this course include the neo-colonial tension between modernization and tradition, challenges of economic development, authoritarian and democratic tendencies, ethnic tensions, etc. Course may be repeated if content differs.

INTL 5685 Latin American Area Studies (3)
This course examines politics in the region known as Latin America in the context of its historical development, culture and economics. Typical subjects included in this course include the neo-colonial tension between modernization and tradition, challenges of economic development, authoritarian and democratic tendencies, ethnic tensions, etc. Course may be repeated if content differs.

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

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

INTL 5840 Issues in International Politics (3)
The course examines in depth such issues and topics as: terrorism, controlling weapons of mass destruction, illicit trade, imperialism, and conflict resolution. Course may be repeated for credit if content differs.

INTL 5850 International Law and Politics of Outer Space (3)
This course examines the development of international law governing outer space, treating outer space as an international territory and examining conflicts over the role of industries and nations with the technological resources to exploit the territory. Includes topics such as security concerns. Ownership of natural resources, communications issues, etc.

INTL 5890 Terrorism in World Politics (3)
This course examines the causes and political responses to terrorism in international politics. Issues examined may include origins and goals of major global terrorist organizations, tension between civil liberties and security in responding to terrorism, distinguishing between terrorism and other forms of warfare, etc.

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

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

INTL 6250 Thesis (6)
The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library.
Program Description
The coursework in legal studies is designed to provide students with a broad understanding of the legal environment in which individuals, businesses, and the judiciary operate. This major should be attractive to those individuals (for example, managers, teachers, government employees, and legal assistants) who need additional legal knowledge to function more effectively. The program in legal studies does not prepare students for the practice of law, and its graduates are not eligible for admission to the bar.

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

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

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

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

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

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

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

Note: A legal assistant or paralegal is a person, qualified by education, training, or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible. 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.

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

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

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

- LEGL 5000 Introduction to Legal Studies
- LEGL 5260 Methods of Legal Research and Writing I
- LEGL 5270 Methods of Legal Research and Writing II
- LEGL 5300 Ethics for the Legal Professional
- LEGL 5470 Civil Actions
- Two LEGL 5490 Advanced Topics in Law courses (6 credit hours)
- LEGL 5800 Computerized Legal Research
- Areas of law offered in Topics courses include:
  - Torts
  - Contracts
  - Probate
  - Business Organizations
  - Juvenile
  - Products Liability
  - Consumer
  - Environmental
  - Insurance
  - Bankruptcy
  - Property
  - Computers and Law
  - Family
  - Real Estate

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

Note: A legal assistant or paralegal is a person, qualified by education, training, or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible. 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.

Graduate Certificate in Intellectual Property Paralegal Studies
This certificate is designed to provide students with the knowledge and skills to work in the field of intellectual property law as a paralegal. The global legal community is experiencing an increasing demand for intellectual property law services, thereby resulting in an increasing demand for paralegals knowledgeable in the field of intellectual property law. A paralegal is a vital member of a legal team, usually combining an understanding of the law with useful practical knowledge of forms and procedures. The curriculum for a certificate in intellectual property paralegal studies provides specialized education in the law in general, while allowing the student to focus on the field of intellectual property.

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

- LEGL 5000 Introduction to Legal Studies

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

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

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

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

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

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

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

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

Note: A legal assistant or paralegal is a person, qualified by education, training, or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible. 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.

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

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- LEGL 5300 Ethics for the Legal Professional
- LEGL 5470 Civil Actions
- Two LEGL 5490 Advanced Topics in Law courses (6 credit hours)
- LEGL 5800 Computerized Legal Research
- Areas of law offered in Topics courses include:
  - Torts
  - Contracts
  - Probate
  - Business Organizations
  - Juvenile
  - Products Liability
  - Consumer
  - Environmental
  - Insurance
  - Bankruptcy
  - Property
  - Computers and Law
  - Family
  - Real Estate

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

Note: A legal assistant or paralegal is a person, qualified by education, training, or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible. 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.

Graduate Certificate in Intellectual Property Paralegal Studies
This certificate is designed to provide students with the knowledge and skills to work in the field of intellectual property law as a paralegal. The global legal community is experiencing an increasing demand for intellectual property law services, thereby resulting in an increasing demand for paralegals knowledgeable in the field of intellectual property law. A paralegal is a vital member of a legal team, usually combining an understanding of the law with useful practical knowledge of forms and procedures. The curriculum for a certificate in intellectual property paralegal studies provides specialized education in the law in general, while allowing the student to focus on the field of intellectual property.

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

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

One elective course (3 credit hours) from the following:
LEGL 5945 Copyright and Trade Secret Law for Paralegals
LEGL 5965 Computerized Intellectual Property Research for Paralegals
PATA 5530 Ownership, Licensing, and Transfer of Intellectual Property

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

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

All certificate courses must be taken at Webster University. Students may pursue the certificate by itself or in conjunction with a compatible graduate program.

Note: A legal assistant or paralegal is a person, qualified by education, training, or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible. Paralegals or legal assistants may not provide legal services directly to the public, except as permitted by law. Webster University's St. Louis area paralegal programs have been approved by the American Bar Association.

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

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

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

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

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

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

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

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

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

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

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

LEGL 5501 International Trials: An International and Informed View (3)
This course will utilize the unique function of the Hague as a center of international trials by preparing students before they observe the trials and court proceedings to understand the basics of international law and the facts and issues that underpin the trials and related institutions they will observe. The procedural and substantive law that controls trials in the United States and in international law will be compared. Because this course depends heavily on the specific trial being conducted at the time of the course, it is impossible to present definite class agendas.
LEGL 5502 International Criminal Law: A Human Rights Perspective (3)
This course will offer a comparison between international law, as viewed by most of Europe and as viewed by the United States. The impact of those two views of international law will be studied both in theory and as they apply to tribunals, governmental organizations, and non-governmental organizations that are located in the Hague.

LEGL 5503 International Issues Related to Women and Children (3)
This course will explore issues relating to women and children from an international perspective. Special attention directed toward comparing and contrasting law and policy on juvenile delinquency; women, children and poverty; child labor; child soldiers; and child maltreatment.

LEGL 5504 International Jurisprudence and Law (3)
This course will study the historic background of international law, its formation and development, including the formation and enforcement of treaties; the role of the international courts; international human rights and the protection of individuals; conflicts in international law; if time permits, the law of the sea and international terrorism laws. Site visits to international courts, tribunals and institutions are a significant part of the course and will occur during the Leiden portion of the course.

LEGL 5505 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 in advance of enrollment. Prerequisite: completion of all other required courses in this major.

LEGL 5800 Computerized Legal Research (3)
This course will acquaint students with the fundamental concepts of locating and accessing legal information using computer technology. Prerequisites: LEGL 5000 and LEGL 5260.

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

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

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

LEGL 5945 Copyright and Trade Secret Law for Paralegals (3)
This is a substantive law course covering the federal copyright statute (17 U.S.C. 101 et seq.) and the federal and state statutes governing trade secrets and confidential information. This course will cover copyrightable subject matter, the exclusive rights afforded by copyright, ownership of copyright, and fair use. This course will cover the preparation and prosecution of applications for copyright registration and federal and state schemes for protecting and enforcing rights in trade secrets and other confidential information. Additionally, this course will examine the role of the paralegal in securing and enforcing copyright rights in works of authorship in the U.S. and abroad, and the paralegal's role in securing and enforcing trade secret rights. Prerequisite: LEGL 5000.

LEGL 5965 Computerized Intellectual Property Research for Paralegals (3)
This is a legal researching and writing skills course that will focus on searching strategies and databases in intellectual property contexts. This course will address both publicly available and private databases for searching for prior art for patentability and validity purposes; trademarks and services marks for availability and clearance searches; and legal precedent to support application and enforcement efforts. Prerequisite: LEGL 5000.

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

PATA 5530 Ownership, Licensing, and Transfer of Intellectual Property (3)
This is a practical skills course covering the basics of contract formation and drafting. This course will cover the preparation and interpretation of agreements affecting the ownership, licensing, and transfer of intellectual property, including patents, trademarks, copyrights, and trade secrets. Prerequisite: LEGL 5000 and PATA 5120.
College of Arts & Sciences
Graduate Program

Nurse Anesthesia

Program Description
The master of science degree in nurse anesthesia program prepares stu-
dents for expertise in the art and science of anesthesia. Nurse anesthesia
is an evolving profession, sensitive to the needs of society and the profes-
sion. Individuals develop this expertise through a holistic and complex
integration of affective, cognitive, and psychomotor skills. The philoso-
phy of Webster University’s nurse anesthesia program is that graduate
education is fundamental to preparation for practicing as a certified
registered nurse anesthetist.

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

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

Learning Outcomes
Upon completion of the program, students should:
• Be able to discuss professional issues impacting the practice of nurse
anesthesia.
• Demonstrate professional behaviors in classroom, clinical, and orga-
nizational activities.
• Have participated in local, state, and national professional organiza-
tions and activities.
• Have maintained associate membership in the AANA.
• Accept responsibility for the scope of advanced nursing practice.
• Be able to serve as a resource and teacher for patients, communities,
and other health care professionals.
• Exhibit strong ethics and personal integrity in all professional pur-
suits.
• Search for and develop a knowledge base that supports the art
and science of anesthesia in a profession that is constantly growing.
• Demonstrate critical thinking and good decision-making in the class-
room, during anesthesia discussions, and in the practice of anesthesia.
• Pursue creative and innovative learning activities that demonstrate a
commitment to continuing education and research.
• Be guided by strong ethics and personal integrity in all academic
pursuits.
• Be able to discuss and integrate scientific theories into the practice of
anesthesia.
• Function as leaders and scientific researchers in anesthesia, pain
management, and related fields.
• Have proposed, developed, completed, and defended a thesis that
incorporates a comprehensive understanding of research methods and
scientific practice.
• Be able to document current, accurate, and comprehensive data,
observations, and findings in the clinic.
• Serve as an advocate for patient safety at all times.
• Be able to select the appropriate equipment, pharmaceuticals, and
tests for the administration of anesthesia.
• Be able to perform a preanesthetic evaluation and physical examina-
tion of the patient.
• Be able to establish a rapport with the patient, family, and/or signifi-
cant others for preanesthetic teaching, psychological support, and
discussion of the course of anesthesia.
• Be able to prepare the patient physically, psychologically, and physi-
ologically for the administration of anesthesia.
• Be able to administer and manage a wide variety of regional, general,
and MAC anesthetics.
• Be able to develop an anesthetic plan that reflects the needs of the
patient and within the standards of anesthetic practice.
• Be able to demonstrate the skills required for airway management and
circulatory support.
• Be able to identify clinical problems or complications that may com-
plicate anesthesia care, at any point during the administration, man-
agement, and emergence from anesthesia.
• Be able to evaluate and manage post anesthetic conditions related to
anesthesia.
• Be able to maintain accurate records as related to anesthesia and the
administration of treatments and pharmacological agents.
• Be able to complete verbal and written care plans, write case studies,
obtain daily evaluations, and participate in clinical conferences on
ampus and at clinical facilities.
• Practice nurse anesthesia that is at all times guided by strong ethics
and personal integrity.

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

Nurse anesthesia residents may obtain clinical experiences at the inter-
mediate (second year) and advanced (third year) levels at any of our affil-
iated institutions. They include *Cardinal Glennon Children’s Hospital,
DePaul Health Center, Des Peres Hospital, Forest Park Hospital,
HealthSouth Outpatient Surgery Center, Jefferson Memorial Hospital,
Lake Regional Hospital, Missouri Baptist Medical Center, Phelps
County Regional Medical Center, St. Joseph’s Hospital in Kirkwood,* St.
Louis University Hospital, the Veteran’s Affairs Medical Center.

*Sites that are new in 2006

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

Required Science Courses
CHEM 5500 Biochemistry
PHYS 5500 Physics for Anesthesia
SCIN 5000 Review of Chemistry, Physics, Math, and Computers
Biol 5200 Advanced Anatomy and Physiology I, including lab
Biol 5300 Advanced Anatomy and Physiology II, including lab
Biol 5320 Advanced Anatomy and Physiology III, including lab
Math 5250 Statistics for Nurse Anesthesia I
Math 5280 Statistics for Nurse Anesthesia II
Biol 6255 Cell Biology
Biol 6650 Developmental Biology
Biol 6300 Epidemiology
Biol 5780 Genetics
Biol 5800 Introduction to Research
Biol 6500 Immunology
Biol 6600 Microbiology
Nurse Anesthesia

General Requirements
Enrollment in all nurse anesthesia courses requires admission to the nurse anesthesia program. Completion of the courses will occur in the sequence prescribed by the program for the cohort group in which enrolled; deviations from this sequence, or enrollment without admission to the program, require special permission of the Program Director. Students in this program are subject to the policies and procedures for graduate studies for Webster University and the nurse anesthesia program.

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

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

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

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

BIOL 5300 Advanced Anatomy and Physiology II, includes lab experience (3)
Provides the student an opportunity to continue building upon basic knowledge of the anatomy and physiology of the cardiovascular, digestive, hepatic, reproductive, and renal systems, with particular reference to anesthesia and acute care management. An in-depth analysis will be made of the cardiovascular system. The student engages in critical thinking regarding the effects of anesthesia on normal physiologic functions and its relation to the client’s state of health/wellness as it interacts with culturally diverse populations in the twenty-first century.

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

BIOL 5400 Introduction to Anesthesia (3)
This course includes a Journal Club. It is the first course in anesthesia designed to introduce the student to the basic professional aspects of...
Nurse Anesthesia

Nurse anesthesia practice including professional development, ethical, social, and legal issues. Introduction to the field of anesthesia also includes orientation to the basic physical facility, equipment, fundamental pharmacology, anesthetic techniques, objectives of Healthy People 2010, historical perspectives, and specialties in the field of anesthesia. Students will be introduced to case planning, standards of practice, systematic strategies for preanesthetic assessment, and analyzing physiological principles. A Journal Club that enhances the content accompanies this course. It affords the student an opportunity to research the various content areas and develop presentation skills. This course includes state-of-the-art computer simulation to assist in developing the initial skills required for administering anesthesia. Professional development opportunities occur through the attendance of local, state, and national anesthesia meetings. This course includes a multi-day orientation to clinical experiences.

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

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

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

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

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

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

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

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

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

**B I O L 5 9 0 0 Pathophysiology I (3)**
Lecture and discussion of pathologic states common to the surgical population which may affect the delivery of anesthesia. Focus will be on primary disease processes of the nervous, endocrine, and respiratory systems, common therapies, and their relationship to preoperative planning and case management.

**B I O L 5 9 6 0, 6 0 5 0, 6 1 6 0, and 6 2 6 0 Seminars in Anesthesia/Board Review I, II, III, and IV (0)**
Seminars in anesthesia courses are a compendium of topics utilized to embellish the professional development of the resident registered nurse anesthetist. These seminars are tailored to the adult learner and offer a comprehensive review in preparation for the National Certification Examination offered by the Council on Certification of Nurse Anesthetists following graduation. A combination of presentations, case studies, and problem-based learning will be employed. The student is expected to actively participate in a thorough preparation and review process. State-of-the-art computer simulation to assist in the integration of didactic content and clinical skills is included. Professional development opportunities continue to occur through the attendance of local, state, and national anesthetics meetings.

**B I O L 6 0 0 0 Pharmacology II (3)**
This is the second in a series of pharmacology courses, and it addresses specific intravenous anesthetic agents. Pharmacology II is a more intensive examination of the pharmacokinetics and pharmacodynamics of intravenous anesthetic agents, barbiturates, muscle relaxants, and adjuvant drugs used in anesthesia. The scope of pharmacology is widened to include the effects of anesthetic drugs on the nervous system. The autonomic, sympathetic, parasympathetic, and central nervous systems will be thoroughly examined.

**B I O L 6 1 0 0 Pathophysiology II (3)**
Continuation of B I O L 5 9 0 0 Pathophysiology I. Focus will be on primary disease processes of the cardiovascular, renal, and digestive systems, common therapies, and their relationship to preoperative planning and anesthesia care management.

**B I O L 6 2 0 0 Pharmacology III (3)**
Pharmacology III is the third course in a series emphasizing the pharmacology related to the cardiovascular, respiratory, and endocrine systems. Pharmacology III will also address the nonanesthetic drugs related to the practice of anesthesia. Topics like antibiotic, antifungal, and antiviral therapy, the use of pharmacology in HIV, TB, hepatitis, hematology, and oncologic disorders will be presented. Dermatologic and gastrointestinal pharmacology will be presented as they relate to anesthesia using the clinical practicum and with special focus on clinical applications.

**B I O L 6 2 2 0, 6 2 3 0, 6 2 4 0, 6 2 8 0, and 6 2 9 0 Clinical Experience IV, V, VI, VII, and VIII Intermediate Level**
At the intermediate level, the nurse anesthesia resident begins full-time clinical experiences that are designed to provide anesthetic experiences in routine as well as specialty practice settings. These supervised experiences can occur in obstetrics, radiology, pediatrics, cardiothoracic, and neurosurgical procedures. In addition, the nurse anesthesia resident may gain experience in pain management and the pulmonary lab. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination.

**B I O L 6 2 5 5 Cellular Biology (3)**
Covers fundamental concepts of the structure and function of human cells. The course begins with a light microscope study of tissue cells and an electron micrograph study of specific cells; followed by a study of organelle function; and ending with cellular perspectives on the nervous system, immunology, and cancer as they relate to anesthesia.

**B I O L 6 2 7 0 Principles of Anesthesia II (3)**
This course is the continuation of B I O L 5 5 0 0 Principles of Anesthesia I, and includes an advanced focus in pathophysiology and medical and systems management during anesthesia care. It includes a discussion of advanced anesthetic principles and management of various disease states, emphasizing the effects of anesthesia on the nervous, endocrine, hepatic, renal, and cardiovascular and respiratory systems. It also includes discussion of anesthesia for the trauma patient. This course is offered in conjunction with B I O L 5 7 1 0 Clinical Experience III. State-of-the-art computer simulation to assist in the integration and development of didactic content and clinical skills is included. Prerequisite: B I O L 5 5 0 0 Principles of Anesthesia I.

**B I O L 6 3 0 0 Epidemiology/Models in Clinical Research (1)**
Presents an introduction to principles, methods, and uses of epidemiology. Distribution of populations at high risk, surveillance of health status, planning, evaluation of census, vital data, and health statistics as baseline indices of health status at community, state, and national levels will be presented. Attention will be given to determine the relevance of the findings of epidemiological studies to the clinical practice of anesthesia to individuals, families, groups, and communities.

**B I O L 6 3 1 0, 6 3 2 0, 6 3 3 0, 6 3 4 0, 6 3 5 0, and 6 3 6 0 Research/Thesis Project I, II, III, IV, V, VI (1 credit hour each)**
The design of this course is progressive, culminating in a master’s thesis/research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project, and developing presentation of data from the research.

**B I O L 6 4 2 0, 6 4 3 0, 6 4 4 0, and 6 4 5 0 Clinical Experience IX, X, XI, XII Advanced Level**
Clinical experiences at the advanced level continue to be supervised, but the nurse anesthesia resident is expected to demonstrate increasing autonomy and utilize appropriate critical thinking and decision-making skills in the management of all classifications of patients from ASA I-V and emergencies requiring anesthesia care. All case scheduling will lead toward the requirements for the National Certification Examination.

**B I O L 6 4 6 0 Neuroendocrinology (3)**
Covers the principles of hormonal regulation. Special attention to hormonal mechanisms and action and feedback will be studied. The relationship between the endocrine system and the nervous system will be emphasized regarding receptors related to anesthesia.

**B I O L 6 5 0 0 Immunology (2)**
Covers the structure and function of leukocytes and the classification of antibodies. The principles of immunosuppression and the mechanism of the immune response will be studied for the perianesthetic period.

**B I O L 6 6 0 0 Microbiology (2)**
Focuses on properties of bacteria, viruses, and fungi as well as the pathogen-host interactions. An introduction to the molecular genetics of bacteria and viruses. The relation of these organisms to anesthesia and their control will be explored.

**B I O L 6 6 4 0 Microbiology II (2)**
This course is a continuation of Microbiology. It continues the study of bacteria, viruses, and fungi as well as the pathogen-host interactions. An introduction to the molecular genetics of bacteria and viruses. The relation of these organisms to anesthesia and their control will be explored.

**B I O L 6 6 5 0 Developmental Biology (1)**
Focuses on the development of the anatomical and physiological process
Nurse Anesthesia

from embryo to newborn. Normal and pathological conditions will be compared, and anesthesia implications will be discussed.

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

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

The master of science in nursing (MSN) program is designed for registered nurses with a BSN who wish to pursue advanced nursing knowledge. A family centered nursing framework is used to prepare graduates for one of two roles: educator or leader. In addition to specific courses relevant to the student’s chosen area of emphasis, students take core courses in nursing theory, nursing research, policy and politics, and family systems nursing. All students complete a synthesis project.

Graduates of the MSN program are prepared for positions in nursing education or leadership roles in a variety of settings. The program requires the completion of 36 credit hours. Courses are scheduled in an eight-week format.

The MSN program is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, New York, 10006, 212-363-5555. The program is available at the St. Louis and Kansas City campuses. It is designed to be a part-time program that students can complete in three years.

MSN Program Outcomes

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

Program Curriculum

The 36 credit hours required for the MSN must include the following courses:
NURN 5000 Theoretical Foundations of Advanced Nursing (Requisite Course)
NURN 5050 Policy and Politics in Nursing
NURN 5550 Advanced Nursing Research
NURN 5800 Family Systems Nursing
NURN 5810 Families in Transition
NURN 5820 Families Experiencing Illness
NURN 5000 Theoretical Foundations of Advanced Nursing (Requisite Course)
NURN 5210 Instructional Methods in Nursing
NURN 5220 Curriculum Development and Evaluation
NURN 5230 Teaching Practicum in Nursing I
NURN 5240 Teaching Practicum in Nursing II
NURN 5240 Teaching Practicum in Nursing II (3)

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

Leader Focus

Students planning to pursue a position in nursing leadership and selecting this option must complete the following courses:
NURN 5410 Leadership in Nursing
NURN 5420 Financial Issues for Nurse Leaders
NURN 5430 Legal Issues for Nurse Leaders
NURN 5440 Leadership in Nursing Practicum I
NURN 5450 Leadership in Nursing Practicum II

General Requirements

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

Admission

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

The requirements for admission to the MSN program are as follows:
• a bachelor of science in nursing (BSN) accredited by the National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE);
• current licensure as a registered nurse in the United States and eligibility for licensure in Missouri;
• a minimum cumulative undergraduate GPA of 3.0 on a 4.0 scale;
• completion of an undergraduate statistics course with a grade of C or better;
• a minimum of one year of clinical experience in nursing;
• completion of the MSN program application along with the application fee and official transcripts from all colleges, universities, and schools of nursing;
• three academic and/or professional recommendations;
• a curriculum vitae describing scope, responsibility, and function of all work experience;
• a brief essay (500 words or less) clearly describing the applicant’s educational and professional objectives for graduate study;
• a personal interview.

Continuous Enrollment

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

Practicum Evaluation

In courses with a clinical/practicum component, students must receive a grade of “Satisfactory” in the clinical/practicum portion to pass the course. Unsatisfactory completion of the clinical/practicum component of the course results in automatic failure of the course.

Nurse Educator Certificate

The Nurse Educator certificate is a 12-credit-hour program designed for the Registered Nurse who has completed a MSN and is interested in a nursing education focus. The program is offered at the St. Louis and Kansas City campuses.

Curriculum

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

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

**Admission Requirements**
- 2.5 grade point average
- Master Degree in Nursing required
- Proof of RN licensure
- Minimum of one year of clinical experience
- Résumé describing scope, responsibility, and function of work experience
- Completion of application with fees
- Official transcripts
- Personal interview

**Nurse Leader Certificate**
The Nurse Leader certificate is a 12-credit-hour program designed for the Registered Nurse who has completed a MSN and is interested in a nursing leader focus. The program is offered at the St. Louis and Kansas City campuses.

**Curriculum**
NURN 5410 Leadership in Nursing (3)
NURN 5420 Financial Issues for Nurse Leaders (3)
NURN 5430 Legal Issues for Nurse Leaders (3)
NURN 5440 Leadership in Nursing Practicum I (3)

**Admission Requirements**
- 2.5 grade point average
- Master Degree in Nursing required
- Proof of RN licensure
- Minimum of one year of clinical experience
- Résumé describing scope, responsibility, and function of work experience
- Completion of application with fees
- Official transcripts
- Personal interview

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

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

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

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

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

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

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

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

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

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

NURN 5450 Leadership in Nursing Practicum II (3)
The practicum course continues the exploration of the role of nurse leader in an organizational or community setting. Students collaborate with faculty and preceptors to examine the role of nurse leader. Prerequisites: NURN 5410, NURN 5420, NURN 5430, and NURN 5440, or permission of Coordinator.

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

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

The program is offered at the Geneva campus.

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

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

Course Descriptions

HCLD 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.

HCLD 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.

HCLD 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.

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

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

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

HCLD 5420 Financial Issues for Healthcare Leaders (3)
This course is based upon financial issues important to non-financial healthcare leaders. The primary focus is on the interpretation and appli-
Nursing (M.S.N.)

cation of basic financial information from a departmental or a general organizational point of view. Topics will include the general goals and functions of financial decision-making, the role of money and financial markets in the economy, financial statement analysis and the budget process.

Capital budgeting, including the time value of money, working capital management, cost and performance measures preparation and use with a departmental or organizational focus will be discussed. The class will include healthcare leader decision making criteria based upon the mission and goals of both for-profit and non-profit corporate health care delivery organizations.

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

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

HEAL 5210 Program Development in Health Care (3)
This course involves step-by-step methods of program development in health care. It includes a study of conceptual frameworks: philosophical basis, the student, the setting, the knowledge component, learning strategies, and evaluation.

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.
Program Description

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

This program provides the theoretical and practical knowledge needed to enter the field of patent agency well-prepared to prepare and prosecute patent cases. This program does not administer the Patent Agency Bar Examination, as the administration of the examination is the exclusive province of the United States Patent and Trademark Office.

However, in addition to the theoretical and practical knowledge this program provides, a student can use the program to help prepare for taking the Patent Agent Bar Examination. Notably, the written portion of the Patent Agent Bar Examination has recently been eliminated. That means that many patent agents who pass the examination could be entering the workforce with virtually no preparation in patent application drafting. A course of study such as this one, that teaches students the art of patent drafting, will likely result in student competency, marketability, and higher compensation.

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

Please note that the MS in U.S. Patent Practice is not approved by the American Bar Association and is not intended to prepare students to work as paralegals.

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

Learning Goals for the Patent Practice Program

Upon completion of the program, students should:

• Understand the fundamentals of legal reasoning and analysis.
• Understand the legal environment in which individuals, businesses, and the judiciary operate.
• Be able to apply the theory of legal research and writing to practical problems encountered in patent litigation.
• Obtain the practical knowledge needed to enter the field of patent agency well prepared to prepare and prosecute patent cases.
• Understand the rules and regulations governing the filing and prosecution of applications before the U.S. Patent and Trademark Office, including both the legal and ethical obligations of those practicing before the Office.
• Master the computer skills necessary to search for patents along with finding court precedent regarding various patents.
• Learn the fundamentals of intellectual property law and how it applies to patent litigation.

Program Curriculum

The 36 credit hours required for the MA degree must include the following courses for a major in patent agency.

LEGL 5000 Introduction to Legal Studies (Requisite Course)
PATA 5100 Introduction to Patent Law
PATA 5110 Patent Research and Writing
PATA 5120 Foundations of Intellectual Property Law
PATA 5200 Patent Drafting
PATA 5210 Patent Prosecution
PATA 5300 Patent Office Ethics
PATA 5310 Patent Law Regulations and Procedures
PATA 5400 Patent Litigation in the Federal Courts
PATA 5600 Integrated Practices in U.S. Patent Office Procedure

Two elective courses (6 credit hours) from the following:
PATA 5500 Global Intellectual Property Law
PATA 5510 Copyright and Trade Secret Law
PATA 5520 Trademark Law
PATA 5530 Ownership, Licensing, and Transfer of Intellectual Property
PATA 5540 Computerized Patent Searching and Patentability

The MS in U.S. Patent Procedure is not approved by the American Bar Association.

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

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.

PATA 5100 Introduction to Patent Law (3)
This is a substantive patent law course focusing on the federal patent laws (35 U.S.C. 1 et seq.). This course will cover the arrangement of the U.S. Patent Office, the requirements of patentability, and the patent application process. This course introduces students to the U.S. patent system, issues relating to patent law, patentability, benefits of obtaining patent protection, defenses to and remedies for patent infringement, and patent issues abroad. Prerequisite: LEGL 5000.

PATA 5110 Patent Research and Writing (3)
This course focuses on familiarizing the student with patent law reference materials. Students will locate, analyze and summarize federal statutes, federal court opinions and federal administrative rules pertaining to patent law. Students learn the essential skills of patent researching and legal reasoning and begin to develop legal writing skills. This course enables students to apply the theory of patent research and writing to practical problems encountered in the patent litigation process. Prerequisite: LEGL 5000.

PATA 5120 Foundations in Intellectual Property Law (3)
This course is a survey of the four primary areas of intellectual property—patents, trademarks, copyrights, and trade secrets. This course will compare and contrast the protections afforded by each of these primary areas of intellectual property law, and will clarify the scope and limits of patent protection for new inventions and discoveries. Prerequisite: LEGL 5000.
Patent Practice

PATA 5200 Patent Drafting (3)
This is a practical skills course that teaches the fundamentals of preparing a patent application, with particular emphasis on claim drafting. Drafting techniques useful for all technical subject matters will be covered. At the end of this course, students are expected to be able to draft proper claims and prepare patent application documents suitable for filing in the U.S. Patent and Trademark Office. Prerequisite: LEGL 5000, PATA 5110, and PATA 5100.

PATA 5210 Patent Prosecution (3)
This is a practical skills course that teaches the fundamentals of prosecuting patent applications - corresponding with the U.S. Patent and Trademark Office to overcome formal and substantive rejections of a patent application. Prosecution strategy with a view toward subsequent enforcement of the resulting patent will be emphasized. At the end of this course, students are expected to be able to draft a proper response to an Office Action issued by the U.S. Patent and Trademark Office, and handle other issues with the U.S. Patent and Trademark Office relating to the issuance and maintenance of U.S. patents. Prerequisite: LEGL 5000.

PATA 5300 Patent Office Ethics (3)
This course will focus on the ethical and professional responsibilities facing patent agents when submitting work before the United States Patent and Trademark Office. It will examine ethical considerations such as confidentiality, unauthorized practice of law, conflict of interest, as well as the consequences of unethical behavior. In addition, students will be provided with frameworks for dealing with the moral dilemma patent agents face.

PATA 5400 Patent Litigation and the Federal Courts (3)
This is a substantive law course focusing on the Court of Appeals for the Federal Circuit, which has exclusive jurisdiction over most patent-related lawsuits. This course will cover the structure of the Court, and its procedures, and the effect of the Court’s decisions on Patent Office Procedures and patent litigation. Specific attention will be given to the study of the significant rulings of the Federal Circuit on the interpretation of patents, the determination of infringement, and the remedies available for infringement. Prerequisite: LEGL 5000, PATA 5110, and PATA 5100.

PATA 5500 Global Intellectual Property Law (3)
This course will introduce students to intellectual property outside the U.S. It will also cover the challenges and problems in protecting and enforcing patents, trademarks, copyrights, and trade secrets outside the U.S. Additionally, this course will cover the major intellectual property treaties, including the Paris Convention; The Patent Cooperation Treaty; the Madrid Agreement and the Madrid Protocol; the Berne Convention; the Universal Copyright Convention, and others, focusing on the practical impact of these treaties on protecting rights outside of the United States. Prerequisite: LEGL 5000.

PATA 5510 Copyright Law and Trade Secret Law (3)
This is a substantive law course covering the federal copyright statute (17 U.S.C. 101 et seq.) and the federal and state statutes governing trade secrets and confidential information. Issues to be examined include copyrightable subject matter, the exclusive rights afforded by copyright, ownership of copyright, and fair use. Additionally, this course will cover the preparation and prosecution of applications for copyright registration, and the federal and state schemes for protecting and enforcing rights in trade secrets and other confidential information. Prerequisite: LEGL 5000 and PATA 5120.

PATA 5520 Trademark Law (3)
This is a substantive law course covering the federal and state statutory and common law schemes for protecting trademarks and service marks. This course follows the process of selecting and protecting a trademark including pre-adoption searching, preparation and filing of applications, prosecution of applications, and issuance and maintenance of trademark registrations in the U.S. and abroad. Prerequisite: LEGL 5000 and PATA 5120.

PATA 5530 Ownership, Licensing, and Transfer of Intellectual Property (3)
This is a substantive law course covering the federal and state statutory and common law schemes for protecting trademarks and service marks. This course follows the process of selecting and protecting a trademark including pre-adoption searching, preparation and filing of applications, prosecution of applications, and issuance and maintenance of trademark registrations in the U.S. and abroad. Prerequisite: LEGL 5000 and PATA 5120.

PATA 5540 Computerized Patent Searching and Patentability (3)
This is a legal researching and writing skills course that will focus on searching strategies and databases in patent contexts. This course will address both publicly available and private databases for searching for prior art for patentability and validity purposes, and legal precedent to support application and enforcement efforts. Prerequisite: LEGL 5000 and PATA 5120.

PATA 6000 Integrated Practices in U.S. Patent Office Procedure (3)
This is the capstone practical skills course bringing together all of the substantive law knowledge and practical skills training and applying it to the searching, preparation, filing, and prosecution of a patent application on an invention. Students will follow a project from start to finish, producing a portfolio-type work product that may be useful as a writing sample. Prerequisite: Completion of all other required courses in this major.
Program Description
The master of arts (MA) in professional science management and leadership is designed for professional scientists and engineers who are advancing in their careers in management and leadership roles. The program aims to provide these professionals with competencies in communication, management, leadership, regulatory affairs, intellectual property, finance, ethics, and law.

The program will provide a mentoring system, networking experiences, and international opportunities. The program requires 36 credits with a core of 30 credits and an additional 6 elective credits.

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

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

PSML 5000 Introduction to Professional Science Management and Leadership*
PSML 5050 Communication for Professional Science Management and Leadership*
MNGT 5590 Organizational Behavior*
PSML 5590 Ethics and Social Responsibility in Science Management and Leadership*
LEGL 5900 Foundations in Intellectual Property Law
PSML 5700 Marketing and Comparative Analysis for Science Management and Leadership
PSML 5800 Project Management
PSML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership
PSML 6000 Practical Application in Science Management and Leadership

The elective requirements can be satisfied by taking two courses from the following:
BUSN 5200 Basic Finance for Managers
PSML 5800 Project Management
PSML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership
PSML 6000 Practical Application in Science Management and Leadership

Core courses must be completed before other courses in the program.

Course Descriptions
PSML 5000 Introduction to Professional Science Management and Leadership (3)
This course gives an overview of the Science Management Program and helps students understand a variety of business models and their demands. The course also addresses strategies for competitive gain, effective communication, team work, financial management plans, marketing, intellectual property, work with regulatory bodies, ethics, and human resource issues.

PSML 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. Prerequisite: PSML 5000

MNGT 5590 Organizational Behavior (3)
This course introduces students to many of the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

PSML 5590 Ethics and Social Responsibility in Science Management and Leadership (3)
This course examines the moral and social context of professional managers and leaders in science organizations. Topics include: moral, social and legal issues in contemporary business management; ethical theories as frameworks for managerial decisions; corporate social responsibility; dilemmas of conscience for science managers; ethical issues in the workplace; morality and leadership; codes of conduct and professional standards. Analysis and discussion of case studies comprise a significant portion of the class. Prerequisite: MNGT 5590

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

PSML 5700 Marketing and Comparative Analysis for Science Management and Leadership (3)
This course focuses on marketing strategies, product management (including pricing and inventory control), SWOT analysis, competitive intelligence, branding, and methods of market research. Students will also learn how to be effective participants of a focus group. Prerequisite: PSML 5590

BUSN 5200 Basic Finance for Managers (3)
Managers and human resources management professionals must be able to understand financial information contained in financial statements and reports. Line managers must be able understand financial information contained in financial statements and reports in order to evaluate their unit’s financial performance, to communicate clearly with other managers, and to apply financial information when making decisions. Human resources management professionals must understand financial statements and principles if they are to effectively assist line managers and be strategic partners with other business functions. This course will focus on the interpretation and use of basic financial information by non-financial managers, not on the production of financial statements.
and reports. (FINC 5000 cannot be substituted for BUSN 5200.)

PSML 5800 Project Management (3)
Students will learn to use current project planning tools to develop project plans that aid in bringing a project to completion on time and within budget. Special attention will be given to cost, scope and schedule. GANTT Theory will also be introduced. Prerequisite: BUSN 5200, PSML 5590

PSML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership (3)
This course reconstructs guidelines related to International Standards Organization (ISO), Good Management Practices (GMP), Food and Drug Administration (FDA), OSHA, EPA, and Organization for Economic Co-operation and Development (OECD) and Quality Assurance and Quality Control (QA/QC). Prerequisite: PSML 5590

PSML 6000 Practical Application in Science Management and Leadership (3)
This course will have the senior student carry out a well defined project, such as creating marketing and business plans for a new company, annual fiscal year or 7-year plan, or other appropriate project. Aspects of science management and leadership from the curriculum will be included in the project. Each student will make a final presentation to a panel that includes mentors. Prerequisite: Completion of all other courses in the program.

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.

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.

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.

PATA 5530 Ownership, Licensing, and Transfer of Intellectual Property (3)
This is a practical skills course covering the basics of contract formation and drafting. This course will cover the preparation and interpretation of agreements affecting the ownership, licensing, and transfer of intellectual property, including patents, trademarks, copyrights, and trade secrets. Prerequisite: LEGL 5000 and PATA 5120.

HRMG 5690 Workforce Retention and Transitions: Theory and Practice (3)
This elective course examines the concepts relevant to the development and maintenance of a loyal, satisfied, and productive workforce. This course will illustrate how human resources management practices affect workforce retention and transitions. After reviewing theories of employee motivation, organizational commitment, job satisfaction, and withdrawal cognition, students will examine common organizational strategies and practices for retaining valuable human resources. Students will learn methods for assessing the causes of employee turnover and transfers, how to maximize the retention of good employees, how to design fair and effective layoff or reduction in force policies, and how to design and implement promotion, succession planning, and transfer programs in organizations. This elective course builds upon and supplements the core human resources management courses. Students must complete HRMG 5000 before taking this course. It will be helpful to have completed HRMG 5800 as well.
Leigh Gerdine College of Fine Arts

Peter E. Sargent, dean
Departments (3): Art; Music; Theatre and Dance

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

This Mission Statement clearly reflects the spirit and atmosphere that permeates the creative atmosphere of the College. The demands placed on students are enormous. In order to succeed, the faculty expect students to be highly disciplined; to be completely focused on the challenges that will be placed in front of them regularly; to be resilient in their spirit to use the talent and instruction available to achieve new levels of excellence; and to understand that to be an artist in our community, it is necessary to be a citizen and a leader. The faculty are dedicated to providing the best possible opportunities to develop individual talents within the resources available at the University. It is expected that students will strive to be the best and to set the standards for others to achieve.

In order to ensure that the best opportunities are available to the students, significant partnerships are in place with the outstanding performing and visual arts organizations in the region. The Opera Theatre of Saint Louis and The Repertory Theatre of St. Louis are housed on campus and perform their seasons in the Loretto-Hilton Center for the Performing Arts. The Saint Louis Symphony Orchestra has curricular programs jointly offered with Webster. The presence of these outstanding arts organizations provides our students with day-by-day opportunities to understand the discipline and the demand for excellence that must be maintained at the highest level of achievement. The professionals working with these organizations are selected to be members of the faculty of artists that is the Leigh Gerdine College of Fine Arts.

It is expected that through the entrance audition process, our students are excellent. It is expected that our students are ready for the daily regime necessary to excel. It is expected that our students will be intellectually curious. It is expected that our students will utilize the resources available to them to prepare themselves for successful careers in the arts discipline of choice. It is expected that the faculty will provide the models of excellence that are required to ensure that the best training is available. It is expected that the Leigh Gerdine College of Fine Arts will be a regional and national leader in the visual and performing arts. Everyone—students, faculty, and staff—is dedicated to being a community of artists reaching for excellence. Expect to be challenged, and prepare to succeed.
Leigh Gerdine College of Fine Arts
Graduate Program

Art

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

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

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

Admission Requirements
Applicants should demonstrate advanced preparation through portfolio review, previous coursework, and résumé. In addition to the Webster University graduate admission requirements, applicants must satisfy the admission requirements listed below and petition to study within one of the areas of emphasis. A student admitted into the program will be assigned an advisor from the art faculty.

- Advancement to candidacy in the MA in art program is achieved by completion of a minimum of 6 credit hours with grades of B or above, and a positive faculty evaluation in the Graduate Advancement to Candidacy Review.
- Within the first 18 credit hours of graduate work, the MA in art history candidate is expected to demonstrate the ability to read art historical writings in either French or German. This requirement may be filled by successful examination of reading knowledge administered by the Department of International Languages and Cultures, or completion of the fourth semester (with at least a 3.0 grade average) of a college or university language course.
- An MA student in art history must pass a comprehensive written examination (approximately 4 hours) broadly covering the field of art history. Students must take this examination during the semester in which they complete 20 credit hours of graduate work. The comprehensive exam may be retaken only once.

Admission Requirements
1. For art history and criticism: bachelor of arts (BA) in art history or approved equivalent from an accredited institution; for studio art: bachelor of fine arts (BFA) from an accredited institution
2. Completed departmental application for the MA in art
3. Submission of official transcripts
4. Three letters of recommendation, at least two of which must be from former teachers
5. Statement of approximately 500 words explaining reasons for graduate study in art
6. An interview with the Director of the Graduate Program in Art
7. Additionally for studio art, satisfactory portfolio review as determined by the Director of the Graduate Program in Art and by other of full-time art faculty members

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

- Emphasis coursework 18 hours
- Graduate art electives 9 hours
- ART 6250 Thesis 6 hours

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

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

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

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

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

ART 5340 History of Renaissance Art (3)
This course is the study and exploration of art of Italy and Northern Europe from the thirteenth century to the art of mannerism in the sixteenth century. The course includes a significant research project and an oral presentation. Prerequisite: admission to the graduate program in art.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ART 6500 Graduate Internship in Art (3)
Music

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

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

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

In contrast to the performance-related MM, academic studies in music and related fields are emphasized in the MA in music degree program. Performance and creative musical endeavors, however, will be central to the course of study for many students.

Graduates of the MA program will be qualified to teach applied music in the studio or classroom, perform with or conduct ensembles, compose or arrange music, pursue doctoral studies in musicology, theory, or another field, or establish an expertise in any one or several additional areas.

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

Audition Procedures

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

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

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

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

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

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

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

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

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

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

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

**Required Courses**

**MUSC 4040 Music of the Twentieth Century** 3 hours  
**MUSC 5010 Composition** (four semesters) 8 hours  
**MUSC 5100 Analytical Techniques I** 2 hours  
**MUSC 5110 Analytical Techniques II** 2 hours  
**MUSC 5120 Seminar in Music Literature I** 3 hours  
**MUSC 5130 Seminar in Music Literature II** 3 hours  
**MUSC 5230 Seminar in Music Business** 2 hours  
**MUSC 4950 New Music Ensemble** 1 hour  
**MUSC 5200 Independent Study: Advanced Arranging** 2 hours  
**MUSC 5120, 5130 Seminar in Music Literature I, II** 6 hours  
**MUSC 5100, 5110 Analytical Techniques I, II** 4 hours  
**Major Ensemble-2 semesters** 2 hours  
**MUSC 4910 Webster University Wind Ensemble** 1 hour  
**Electives** 7-9 hours  
**Final project** 0 hours  

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

**Electives** 7-9 hours

**Total: 32 hours**

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

**Suggested Electives**

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

**Performance Emphasis**

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

**Major Areas of Emphasis**

**Piano • Voice • Guitar • Organ**

**Required Courses for Piano, Guitar, and Organ Performance**

**MUSC 5000 Applied Music: Major Instrument** (four semesters) 8 hours  
**MUSC 5100, 5110 Analytical Techniques I, II** 4 hours  
**MUSC 5120, 5130 Seminar in Music Literature I, II** 6 hours  
**Major Ensemble-2 semesters** 2 hours  
**MUSC 4910 Webster University Wind Ensemble** 1 hour  
**Piano Tic** 1 hour  
**New Music Ensemble** 1 hour  
**MUSC 5000 Applied Music** 2 hours  
**MUSC 5200 Independent Study** 2 hours  
**MUSC 5230 Seminar in Music Business** 2 hours  
**MUSC 5800 Advanced Studies in Music** 2 hours

**Electives** 12 hours  
**Two public recitals** 0 hours  
**Oral examination** 0 hours  
**Total: 32 hours**

**Suggested Electives**

**MUSC 4010 Composition** 1-4 hours  
**MUSC 4030 Eighteenth Century Counterpoint** 3 hours  
**MUSC 4150 The Art Song** 3 hours  
**MUSC 4160 Operatic Literature** 3 hours  
**MUSC 4170, 4180 Piano Literature I, II** 6 hours  
**MUSC 4260, 4270 Piano Pedagogy I, II** 4 hours  
**MUSC 4800 Advanced Topics in Music** 2-3 hours  
**MUSC 4950 Chamber Music: Classical Guitar Ensemble** 1 hour  
**MUSC 4970 Webster University Big Band** 1 hour  
**MUSC 4950 New Music Ensemble** 1 hour  
**MUSC 4930 Jazz Pedagogy** 2 hours

**Required Courses for Vocal Performance**

**MUSC 5000 Applied Music** 8 hours  
**MUSC 5100, 5110 Analytical Techniques I, II** 4 hours  
**MUSC 5120, 5130 Seminar in Music Literature I, II** 6 hours  
**MUSC 4140 Lyric Diction** 2 hours  
**MUSC 4150 The Art Song* 3 hours  
**MUSC 4160 Operatic Literature* 3 hours  
**Major Ensemble-2 semesters** 2 hours  
**MUSC 4910 Webster University Wind Ensemble** 1 hour  
**MUSC 4920 Webster University Choral Society** 1 hour  
**MUSC 4990 Webster University Opera Studio** 1 hour

**Electives** 4 hours  
**Two public recitals** 0 hours  
**Oral examination** 0 hours  
**Total: 32 hours**

*Students who completed these courses as undergraduates (with grades of B or higher) may choose electives.
Music

Suggested Electives

MUSC 4250 Voice Pedagogy 3 hours
MUSC 4800 Advanced Topics in Music 2-3 hours
MUSC 4810 Advanced Aural Skills 2 hours
MUSC 4930 Webster University Camerata Singers 1 hour
MUSC 4990 Opera Studio 1 hour
MUSC 5000 Applied Music 1-2 hours
MUSC 5230 Seminar in Music Business 2 hours

Orchestrical Performance Emphasis

Those who anticipate careers as orchestral performers will pursue the MM in orchestral performance. This degree program permits a combination of solo, chamber, and orchestral training. Private instruction is provided by full-time and adjunct faculty artists and by members of the Saint Louis Symphony Orchestra.

Required Courses

MUSC 4190 Orchestral Literature 3 hours
MUSC 4940 Webster University Symphony Orchestra** 4 hours
MUSC 4950 Webster University Chamber Music Ensembles 2 hours
MUSC 5000 Applied Music (four semesters) 8 hours
MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
MUSC 5230 Seminar in Music Business 2 hours
Electives 3-5 hours
Two public recitals 0 hours
Oral examination 0 hours
Total: 32 hours

Suggested Electives

MUSC 4040 Music of the Twentieth Century 3 hours
MUSC 4810 Advanced Aural Skills 2 hours
MUSC 5200 Independent Study 1-3 hours
MUSC 5320 Advanced Instrumental Conducting 1-3 hours
** Students are expected to perform with the Webster University Symphony Orchestra every semester they are enrolled in the program. Beyond the required four semesters, Orchestra may be taken without credit.

Church Music Emphasis

This graduate degree program is designed specifically for musicians serving as directors of music, organists, and/or choir directors in a church setting. Students in this program enroll in core courses in music theory and history. Classes required for completion of the 36-credit-hour degree are taken at both Webster University and Eden Seminary, Aquinas Institute of Theology, or another seminary. A minimum of 24 graduate credit hours will be earned at Webster University and a minimum of 8 credit hours at Eden Seminary.

Required Courses

Webster University Courses
MUSC 4110 Hymnody and Psalmody 2 hours
MUSC 4080 Choral Literature and Techniques 2-3 hours
Major Ensemble-2 semesters 2 hours
  MUSC 4910 Webster University Chorale
  MUSC 4920 Webster University Choral Society
MUSC 5000 Applied Music: Organ (for organists) 4-6 hours
MUSC 5000 Applied Music: Voice 2-4 hours
MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
MUSC 5320 Advanced Instrumental Conducting and/or MUSC 5330 Advanced Choral Conducting 4-6 hours
MUSC 5900 Supervised Apprenticeship 2 hours
  Oral recital 0 hours
  1.) an organ recital or 2.) a choral concert with a church or other choir conducted by the MM student, the repertoire will be carefully selected to represent sacred choral works from a variety of important composers and musical eras.
  Oral examination 0 hours

Eden Seminary Courses

Liturgy course (consult with your adviser) 2-3 hours
B111 or B112 Biblical Studies I or II 3 hours
B113 or B114 Biblical Studies III or IV 3 hours
The required seminary courses may be taken at Eden Seminary, Aquinas Institute of Theology, or at another seminary approved by the program director.

Electives to be selected from the following: (1-4 hours)

Webster University Courses
MUSC 4250 Voice Pedagogy 2-3 hours
MUSC 4810 Advanced Aural Skills I 2 hours
MUSC 5010 Composition 1-3 hours
MUSC 5500 Music Education courses 1-3 hours

Seminary Courses

Elective courses taken at Eden Seminary, or at another seminary, must be approved by your program advisor.

Total: 36 hours

To complete the requirements for graduation, each student must accomplish the following to the satisfaction of a faculty committee:
1.) demonstrate keyboard proficiency by playing selected 4-part hymns;
2.) pass a comprehensive oral examination; and (3) present a public recital or comparable musical presentation as a demonstration of competence in performance.

Music Education Emphasis

This graduate degree program is designed specifically for public and private school music teachers at all levels (K-12) in the fields of choral, general, and instrumental music. Students complete core classes in music education and in music theory and music history. The remaining coursework is selected from graduate courses in the MM curriculum or MAT curriculum. The music education program is a 32-credit-hour program.

Applicants to the music education degree program adhere to the admission requirements for all graduate degrees in music.

Required Courses

MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
MUSC 4810 Advanced Aural Skills 2 hours
or
MUSC 5510 Kodály Musicianship I and II 2 hours
MUSC 5600 Foundations and Principles of Music Education 3 hours
MUSC 5460 Curriculum Design 3 hours
or
MUSC 5520 Kodály Pedagogy I 3 hours
MUSC 5550 Kodály Pedagogy II and III 3 hours
or
MUSC 5480 Curriculum Development for the Orff Approach 3 hours

Major Ensemble-2 semesters 2 hours
MUSC 4910 Webster University Chorale
MUSC 4920 Webster University Choral Society
MUSC 4940 Webster University Symphony Orchestra
MUSC 4980 Webster University Wind Ensemble
Oral examination 0 hours
Final project (thesis and oral examination or comprehensive written and oral examinations) 0 hours
**Music**

**Electives**
- Electives in music education: 6 hours
- Electives in music, music education, and/or education (MAT and others as approved): 6 hours
- Total: **32 hours**

**Suggested Electives**
- MUSC 4250 Voice Pedagogy: 3 hours
- MUSC 5410 Orff, Level I: 3 hours
- MUSC 5420 Orff, Level II: 3 hours
- MUSC 5430 Orff, Level III: 3 hours
- MUSC 5440 Pedagogy in the Orff Classroom: 2 hours
- MUSC 5450 Arranging and Composing for the Orff Teacher: 2 hours
- MUSC 5480 Curriculum Development for the Orff Approach: 2-3 hours
- MUSC 5490 Integrating World Musics into the Curriculum: 2 hours
- MUSC 5510 Kodály Musicianship I: 1 hour
- MUSC 5520 Kodály Pedagogy I: 1 hour
- MUSC 5530 Kodály Music-Making and Materials: 1-2 hours

**Music Education with Orff Emphasis**
Certified teachers (or those who are currently pursuing state certification) may combine courses in music education with studies leading to national certification in Orff Schulwerk methodology. Courses are offered in the evening and during the summer. Instructors are nationally recognized experts in the Orff Schulwerk program. (See also MA in Music/Orff Emphasis.)

**Required Courses**
- MUSC 5100, 5110 Analytical Techniques I, II: 4 hours
- MUSC 5120, 5130 Seminar in Music Literature I, II: 6 hours
- Major Ensemble-2 semesters: 2 hours
  - MUSC 4920 Webster University Choral Society
  - MUSC 4940 Webster University Symphony Orchestra
  - MUSC 4980 Webster University Wind Ensemble
- MUSC 5020 Foundations and Principles of Music Education: 3 hours
- MUSC 5410 Orff, Level I: 3 hours
- MUSC 5420 Orff, Level II: 3 hours
- MUSC 5430 Orff, Level III: 3 hours
- MUSC 5480 Curriculum Development for the Orff Approach: 2-3 hours
- Oral examination: 0 hours
- Final project (thesis or major project): 0 hours

**Suggested Electives**
- General education (MAT.): 0-4 hours
- Music, music education, or Orff methodology (4000-level or above): 0-4 hours
- Total: **32 hours**

**MA in Music**
The MA in music will be balanced among three areas: (1) core courses in music history, theory, and performance; (2) supportive courses in music (area of emphasis); and (3) additional coursework in music or a related field.

**Suggested Areas of Emphasis**
- Piano Pedagogy/Performance
- Vocal Pedagogy/Performance
- Jazz Studies
- Conducting
- Composition/Arranging
- Music History/Theory
- Accompanying
- Chamber Music
- Other areas as approved by the Director of Graduate Studies

**Required Courses**
- MUSC 5000 Applied Music: 0-2 hours
- MUSC 5100, 5110 Analytical Techniques I, II: 4 hours
- MUSC 5120, 5130 Seminar in Music Literature I, II: 6 hours
- Major Ensemble-2 semesters: 2 hours
  - MUSC 4920 Webster University Choral Society
  - MUSC 4940 Webster University Symphony Orchestra
  - MUSC 4980 Webster University Wind Ensemble
- Music electives: 10-12 hours
  - Courses in music at the 4000-5000 levels to be chosen in consultation with the Director of Graduate Studies (At least 6 credit hours of these courses must be academic electives.)
- Additional coursework: 10-12 hours
  - These courses may be in music or in another related field such as art, literature, philosophy, or history.
- Final Project/Recital Program: 0 hours
- Oral examination: 0 hours
- Total: **32 hours**

**Suggested Electives**
- MUSC 4040 Music of the Twentieth Century: 3 hours
- MUSC 4070 Choral Arranging: 2 hours
- MUSC 4080 Choral Literature and Techniques: 3 hours
- MUSC 4140 Lyric Diction: 2 hours
- MUSC 4150 The Art Song: 3 hours
- MUSC 4160 Operatic Literature: 3 hours
- MUSC 4170, 4270 Piano Literature I, II: 4 hours
- MUSC 4190 Orchestral Literature: 3 hours
- MUSC 4250 Voice Pedagogy: 3 hours
- MUSC 4260 Piano Pedagogy I, II: 4 hours
- MUSC 4320 Jazz Pedagogy: 3 hours
- MUSC 4340, 4350 Jazz Scoring and Arranging I, II: 6 hours
- MUSC 4810 Advanced Aural Skills: 2 hours
- MUSC 4990 Opera Studio: 1 hour
- MUSC 5200 Independent Study: 1-3 hours
- MUSC 5230 Seminar in Music Business: 2 hours
- MUSC 5320 Advanced Instrumental Conducting: 1-4 hours
- MUSC 5330 Advanced Choral Conducting: 1-4 hours

**MA in Music (Orff Emphasis)**
The MA in music with an emphasis in Orff Schulwerk methodology is intended both for state-certified teachers who desire graduate study outside the traditional music education curriculum and also for those whose career plans do not include public school teaching at the elementary or secondary levels. (See also the MM in music education/Orff emphasis).

The MA in music/Orff emphasis leads to national certification in the Orff methodology. Courses are offered in the evening and during the summer. Instructors are nationally recognized experts in the Orff Schulwerk program.

**Required Courses**
- MUSC 5100, 5110 Analytical Techniques I, II: 4 hours
- MUSC 5120, 5130 Seminar in Music Literature I, II: 6 hours
- Major Ensemble-two semesters: 2 hours
  - MUSC 4910 Webster University Chorale
Music

MUSC 4940 Webster University Symphony Orchestra
MUSC 4980 Webster University Wind Ensemble
MUSC 5410 Orff, Level I  3 hours
MUSC 5420 Orff, Level II  3 hours
MUSC 5430 Orff, Level III  3 hours
MUSC 5480 Curriculum Development for the Orff Approach  2-3 hours
Oral examination  0 hours
Final project (thesis or major project)  0 hours

Suggested Electives
General education (MAT)  0-6 hours
Music education or Orff methodology  3-6 hours
Electives in music or a related field (4000 level or above)  3-6 hours
Total:  32 hours

Library Holdings
Books, periodicals, scores, records, compact discs, and videos, as recommended for music libraries by the National Association of Schools of Music, are conveniently housed in the Emerson Library. In addition, the library subscribes to a number of significant online music-related resources including The New Grove Dictionary of Music, the International Index of Music Periodicals, The Music Index, and RILM.

Graduate Assistantships
The Department of Music offers graduate assistantships in jazz studies, music theory, orchestra, and piano accompanying. For further information, interested applicants should contact the Director of Graduate Studies in Music. Assistantship stipends do not include tuition remissions. Applications for assistantships must be received by March 15.

Graduate Scholarships
The Department of Music offers a limited number of scholarships to graduate students based on merit. Among these are the Buder Foundation Scholarships, the James Moroney Nigh Endowed Scholarship Fund in Opera, and the TKT Jazz Scholarship. For more information, interested applicants should contact the Chair of the Department of Music. Scholarship applications are due by April 1.

Adjunct Teaching Appointments
In addition to graduate assistantships, exceptionally qualified graduate students may be considered for employment as instructors in one of the following areas: academic studies, jazz studies, orchestral instruments, piano, and voice. Employment determination is made by the Chair of the Department of Music with the Director of Graduate Studies in Music in consultation with the director of the specific academic area.

Graduate Student General Financial Aid Information
For information on non-music related sources of financial aid, including work study and loan programs, interested applicants should contact the Webster University Office of Financial Aid.

Course Descriptions
Note: Courses numbered 4000 or higher may be completed for graduate credit.

MUSC 4010 Composition (1-3)
For students contemplating composition and related activities as occupations. Each student develops content in consultation with the instructor. Prerequisite: 6 credit hours of MUSC 3010 or permission of the instructor. May be repeated for credit.

MUSC 4020 Hymnody and Psalmody
Study of psalmody and hymnody in history and current practice; theological study of hymn texts and musical study of hymn tunes; practical application of hymnody in Christian worship and education.

MUSC 4030 Eighteenth-Century Counterpoint (3)
Practical study of counterpoint as used in the works of Bach. Includes study of the invention, chorale prelude and fugue, and extensive analysis of the music of the period. Prerequisite: MUSC 2020.

MUSC 4040 Music of the Twentieth Century (3)
A historical survey from Debussy, Ives, Stravinsky, and Schoenberg to Bartók, Cage, Babbitt, and Glass. Involves musical analysis of works involving twentieth-century tonality, modality, the 12-tone method, set theory, microtonality, and aleatoric elements. Prerequisites: MUSC 2020 and MUSC 2040 or permission of instructor.

MUSC 4070 Choral Arranging (2)
Covers arranging for choral ensembles of various voice groupings and abilities. Projects may include arrangements of folk songs, simplification or re-voicing of previously composed choral music, adapting choral parts to accommodate boys' changing voices, limited ranges, and other exigencies. Prerequisite: MUSC 2020.

MUSC 4080 Choral Literature and Techniques (3)
This course surveys choral repertoire from the Renaissance to the present appropriate for school and church choirs. Aspects of the course work include focus on performance practice and associated choral techniques for the purposes of conducting and teaching. Prerequisite: MUSC 3410 or permission of instructor.

MUSC 4120 Piano Accompanying (2)
Designed primarily for piano majors. Teaches the specific skills required for accompanying. Emphasizes art song literature, but also includes operatic and instrumental music. Prerequisite: permission of the instructor.

MUSC 4140 Lyric Diction (2)
Focuses on the correct pronunciation of foreign language sounds using the International Phonetic Alphabet. Prerequisite: students must be voice majors of junior or senior status.

MUSC 4150 The Art Song (3)
Solo art songs of the nineteenth and twentieth centuries are studied and performed, with emphasis on works by German, French, and American composers. Studies include analysis of style and idea in music and poetry, and the art of programming the song recital. Prerequisites: music major and junior or senior standing.

MUSC 4160 Operatic Literature (3)
Studies important works from 400 years of operatic history, including Monteverdi through Glass. The history of operatic style is studied as are the development of recitative, aria, ensembles, and other aspects of operatic form. Prerequisites: MUSC 2020 and MUSC 2040.

MUSC 4170 Piano Literature I (3)
Designed primarily for junior or senior piano majors. A survey of the standard keyboard literature for piano. Style analysis, performance-practice problems, and editions are emphasized. Prerequisite: permission of the instructor.

MUSC 4180 Piano Literature II (3)
Continues MUSC 4170. Prerequisite: MUSC 4170.

MUSC 4190 Orchestral Literature (3)
Examines the development of orchestral literature from the eighteenth century to the present. Study topics include sonata form, instrumentation, the concerto, the tone poem, and so forth. Major works from Haydn, Mozart, Beethoven, the German Romantic composers, and twentieth century composers such as Bartok, Hindemith, Schoenberg, Schwanter, Shostakovitch, and Stravinsky will be covered. Prerequisite: MUSC 2040.
MUSC 4250 Voice Pedagogy (3)
Studied the human voice and its registers, classification of voices, methods of practicing, analysis, style, and selection of literature. Prerequisite: junior or senior voice student or permission of the instructor.

MUSC 4260 Piano Pedagogy I (2)
Examines teaching materials from beginning through intermediate levels. Students gain supervised teaching experience. Prerequisite: junior or senior piano student or permission of the instructor.

MUSC 4270 Piano Pedagogy II (2)
Continues MUSC 4260. Prerequisite: MUSC 4260.

MUSC 4320 Jazz Education Methods (2)
(formerly MUSC 3320) A survey of pedagogical techniques, conducting, and teaching materials for the development of the middle school and high school instrumental and vocal jazz program. Prerequisite: permission of the instructor.

MUSC 4340 Jazz Scoring and Arranging I (3)
Covers scoring and arranging for jazz ensembles of various sizes, from combo to jazz orchestra. Material covered includes melodic and rhythmic variation, reharmonization and voicing techniques, jazz instrumentation and orchestration, elements of form, and score and part preparation. Prerequisites: MUSC 1380 and MUSC 2020.

MUSC 4350 Jazz Scoring and Arranging II (3)
Continues MUSC 4340. Prerequisite: MUSC 4340.

MUSC 4360 Survey of Music Business (3)
Examines aspects of contracts, auditions, copyright, publishing, license (BMI, ASCAP, SESAC), union issues, promotion-marketing, taxes, grant applications, non profit organizations and foundations, exploration of careers in the music industry: entertainment law, retail, marketing, recording industry, arts management, self employment as a free lance musician (business owner, recording studio musician, teacher, composer, conductor, and so forth). Prerequisite: BUSN 3700 or permission of instructor.

MUSC 4370 Marketing for Musicians (3)
Examines aspects of image building, promotion kits (letterhead, internet site, photography, video/audio discs (repertoire, recording, art work, copyright, licensing, promotion, sales, reviews, etc), working with a publicist, advertising agency, manager and/or agent, audience connections (targeting educational residencies, seminars, and conventions), contracts, auditions, professional organizations and memberships Prerequisite: MUSC 4360 or permission of instructor.

MUSC 4390 Commercial Composition (3)
Examines techniques of composing a variety of commercial styles, including popular songs and advertising jingles. Emphasis is on student composition projects. The course is coordinated with production courses in the School of Communications, creating opportunities for the recording of student works. Prerequisites: MUSC 3010 and MUSC 3070.

MUSC 4800 Advanced Topics (2-3)
Course content varies each semester. See current course description book for subject matter for a particular semester. Credit may be in music history, music theory, music business, or music education. Prerequisites: MUSC 2020 and senior standing. May be repeated for credit.

MUSC 4810 Advanced Aural Skills I (2)
This course focuses on improvement of sight-singing, ear training, dictation, and harmonic progressions and improvisation at the keyboard. The class requires the use of Kodály moveable do solfége and rhythm syllables and German chromatic note names. Exercises also require conducting and analytical skills. Prerequisite: MUSC 2820 or permission of the instructor.

MUSC 5000 Applied Music (2-4)
Available in piano, voice, organ, and all orchestral instruments.

MUSC 5010 Composition (1-4)
Each student in consultation with the instructor develops the content for this advanced course in composition. This course may be repeated for credit. Prerequisite: graduate standing.

MUSC 5020 Foundations and Principles of Music Education (3)
The course focuses on the history and foundations of public school music in the United States; current trends in education that affect the music education profession; principles of learning theory; and application of research to music teaching situations.

MUSC 5100 Analytical Techniques I (2)
Advanced work in formal analysis, including discussion of sectional forms (binary, ternary, rondo), canon and fugue, sonata and sonatina forms, and hybrid forms such as sonata form with fugal exposition, first movement concerto form, sonata-rondo, etc. Review of chromatic harmony. Prerequisite: graduate standing or admission to combined degree (BM/MM) program.

MUSC 5110 Analytical Techniques II (2)
This course is designed to prepare students to analyze twentieth-century Western music. Prerequisite: graduate standing or admission to combined degree (BM/MM) program.

MUSC 5120 Seminar in Music Literature I (3)
This course covers selected topics in Medieval, Renaissance, and Baroque music history. Prerequisite: graduate standing.

MUSC 5130 Seminar in Music Literature II (3)
This course covers selected topics in Classical, Romantic, and twentieth-century music history. Prerequisite: graduate standing.

MUSC 5200 Independent Study (1-4)

MUSC 5230 Seminar in Music Business (2)
This seminar addresses the theoretical as well as practical processes of creating a career as a member of a professional ensemble, a free lance musician, teacher, composer, or conductor. Topics covered could include creating professional work, organizing ensembles, publishing music and method books, and applying for arts grants. Prerequisite: permission of instructor.

MUSC 5320 Advanced Instrumental Conducting (1-4)
The student cultivates skills in conducting instruments and instruments with voices. The course includes studies in score reading, literature, score study, and other appropriate areas of general musicianship, depending on the individual needs of the student. This course may be repeated for credit. Prerequisite: permission of instructor.

MUSC 5330 Advanced Choral Conducting (1-4)
The student cultivates skills in conducting voices and voices with instruments. The course includes studies in literature, score reading, diction, and other appropriate areas of general musicianship, depending on the individual needs of the student. This course may be repeated for credit. Prerequisite: permission of instructor.

MUSC 5410 Orff, Level I (3)
This course will focus on and develop: speech exercises; singing; movement; playing the instruments; improvisation in all media; orchestration in the elemental style; teaching techniques; Bordun orchestrations for pentatonic melodies; movement improvisation; simple folk dances; soprano recorder technique and teaching materials; and short teaching experiences.

MUSC 5420 Orff, Level II (3)
This course will focus on and develop: speech exercises; singing; movement; playing the instruments; improvisation in all media; orchestration
Music

in the elemental style; teaching techniques; composition of melodies; moving Bordun and I-V orchestrations; folk and historical dances; alto recorder; and peer teaching. Prerequisite: Orff, Level I at an accredited university.

MUSC 5430 Orff, Level III (3)
This course will focus on and develop: speech exercises; singing; movement; playing the instruments; improvisation in all media; orchestration in the elemental style; teaching techniques; dominant and subdominant triads in major and minor, recorder consort (SATB); further exploration and integration of all components; an overview of the Schulwerk; and a teaching practicum. Prerequisites: Orff, Levels I and II at an accredited university.

MUSC 5440 Pedagogy in the Orff Classroom (2)
Students will observe and experience effective pedagogical techniques as well as use these practices in peer teaching. As a concluding project, each student will plan, prepare, and present a lesson to a group of their peers. Prerequisite: Orff, Level I.

MUSC 5450 Arranging and Composing for the Orff Teacher (2)
Students will arrange and compose beginning settings in do, la, re, and sol pentatonics, leading into major and minor modes, including aeolian, dorian, and mixolydian. The diatonic scale and its harmonic possibilities will be dealt with later in the course. Composite rhythm and prosody will not be presented as separate entities, but will be reinforced throughout the course. Prerequisite: Orff, Level I.

MUSC 5460 Curriculum Design (3)
This course is designed to help individuals plan learning experiences. Technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation are discussed. Students develop curriculum packages that have direct application to the teaching situation.

MUSC 5480 Curriculum Development for the Orff Approach (2-3)
Students will develop a single grade curriculum relevant to the teaching situations of each student including goals, materials, and sequencing appropriate for the Orff approach. Prerequisite: Orff, Level II.

MUSC 5490 Integrating World Musics into the Curriculum (2)
The ethnic diversity of our world will be explored through songs, instruments, dances, listening, art, literature, drama, and history.

MUSC 5500 Music Education Workshops (1-6)
These seminars and courses supplement the core and elective courses in the music education area by focusing on topics of current and special interest, such as specific methods and techniques for music teaching. This course may be repeated for credit if content differs. This course will not be presented as separate entities, but will be reinforced throughout the course. Prerequisite: permission of instructor.

MUSC 5510 Kodály Musicianship I (1)
Overall musicality and musicianship of students will be developed through this comprehensive course in sight singing, score reading, dictation, and analysis. Kodály teaching tools include use of relative solmization, rhythm syllables, and Curwen hand signs. Prerequisite: permission of instructor.

MUSC 5520 Kodály Pedagogy I (1)
Students will acquire knowledge of the history and philosophy of the Kodály concept as well as curricular ideas for the primary grades. Curriculum development, teaching techniques, and materials for teaching general music according to Kodály concepts will be covered. Prerequisite: permission of instructor.

MUSC 5530 Kodály Music-Making I (1)
This class consists of several aspects, all involved with music and music-making: a choral experience, choral conducting, and special topics. Special topics focus on subjects such as multicultural music, Dalcroze eurhythmics, Orff pedagogy, and folk music instrument building and playing techniques. Chamber music performance may also be included. Prerequisite: permission of instructor.

MUSC 5540 Kodály Musicianship II (1)
Kodály music educators use the movable Do system for ear training and intonation of intervals, chords, scales, and song literature. Also included in solfège training are aural, vocal, reading, and writing skills in rhythms, ostinato, form, conducting, canon, two-part singing, and sight singing. Solfège is a means to the goal of musical literacy and increased knowledge and skills. Prerequisites: MUSC 5510, MUSC 5520, MUSC 5530 Kodály Level I.

MUSC 5550 Kodály Pedagogy II (1)
The Kodály approach to music education pedagogy for elementary school includes an emphasis on the development of ear training, sight singing, rhythm, melody, harmony, form, reading, writing, and creating music—all activities through multi-modality experiences. Music materials include American folk songs, multicultural music and art music, and the use of rounds and singing games. Prerequisites: MUSC 5510, MUSC 5520, MUSC 5530 Kodály Level I.

MUSC 5560 Kodály Music-Making II (1)
This class consists of several aspects, all involved with music and music-making: a choral experience, choral conducting, and special topics. Special topics focus on subjects such as multicultural music, Dalcroze eurhythmics, Orff pedagogy, and folk music instrument building and playing techniques. Chamber music performance may also be included. Prerequisites: MUSC 5510, MUSC 5520, MUSC 5530 Kodály Level I.

MUSC 5570 Kodály Musicianship III (1)
An advanced course in aural development, including sight-singing, harmony, analysis, dictation, transposition and score reading. Students master the use of relative solmisation, rhythm syllables and Curwen handsigns. They will also demonstrate proficiency in the use of the voice and keyboard for music teaching. Musicality and musicianship are encouraged throughout the course. Prerequisite: MUSC 5540 Kodály Musicianship II.

MUSC 5580 Kodály Pedagogy III (1)
This course covers Kodály curriculum development and teaching techniques for general music teaching in grades 6-8. Prerequisite: MUSC 5550 Kodály Pedagogy II.

MUSC 5590 Kodály Music-Making III (1)
This course consists of several aspects, all involved with music and music-making: a choral experience, choral conducting, and special topics. Special topics focus on subjects such as multicultural musics (Scotland, Africa, Latin America have been covered, for example), Dalcroze eurhythmics, Orff pedagogy, and folk music instrument building and playing techniques. Chamber music may also be included. Prerequisite: MUSC 5560 Kodály Music-Making II.

MUSC 5610 Kodály Materials I (1)
Students will research, collect, analyze and categorize folk materials and art music from which musical learning can be drawn for grades K-2. Creation of a folk song collection to support sequential teaching of tonal, rhythmic and formal skills (a retrieval system) will constitute a final project for the course. Students will be expected to perform the songs, and to be able to play and teach singing games in a stylistically authentic manner.

MUSC 5620 Kodály Materials II (1)
Students will research, collect, analyze, and categorize folk materials and art music from which musical learning can be drawn for grades 3-4. Creation of a folk song collection to support sequential teaching of tonal, rhythmic and formal skills (a retrieval system) will constitute a final project for the course. Students will be expected to perform the songs, and to be able to play and teach singing games in a stylistically authentic manner.
Music

Music Ensemble Course Descriptions

MUSC 4910 Webster University Chorale (1)
This select choir is open to all students by audition. The Chorale performs a cappella and accompanied choral masterpieces from the Renaissance to the present. Emphasis is on developing skills in improvisation, stylistic awareness, reading, and ensemble interaction. The ensemble performs several concerts each semester. Prerequisite: audition. May be repeated for credit.

MUSC 4920 Webster University Choral Society (1)
The Choral Society is Webster's University/community choir and is open to singers in the University and the St. Louis area. The Choral Society performs masterpieces of the choral repertoire from the Baroque to the present, sometimes in cooperation with other Webter choirs. Prerequisite: audition. May be repeated for credit.

MUSC 4930 Webster University Camerata Singers (1)
This select, one-on-a-part ensemble performs choral music from the Renaissance to the present, including pop arrangements and vocal jazz. Camerata Singers does not fulfill degree requirements for participation in a major ensemble. Prerequisite: audition. May be repeated for credit.

MUSC 4940 Webster University Symphony Orchestra (1)
The Webster University Symphony Orchestra is comprised of advanced student musicians and professional performers. The orchestra presents five concerts each year with repertoire from orchestra to full symphonic settings. Prerequisite: audition. Instrumental majors who do not qualify will be placed in other instrumental ensembles. May be repeated for credit.

MUSC 4950 Webster New Music Ensemble (1)
This ensemble explores contemporary, acoustic, electronic, and improvisatory works by Webster students and faculty, as well as other composers. Membership is open to auditions. Prerequisite: audition. May be repeated for credit.

MUSC 4950 Webster University Jazz Singers (1)
This is a highly select group of 16 vocalists (SATB) and instrumentalists that performs jazz standards as well as original works by Gene Puerling, Paris Rutherford, Steve Zegree, the Manhattan Transfer, and others. The ensemble presents several performances each semester. An audition is required. May be repeated for credit. Prerequisite: audition.

MUSC 4960 Webster University Jazz Ensembles (1-2)
The Jazz Ensembles are combos of three to eight members that offer a practical approach to jazz styles and improvisation through rehearsals. The Jazz Ensembles perform a wide range of music from Coltrane, Ellington, Liebman, Mingus, and others on weekly Monday afternoon recitals as well as public concerts each semester. Prerequisite: audition. May be repeated for credit.

MUSC 4970 Webster University Big Band (1)
The Big Band is a 18-piece ensemble that performs literature from all style periods of jazz, focus placed on works from after 1960. Emphasis is placed on developing skills in improvisation, stylistic awareness, reading, and ensemble interaction. The ensemble performs several concerts each semester. Prerequisite: audition. May be repeated for credit.

MUSC 4980 Webster University Wind Ensemble (1)
The Wind Ensemble is open to all woodwind, brass, and percussion students. The ensemble is comprised of the brass ensemble, chamber winds, saxophone ensemble, and percussion ensemble, each of which is directed by a faculty specialist. These groups join together to form the Wind Ensemble. Emphasis is placed on literature that calls for one performer per part in works from the Renaissance through contemporary periods. The ensemble presents four concerts annually. Prerequisite: audition. May be repeated for credit.

MUSC 4990 Webster University Opera Studio (1)
The Opera Studio is open by audition to all Webster voice students. The ensemble presents opera scenes and complete works from the Baroque through contemporary periods twice annually. The ensemble frequently works with renowned guest directors and conductors, and receives assistance from Repertory Theatre of St. Louis and Opera Theatre of St. Louis. Prerequisite: audition. May be repeated for credit.
Arts Management and Leadership

Program Description
The master of fine arts (MFA) in arts management and leadership is a program to develop professional, enlightened, and imaginative leadership for visual and performing arts institutions. Students will acquire an understanding of the theories of business management and techniques with special emphasis on the application of these skills to the arts. Optional internships and professional residencies will afford the students with practical and meaningful experiences in the field.

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

Admission Requirements
1. Previous practical experience in an arts discipline
2. A BA, BFA, or approved equivalent from an accredited institution
3. Completion of an application for the MFA in arts management and leadership
4. Successful and appropriate completion of the Graduate Record Examination
5. Submission of official transcripts
6. Three letters of recommendation
7. Statement of at least 1,000 words examining issues concerning “Arts and the Future”
8. Interview with faculty

Program Curriculum
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<thead>
<tr>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>AMLD 5010 Introduction to Arts Management/Planning</td>
<td>3</td>
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<tr>
<td>AMLD 5020 Legal Issues in the Arts</td>
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<tr>
<td>AMLD 5030 Fund-Raising/Development</td>
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<tr>
<td>AMLD 5040 Leadership Issues and Board Strategies</td>
<td>3</td>
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<tr>
<td>AMLD 5050 Community and Cultural Policy</td>
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<tr>
<td>AMLD 5060 Accounting and Basics in Finance</td>
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<tr>
<td>AMLD 5070 Marketing for the Arts</td>
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<td>AMLD 5065 Financial Issues in the Arts</td>
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<td>AMLD 5200 Seminar in Arts Leadership</td>
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<tr>
<td>AMLD 5210 Thesis Project</td>
<td>3</td>
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<tr>
<td>AMLD 5220 Completion and Acceptance of Final Thesis</td>
<td>3</td>
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<tr>
<td>PBRL 5453 Stakeholder Management: Non-Profit Comm.</td>
<td>3</td>
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<td>HRMG 5000 Managing Human Resources</td>
<td>3</td>
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<tr>
<td>Internships or Field Experience</td>
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<td><strong>Total:</strong></td>
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Course Descriptions

AMLD 5010 Introduction to Arts Management/Planning (3)
This course presents an overview of the issues, problems, and methods involved in the management of a nonprofit cultural organization. Topics to be covered are planning, leading, motivating, controlling, defining roles of staff, communicating with staff and public, becoming accountable to constituencies, and achieving the organization's stated mission. Prerequisite: acceptance into the arts management and leadership program.

AMLD 5020 Legal Issues in the Arts (3)
This course explores specific issues and laws relating to negotiations, contracts, alternative dispute resolution, publicity and privacy rights, freedom of expression, employment law, insurance, copyright regulations, charitable solicitations and contributions, ethical standards, and other applications of nonprofit law. Prerequisite: acceptance into the arts management and leadership program.

AMLD 5030 Fund-Raising/Development (3)
This course examines mission statements, strategic planning, principles, theories, methods, and practical applications of fund-raising, funding institutions (public and private), proposal and grant writing techniques, and philanthropy. Prerequisite: acceptance into the arts management and leadership program.

AMLD 5040 Leadership Issues and Board Strategies (3)
This course examines problem-solving and decision-making processes as they relate to individual organizations and boards of directors. Topics covered are board/staff relationships, by-laws, board responsibilities and orientation, governance, fund-raising, role in strategic planning, and how to plan and conduct meetings. Prerequisite: acceptance into the arts management and leadership program.

AMLD 5050 Community and Cultural Policy (3)
This course covers issues related to the placement and mission of arts organizations in the community including access and outreach, educational mission, institution/artist relationships, and community involvement. Other issues include content restrictions, advocacy, censorship, and relations with the National Endowment for the Arts. Prerequisite: acceptance into the arts management and leadership program.

AMLD 5060 Accounting and Basics in Finance (3)
This course examines accounting and control methods for nonprofit organizations, budget systems, fund accounting, cash-flow analysis, and related issues. Prerequisite: acceptance into the arts management and leadership program.

AMLD 5065 Financial Issues in the Arts (3)
This course encourages the consideration of a wide variety of financial issues faced by cultural institutions today. A basic understanding of accounting methods is helpful. Readings and research will provide the backdrop for classroom discussions and presentations. Topics to be covered include: analysis of audited financial statements, entrepreneurial opportunities, fund-raising issues, budgeting, e-commerce and Web site development, conflict of interest, as well as ethical policies as they concern financial issues. Prerequisite: acceptance into the arts management and leadership program.

AMLD 5070 Marketing for the Arts (3)
This course examines marketing examples of marketing methods, market research and analysis, audience development strategies, and evaluation techniques. Prerequisite: acceptance into the arts management and leadership program.

AMLD 5200 Seminar in Arts Leadership (9)
The seminar discusses ongoing issues in arts management and decision making. Leaders in the arts will speak. This course may be repeated for credit. Prerequisite: acceptance into the arts management and leadership program.

AMLD 5210 Thesis Project (3)
The thesis project is designed to guide the student through the early phases of writing the required thesis. The thesis should be related to coursework within the program and to the student's work experiences. The total nature of the thesis will be determined by the candidate in conjunction with an advisory committee, but all projects are expected to add to the body of knowledge in the field. The particular topic will be approved by an advisory committee prior to commencement of work on the project. Typical projects might include the following components: 1) identification and description of a problem, 2) review of related literature, 3) data collection and analysis, 4) findings, discussion, and conclusions.

AMLD 5220 Completion and Acceptance of Final Thesis (3)
School of Business & Technology

Dr. Benjamin Ola. Akande, dean
Departments (3): Business; Management; Mathematics and Computer Science

Mission Statement
To prepare lifelong learners for professional fulfillment in the fields of business and technology through the application of knowledge in a supportive academic environment.
Program Description
The complexities of modern society have combined to generate a variety of threats to business organizations, information networks, military installations, government operations, and individuals. The curriculum of the program is based primarily on the social sciences. The program is designed to give maximum exposure to security management skills and to provide flexibility for the specific needs of the individual student. The content of the business and organizational security management program complements and assists the student in preparation for the Certified Protection Professional Program.

Business and Management programs are ACBSP accredited.

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

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

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

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

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

Course Descriptions

- **SECR 5000 Security Management (3)**
  This course is an overview of principles and issues in business and organizational security management. Students examine the challenges embodied in various aspects of security such as personnel, facility, and information. Principles of loss prevention and the protection of assets are examined. Students employ the use of situational analyses, case studies, and other research-oriented approaches.

- **SECR 5010 Legal and Ethical Issues in Security Management (3)**
  This course is an overview of important legal and ethical issues with which the business and organizational security management professional must deal. Students examine such issues as personnel law and obligations; negotiations; contract management; constitutional rights of individuals; legal liability of security professionals and organizations; legal compliance; and ethical standards.

- **SECR 5020 Security Administration and Management (3)**
  Students apply principles of management to security administration. Topics include personnel management, security planning, organizational leadership and communication, and recruitment and training.

- **SECR 5030 Business Assets Protection (3)**
  Students examine the application of security knowledge and techniques to the protection of business assets. The security planning process is examined by the study of risk analysis, security surveys, and financial planning and decision making for development of security programs and countermeasures.

- **SECR 5060 Emergency Planning (3)**
  Students discuss the role of the security manager in the identification, analysis, and response to a variety of human and natural crises. They examine threats resulting from riots, demonstrations, product tampering, work stoppage activities, terrorism, and natural disasters.

- **SECR 5070 Issues in Security Management (3)**
  This course provides the opportunity for the student to analyze special problem areas in security management such as security education and training; labor problems; bank security; campus security; hospital security; military security; and other general contemporary issues. Course may be repeated for credit if content differs.

- **SECR 5080 Information Systems Security (3)**
  Students examine the management of information security and data-processing facilities, including thefts of data, unauthorized uses of information technology, computer viruses, and methods of protecting information, with an emphasis on networked computers. The course covers information technology laws, issues of privacy, and security planning.

- **SECR 5090 Behavioral Issues (3)**
  This course focuses on historical and contemporary perspectives of human behavior. Theories of behavior in the context of threat-producing activities are discussed. Contemporary issues such as substance abuse, violence, ideologies, and similar themes are examined.

- **SECR 5110 Government Security Management (3)**
  Students in this course will focus on government security, its changing role in the security field, and the increasing complexity of the tasks that government managers face today. Focus of study is on the threats to government due to technology advancements, heightened concerns for the safety of personnel in facilities, the complexities of increased globalization, and the myriad of laws and regulations designed to maintain a balance between securing the country and maintaining its citizens’ rights. Students will have an opportunity to analyze and discuss new endeavors by government to secure its institutions and its people. Prerequisite: SECR 5000.

- **SECR 5120 Business Intelligence (3)**
  This course is designed to consider the increased business and trade competition among domestic and international markets and the need for business leaders to develop management tools to protect intellectual capital and physical asset from competitors. Students will consider, understand, and analyze methods used to collect information on businesses. In this course, students will explore the true nature of corporate security management in the marketplace and among business alliances, competitors, and governments.
SECR 5130 Investigations Management (3)
This course focuses on the role of investigations in business operations and related issues that must be addressed in any organizational or corporate setting. These issues include legal aspects of investigations, pre-employment screening, employee misconduct investigations, and the protection of intellectual property. Important peripheral issues are the use of polygraph and wiretaps, computer crime investigations, corporate e-mail and Internet use policies, surveillance techniques, and workplace violence. The course will provide students with an overview of the investigative process and discuss its relationship to organizational and management functions. Prerequisite: SECR 5000.

SECR 5140 Critical Infrastructure Protection (3)
This course is an overview and continuing analysis of the President’s Commission on Critical Infrastructure Protection (PCCIP) and the efforts to ensure the safety of these vital assets. Originally, the commission studied the critical infrastructures that constitute the life support systems of the United States, determined their vulnerabilities, and proposed strategies for protecting those infrastructures into the future. Students will critically examine the Commission's report, critique its recommendations, and analyze how effective government is in light of past experiences and what may be required to ensure the future.

SECR 5150 Terrorism and Extremist Activity (3)
Understanding the motivation, tactics, and targeting trends of terrorist and extremist groups is mandatory if managers are to be able to evaluate potential threats and then develop appropriate countermeasures to protect the organization's personnel and other assets. Students discuss terrorism as a form of political violence and its effects on security management. Using case studies and class discussions, students examine groups ranging from radical religious fundamentalists to environmental extremists along with other extreme special interest groups. Understanding the manifestations of terrorism will enable students to develop and to apply some of the countermeasures against it through the use of case studies and specific activities.

SECR 5160 Violence in the Workplace (3)
This course is designed for managers in any organization who have responsibility for the safety and security of personnel and clients and would be responsible for managing incidents of violence in the workplace. This course provides an in-depth review of this important security challenge and will emphasize prevention response and recovery. Students will address and become familiar with warning signs that could telegraph potential acts of violence. Also, students will analyze crisis management teams, post incident trauma, and other critical issues associated with violence in the workplace.

SECR 5500 Professional Seminars (1-3)
Students participate in seminars designed to examine contemporary issues in security. The professional seminar supplements the core and elective courses in the area of security management by focusing on issues of current and special interest. Topics might include substantive content areas derived from the Certified Protection Professional Program. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation. This course may not be completed by directed study.

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.
Program Description
The master of science (MS) degree-seeking student should consult the Admission, Enrollment, and Academic Policies sections under Academic Policies and Procedures for policies regarding application, admission, registration, and the academic policies of Webster University.

A student may have a maximum of 3 credit hours of coursework from other graduate programs.

Students may not apply for dual majors because of the technical nature of the MS degree program.

Degree Completion
Students should consult the Academic Policies section under Academic Policies and Procedures for general information regarding degree completion.

Computer Science with an Emphasis in Distributed Systems
The MS in computer science with an emphasis in distributed systems is designed to teach students the principles of distributed information processing. The program emphasizes both theory and practice. Students will learn the underlying principles upon which the technology is based, and will learn to use some of the current tools in the field.

Students seeking the MS degree in computer science/distributed systems should hold a baccalaureate degree in computer science from an institution accredited by one of the regional accrediting agencies. Students entering this program should have an understanding of operating systems theory (COSC 2610), systems analysis (COSC 2810), and data structures (COSC 3100). They should possess good mathematical skills and be proficient in the C++ programming language (COSC 1550 and COSC 1560).

Program Curriculum
The 36 credit hours required for the MS degree must include the following courses for a major in computer science with an emphasis in distributed systems:

Core Courses
COSC 5000 Distributed Systems (Requisite Course)
COSC 5010 Object-Oriented Analysis and Design
COSC 5020 Object-Oriented Programming
COSC 5040 Distributed Database Design
COSC 5050 Distributed Database Applications
COSC 6000 Distributed Systems Project

Five Elective Courses chosen from the following:
COSC 5030 Agile Software Development
COSC 5060 Systems Concepts
COSC 5110 Network Architecture
COSC 5120 Data Communication
COSC 5130 Computer Security and Reliability
COSC 5140 Network Design and Management
COSC 5150 Distributed Application Development

Program Learning Outcomes

Graduate Certificate in Computer Science/Distributed Systems
This certificate is designed to provide students with the tools and knowledge to work in a distributed processing environment. The certificate may be earned as part of the M.S. in computer science/distributed systems or as a stand-alone graduate certificate.

The student seeking the graduate certificate in computer science/distributed systems should hold a baccalaureate degree in computer science from an institution accredited by one of the regional accrediting agencies. Students entering this program should have an understanding of operating systems theory (COSC 2610), systems analysis (COSC 2810), and data structures (COSC 3100). They should possess good mathematical skills and be proficient in the C++ programming language (COSC 1550 and COSC 1560).

The 18 credit hours required for the graduate certificate in computer science/distributed systems must include the following courses:
COSC 5000 Distributed Systems (Requisite Course)
COSC 5010 Object-Oriented Analysis and Design
COSC 5020 Object-Oriented Programming
COSC 5040 Distributed Database Design
COSC 5050 Distributed Database Applications

One Elective (the student will choose from the following courses):
COSC 5030 Agile Software Development
COSC 5060 Systems Concepts
COSC 5110 Network Architecture
COSC 5120 Data Communication
COSC 5130 Computer Security and Reliability
COSC 5140 Network Design and Management
COSC 5150 Distributed Application Development

Program Learning Outcomes for Graduate Certificate in Computer Science/Distributed Systems

Program Learning Outcomes for Computer Science with an Emphasis in Distributed Systems

Students will demonstrate an understanding of the concepts and principles of distributed systems.

Students will be able to analyze, design and implement a distributed system application using techniques and models from the computer science program.

Students will be able to document a distributed system application including both user documentation and technical documentation.

Students will be able to make a formal presentation of a distributed systems project including demonstrating the working application.

Graduate Certificate in Computer Science/Distributed Systems

This certificate is designed to provide students with the tools and knowledge to work in a distributed processing environment. The certificate may be earned as part of the M.S. in computer science/distributed systems or as a stand-alone graduate certificate.

The student seeking the graduate certificate in computer science/distributed systems should hold a baccalaureate degree in computer science from an institution accredited by one of the regional accrediting agencies. Students entering this program should have an understanding of operating systems theory (COSC 2610), systems analysis (COSC 2810), and data structures (COSC 3100). They should possess good mathematical skills and be proficient in the C++ programming language (COSC 1550 and COSC 1560).

The 18 credit hours required for the graduate certificate in computer science/distributed systems must include the following courses:
COSC 5000 Distributed Systems (Requisite Course)
COSC 5010 Object-Oriented Analysis and Design
COSC 5020 Object-Oriented Programming
COSC 5040 Distributed Database Design
COSC 5050 Distributed Database Applications

One Elective (the student will choose from the following courses):
COSC 5030 Agile Software Development
COSC 5060 Systems Concepts
COSC 5110 Network Architecture
COSC 5120 Data Communication
COSC 5130 Computer Security and Reliability
COSC 5140 Network Design and Management
COSC 5150 Distributed Application Development

Program Learning Outcomes

Students will demonstrate an understanding of the concepts and principles of distributed systems.

Students will be able to analyze, design and implement a distributed system application using techniques and models from the computer science program.

Students will be able to document a distributed system application including both user documentation and technical documentation.

Students will be able to make a formal presentation of a distributed systems project including demonstrating the working application.
sections of this catalog for information regarding application, admission, registration, and the academic policies of Webster University.

**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 Object-Oriented Analysis and Design (3)**
Students will learn the principles of object-oriented analysis and design: classes, polymorphism, encapsulation, and inheritance. The emphasis is on development principles for medium, large, and distributed systems. Students will develop a logical design project. Prerequisite: COSC 5110.

**COSC 5020 Object-Oriented Programming (3)**
Students will apply the principles of object-oriented programming in the implementation of a major information system project using C++. Students will implement the object-oriented design from COSC 5010. Prerequisite: COSC 5010.

**COSC 5030 Agile Software Development (3)**
Students will explore the important principles of software development: delivering value to the customer, focusing on individual developers and their skills, collaboration, an emphasis on producing working software, the critical contribution of technical excellence, and a willingness to change course when demands shift. Several key software development methods are investigated and one methodology is actively examined using a course development project. Prerequisite: COSC 5020.

**COSC 5040 Distributed Database Design (3)**
Students will study the principles of homogeneous database technology and the principles of distributed database systems. The emphasis will be on the integration of heterogeneous database management systems into a coherent system. Students will develop a logical design for a distributed database. Prerequisite: COSC 5000.

**COSC 5050 Distributed Database Applications (3)**
Students will implement the distributed database developed in COSC 5040. Emphasis will be on good design techniques and proper documentation. Students will implement a database project in this course. Prerequisite: COSC 5040.

**COSC 5060 Systems Concepts (3)**
Students will study the mathematical basis of connected systems. Topics will include queues, graphs, matrices, and finite state machines. Prerequisite: COSC 5000 and college algebra.

**COSC 5110 Network Architecture (3)**
Students will study the fundamental concepts of computer networks. Topics will include network topologies, protocols, and network operating systems. The OSI model will be used to evaluate and compare systems. Prerequisite: COSC 5000.

**COSC 5120 Data Communication (3)**
Students will study the Internet working standards and common carrier services. Emphasis will be placed on the analysis and design of systems using current communication technologies. Prerequisite: COSC 5110.

**COSC 5130 Computer Security and Reliability (3)**
Students will study hardware and software reliability and security using currently available technology. Emphasis will be placed on security analysis of the system, physical threats to systems, virus protection, system recovery, and encryption. Prerequisite: COSC 5110.

**COSC 5140 Network Design and Management (3)**
Students will study the design of a distributed system. The emphasis will be on systems with multiple topologies and protocols. Prerequisite: COSC 5110.

**COSC 5150 Distributed Application Development (3)**
Students will be introduced to the creation of Web-based applications. This course will also cover the components of Web design and incorporate various languages to enhance Web documents. Prerequisite: COSC 5050.

**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. Prerequisite: COSC 5040.

**Capstone Course**

**COSC 6000 Distributed Systems Project (3)**
Students will design and implement a major system distributed information system that integrates the learning experiences gained in the previous courses. Prerequisite: completion of 30 credit hours of the required and elective COSC courses in this program.

**Graduate Certificate in Decision Support Systems**

The certificate in Decision Support Systems will provide information technology professionals and business managers with the skills needed to develop and analyze decision support systems in large-scale data warehouses. Students will have hands-on experience in the design and management of data warehouses using data warehousing software and in the development of business intelligence solutions with data mining methods. Students will learn about data modeling, data management, data mining, OLAP (online analytical processing), and business intelligence. Students will also study successful data warehouse installations.

Students seeking the graduate certificate in decision support systems should hold a baccalaureate degree from an institution accredited by one of the regional accrediting agencies. Students entering this program should have a basic understanding of computer systems and possess good mathematical skills.

The 18 credit hours required for the graduate certificate in decision support systems include the following courses which must all be taken at Webster University:

- CSIS 5300 Database Systems
- CSIS 5310 Introduction to Decision Support Systems
- CSIS 5400 Data Warehousing
- CSIS 5410 Introduction to Data Mining
- CSIS 5420 Data Mining
- CSIS 5600 Decision Support Systems

**Program Learning Outcomes for Graduate Certificate in Decision Support Systems**

- Students will demonstrate critical thinking skills.
- Students will demonstrate the ability to solve problems related to the program content.
- Students will analyze and evaluate data for use in a business environment.
- Students will be able to summarize and compare the fundamental concepts and techniques of decision support systems.
- Students will recommend data manipulation and analysis algorithms for management decision making.
School of Business & Technology
Graduate Program

Computer Science/ Distributed Systems

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

MBA with an Emphasis in Decision Support Systems

The MBA with an emphasis in decision support systems requires a minimum of 48 credit hours consisting of the following courses:

MBA Prerequisite Courses (if necessary):
BUSN 5000 Business
BUSN 5600 Accounting Theory and Practice
BUSN 5620 Current Economic Analysis

MBA Common Core Courses (27 credit hours):
BUSN 5760 Applied Business Statistics
MRKT 5000 Marketing
MNGT 5590 Organizational Behavior
FINC 5000 Finance
FINC 5880 Advanced Corporate Finance
BUSN 6070 Management Accounting
BUSN 6110 Operations and Project Management
BUSN 6120 Managerial Economics
BUSN 6200 Strategy and Competition

MBA Elective Courses to be used as follows (9 credit hours):
CSIS 5300 Database Systems (DSS Certificate Curriculum)
CSIS 5310 Introduction to Decision Support Systems (DSS Certificate Curriculum)
CSIS 5400 Data Warehousing

Completion of the DSS Certificate Curriculum (9 credit hours):
CSIS 5410 Introduction to Data Mining
CSIS 5420 Data Mining
CSIS 5600 Decision Support Systems

Course Descriptions

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 5600 Accounting Theory and Practice (3)
Students examine the accounting function and its role in modern business. Basic accounting theory and principles are examined, and some of the more important contemporary accounting developments are reviewed. Case studies are analyzed with an emphasis on situations from the students’ own work experiences. This course is designed for consumers as opposed to producers of accounting.

BUSN 5620 Current Economic Analysis (3)
Implications of current economic events are examined through the applications of economic theory. Emphasis is placed on acquainting the student with methods of economic analysis in the context of current economic issues.

BUSN 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.

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

MNGT 5590 Organizational Behavior (3)
This course introduces students to many of the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

FINC 5000 Finance (3)
The student examines the general nature of financial management, the American financial system, taxes, and the major financial decisions of corporations. Specific attention is given to present value and capital budgeting; risk and asset pricing; financial analysis and forecasting; financial decisions and market efficiency; and capital structure. Problem-solving methodology is used to illustrate the theories and tools in financial decision-making. Prerequisites: BUSN 5600 and BUSN 5760. (BUSN 5200 cannot be substituted for FINC 5000.)

FINC 5880 Advanced Corporate Finance (3)
This advanced study of corporate financial analysis and planning includes capital budgeting, cost of funds, and capital structure and valuation. Selected topics that may be covered are leasing, mergers, takeovers, business failure, reorganization, and liquidation. A combination of problem-solving and case study methodologies is used to illustrate theories and techniques helpful in financial analysis and planning. Prerequisite: FINC 5000.

BUSN 6070 Management Accounting (3)
The student examines advanced topics in management accounting as these relate to management information needs for planning, control, and decision making. Topics include interpretation of standard cost variances; application of quantitative techniques; evaluation of divisional performance; activity-based costing; and the behavioral impact of accounting systems. Prerequisites: BUSN 5600 and BUSN 5760.

BUSN 6110 Operations and Project Management (3)
This is a course that focuses on the major managerial issues in manufacturing and the tools that can be used to manage them. Special attention will be given to project management, including PERT, critical path scheduling, and time-cost models, in operations management and other business settings. The major operations management issues are quality management and control, capacity management, plant location, layout and design, production planning and scheduling, supply chain management, and inventory management. The analytical tools covered include queuing theory, statistical quality control, linear programming, and learning curves. Where appropriate, the use of operations management techniques in service and distribution organizations will be demonstrated. Prerequisite: BUSN 5760.

BUSN 6120 Managerial Economics (3)
The student examines the application of microeconomic theory as applied to the managers’ responsibilities within the organization. This course should emphasize the quantitative and qualitative application of economic principles to business analysis. Prerequisites: BUSN 5620 and BUSN 5760.

BUSN 6200 Strategy and Competition (3)
The student examines the conceptual and practical aspects of business policies and policy decision making by utilizing all the concepts, theories, and tools that were presented in the previous courses. The student should be able to analyze and recommend a comprehensive and workable approach to the situation. The course should cover current business issues and developments. Prerequisites: completion of all other required courses in the MBA.
CSIS 5300: Database Systems (3)
This course will provide a foundation for understanding database technology by examining the way databases are used, designed and managed. The course will introduce fundamental concepts related to databases with an emphasis on the relational model. The course will cover the principles of designing databases and provide students with introductory experience in developing and using database applications. Management of databases in the workplace and the responsibilities of database administrators will be covered. This course requires a software package, Microsoft Access, for use as the database management system (DBMS) in hands-on activities. Also, as for all internet courses, the student must be disciplined and self-motivated. Prerequisites: Basic knowledge of computer and information technology. BUSN 6080 Business Information Systems or equivalent would provide sufficient background.

CSIS 5310: Introduction to Decision Support Systems (3)
In this course will teach fundamental concepts of information as well as decision support systems. The course will study information systems terminologies, decision-making process, data management, access, and visualizations, constructing a Decision Support Systems. The course will briefly discuss Executive Information Systems and networks role in a Decision Support System. Prerequisites: There are no formal prerequisites to CSIS 5310. However, it is assumed the student has adequate writing, mathematical, and analytical skills. Also, as for all internet courses, the student must be disciplined and self-motivated.

CSIS 5400: Data Warehousing (3)
Data warehouses were once unique technological advantages for the corporations that had them. Now they are a relatively common corporate decision support tool used by many organizations to better understand their business. This course will provide a foundation to understand data warehouse technology by examining the way they are designed, managed, and used. The course will explore the fundamental concepts related to data warehouses. Some of the topics of interest that are covered in this course are the business justification of a data warehouse, management of a data warehouse project, the design, construction, and operation of a data warehouse, issues of data quality and performance, and using the data warehouse. Prerequisites: Basic knowledge of computer and information technology and completion of CSIS 5310 - Introduction to Decision Support Systems.

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 - Data Warehousing.

CSIS 5420: Data Mining (3)
Data mining is the process of finding useful patterns in data. The objective of data mining is to use discovered patterns to help explain current behavior or to predict future outcomes. This course will explore some data mining methods with a primary focus on model building and testing, as well as on interpreting and validating results. Model building is both an art and a science that is best understood from the perspective of learning by doing and this course will supplement the text with exercises with a data mining tool that will enable the student to experimentally build and test data mining models. Prerequisites: Basic knowledge of computer and information technology and completion of CSIS 5410 - Introduction to Data Mining.

CSIS 5600: Decision Support Systems (3)
This course will require you to demonstrate your ability to create Enterprise Resource Planning (ERP) and decision support solutions for specific business requirements in an evolving scenario. Each week you will develop a project proposal utilizing the skills learned in this certificate program that meets a specified business need or initiative. Prerequisites: Basic knowledge of computer and information technology and completion of CSIS 5420 - Data Mining.

Graduate Certificate in Web Services
The graduate certificate program in Web Services will provide information systems professionals and managers with the skills needed to understand, develop, analyze, and implement Web services within their company. Courses will explore how companies can use Web services to improve productivity and enhance their business; present case studies that describe how specific companies are employing Web services to integrate and improve communication within the company, with clients, and with company partners; delve into technical topics, including explanations of core Web services technologies and standards; explore various technologies for locating Web services on a network; identify tools and products that best fit Web service requirements; provide a detailed analysis of Web service security issues; and explore working examples of Web services and Web service clients built using the standards and tools discussed in the certificate program.

Students seeking the graduate certificate in Web services should hold a baccalaureate degree from an institution accredited by one of the regional accrediting agencies. The 18 credit hours required for the graduate certificate in web service include the following courses which must all be taken at Webster University:

- COAP 5000 Introduction to Web Services
- COAP 5010 Web Development Technologies (XHTML)
- COAP 5020 Principles of Data Exchange (Basics of XML)
- COAP 5030 Web Services Protocols (UDDI, SOAP, WSDL)
- COAP 5040 Databases in Web Services (.NET, Java)
- COAP 5050 Web Services Security

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

Program Learning Outcomes for Graduate Certificate in Web Services
- Students will demonstrate critical thinking skills.
- Students will demonstrate the ability to solve problems related to the program content.
- Students will be able to explain the concepts and features necessary for successful Web Services development and deployment.
- Students will evaluate Web Services tools, platforms, vendors, and strategies.
- Students will design and build Web Services.
- Students will be able to document a Web Service application including both user and technical documentation.
MBA with an Emphasis in Web Services
The MBA with an emphasis in web services requires a minimum of 48 credit hours consisting of the following courses:

MBA Prerequisite Courses (if necessary):
- BUSN 5000 Business
- BUSN 5600 Accounting Theory and Practice
- BUSN 5620 Current Economic Analysis

MBA Common Core Courses (27 credit hours):
- BUSN 5760 Applied Business Statistics
- MRKT 5000 Marketing
- MNGT 5590 Organizational Behavior
- FINC 5000 Finance
- FINC 5880 Advanced Corporate Finance
- BUSN 6070 Management Accounting
- BUSN 6110 Operations and Project Management
- BUSN 6120 Managerial Economics
- BUSN 6200 Strategy and Competition

MBA Elective Courses to be used as follows (9 credit hours):
- COAP 5000 Introduction to Web Services
- COAP 5010 Web Development Technologies (XHTML)
- COAP 5020 Principles of Data Exchange (Basics of XML)

Completion of the Web Services Certificate Curriculum (9 credit hours):
- COAP 5030 Web Services Protocols (UDDI, SOAP, WSDL)
- COAP 5040 Databases in Web Services (.NET, Java)
- COAP 5050 Web Services Security

Course Descriptions

COAP 5000 Introduction to Web Services (3)
This course is designed to be a literacy course that explains Web services, explores the benefits they provide to businesses, and discusses key concepts related to the technology. The course provides a broad overview of new technologies that are involved in the implementation of Web services, introduces Web service strengths and weaknesses, and examines the protocols and technologies involved in Web services.

COAP 5010 Web Development Technologies (3)
This is a course to cover Web design and development topics for students of management information systems (MIS) and business administrators that are interested in developing Web services. The course covers the practical aspects of XHTML, JavaScript, CGI scripts, file sizes, and file formats. Ideas of human computer interface (HCI) psychology and how information is perceived by a site visitor are also addressed. The study of Web graphic design, technology and aesthetics, and how to target an audience in the best and most effective manner is covered.

COAP 5020 Principles of Data Exchange (3)
This course guides the student through the process of creating XML documents and displaying them on the Web. Hands-on exercises are used to learn the essential techniques of handling XML data on the Web. The student will learn how to use data binding and XML Document Object Model scripts to display XML in HTML Web pages. Prerequisite: COAP 5010.

COAP 5030 Web Services Protocols (3)
This course examines the key standards that form the foundation for Web services. The course introduces the main ideas and concepts behind core and extended Web service technologies, and summarizes the major architectural approaches to Web services. Prerequisite: COAP 5020.

COAP 5040 Databases in Web Services (3)
This course is designed to provide examples of database use in a variety of Web services. The student will have the opportunity to use a variety of tools to create Web services, including one or more of the following toolkits: ASP.NET, Visual Studio.NET, the J2EE platform, IBM Toolkit, JDeveloper. Students will have the opportunity to work with various database platforms as they create a series of professional projects. Prerequisite: COAP 5020.

COAP 5050 Web Services Security (3)
This course explains how to implement secure Web services and includes coverage of trust, confidentiality, cryptography, authentication, authorization, and Kerberos. Details on Security Assertion Markup Language (SAML), XML Key Management Specification (XKMS), XML Encryption, Hypertext Transfer Protocol-Reliability (HTTP-R) are also discussed. Prerequisites: COAP 5000 and COAP 5010.
Program Description
The master of science (MS) in finance is designed to provide a quantitative and comprehensive examination of the finance field. Students will advance through corporate finance, investments, and market instruments and institutions. Additionally, students will experience significant exposure to supporting coursework in the closely related fields of accounting and economics. A capstone experience will tie together the major finance topics and expose students to literature, and the analysis thereof, pertinent to the field.

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

Business and Management programs are ACBSP accredited.

Program Learning Outcomes
1. Students can determine the value of financial assets.
   - Students can determine the value of fixed income securities.
   - Students can calculate the value of equity securities.
   - Students can discuss market functioning and explain the role efficient markets play in security valuation.
   - Students can describe the impact of economic conditions on the value of financial assets.
2. Students can analyze the financial decisions of a corporation.
   - Students can evaluate capital budgeting decisions using standard methodologies.
   - Students can explain the impact of capital structure decisions on financial performance and cost of capital.
   - Students can identify agency problems within a corporation and formulate strategies to address them.
   - Students can utilize financial analysis to assess an organization's financial condition.
3. Students can measure risk and formulate strategies to reduce it.
   - Students can evaluate credit and interest rate risk.
   - Students can construct strategies to reduce risk using derivatives.

Program Curriculum
The MS in finance requires successful completion of 36 credit hours including 27 required credit hours and 9 credit hours of electives. The following courses are required for the MS in finance:

- BUSN 6070 Management Accounting
- BUSN 6120 Managerial Economics
- FINC 5000 Finance
- FINC 5210 Investments
- FINC 5810 Capital Budgeting and Corporate Investments
- FINC 5830 Institutions and Financial Markets
- FINC 5840 International Finance
- FINC 5880 Advanced Corporate Finance
- FINC 6290 Financial Strategies

Prerequisites:
- BUSN 5600 Accounting Theory and Practice
- BUSN 5620 Current Economic Analysis
- BUSN 5760 Applied Business Statistics

Note: Program prerequisites are to be completed before beginning coursework for the MS in Finance for those students who have not completed prerequisite courses (or an appropriate equivalent) within five years of entering the program and having earned a grade of B or better. If the appropriate prerequisite course content was completed longer than five years prior to entering the program, the department will allow a waiver if the student demonstrates their command of the content area by successfully completing a waiver examination. The prerequisite courses BUSN 5600 and BUSN 5620 may not count as electives in the 36-credit-hour MS in finance.

Course Descriptions

**BUSN 6050 Macroeconomic Analysis (3)**
The course provides the consumer of macroeconomic news a conceptual foundation in macroeconomic theory. The goal is to prepare the manager/analyst to consume macroeconomic news and analysis and to draw independent conclusions. Prerequisite: BUSN 5620.

**BUSN 6070 Management Accounting (3)**
The student examines advanced topics in management accounting as these relate to management information needs for planning, control, and decision making. Topics include interpretation of standard cost variances; application of quantitative techniques; evaluation of divisional performance; activity-based costing; and the behavioral impact of accounting systems. Prerequisites: BUSN 5600 and BUSN 5760.

**BUSN 6120 Managerial Economics (3)**
The student examines advanced topics in management accounting as these relate to management information needs for planning, control, and decision making. Topics include interpretation of standard cost variances; application of quantitative techniques; evaluation of divisional performance; activity-based costing; and the behavioral impact of accounting systems. Prerequisites: BUSN 5600 and BUSN 5760.

**FINC 5000 Finance (3)**
The student examines the general nature of financial management, the American financial system, taxes, and the major financial decisions of corporations. Specific attention is given to present value and capital budgeting; risk and asset pricing; financial analysis and forecasting; financial decisions and market efficiency; and capital structure. Problem-solving methodology is used to illustrate the theories and tools in financial decision-making. Prerequisites: BUSN 5600 and BUSN 5760. (BUSN 5200 cannot be substituted for FINC 5000.)

**FINC 5210 Investments (3)**
Principles and methods of investing in securities of business and government. This course is a study of practical management of portfolios containing both fixed-income and equity investments. The course will examine the issues in and the procedures for security analysis and portfolio management. The emphasis is on the application of analytical techniques and portfolio management theories for individual investors. Prerequisite: FINC 5000.

**FINC 5810 Capital Budgeting and Corporate Investment (3)**
The student examines the corporate investment decision process which includes working capital management, financial statement analysis, determination of cash flows, risk return analysis, forecasting, and asset investment. Prerequisite: FINC 5000.

**FINC 5830 Institutions and Financial Markets (3)**
Students develop a unified framework for understanding financial intermediaries and markets. They examine the structure, regulation, and operation of banking and non-banking financial institutions; analyze how central bank operations affect financial institutions; and develop an understanding of money and capital markets, the flow of funds through the economy, and the role of financial and futures markets. Prerequisite: FINC 5000.

**FINC 5840 International Finance (3)**
Course content focuses on the environment in which the international financial manager operates. Students study the risks of doing busi-
Finance

ness overseas and the tools available to minimize those risks. Foreign exchange risk, political risk, working capital management, long-term investments and financing, and accounting and control are examined within this context. Prerequisites: BUSN 5600, FINC 5000, or equivalents.

FINC 5850 Issues in Finance (3)
Current and significant issues in finance are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs. Prerequisite: FINC 5000.

FINC 5860 Entrepreneurial Finance and Venture Capital (3)
The student examines the challenges of bringing new business and/or products to the marketplace and the strategies involved in obtaining a financing mix for these products. The focus is on designing a capital plan; seeking funds from external sources (such as venture capitalists); and the financing mix needed to make new product promotion successful. The role of the Small Business Administration is discussed.

FINC 5870 Derivatives (3)
This course shows how financial managers can use capital markets technology and explores how derivatives can be used to manage financial risks and position firms to exploit strategic opportunities, reduce financing costs, and structure incentives. Students learn the mechanics of options, forwards, futures, and swaps, and study uses of these instruments. Prerequisites: FINC 5210, FINC 5880, and BUSN 5760 or equivalent.

FINC 5880 Advanced Corporate Finance (3)
This advanced study of corporate financial analysis and planning includes capital budgeting, cost of funds, and capital structure and valuation. Selected topics that may be covered are leasing, mergers, takeovers, business failure, reorganization, and liquidation. A combination of problem-solving and case study methodologies is used to illustrate theories and techniques helpful in financial analysis and planning. Prerequisite: FINC 5000.

FINC 5890 Financial Statement Analysis (3)
Interpretation, analysis, and evaluation of financial reports from viewpoints of creditors, owners, investment firms, and others concerned with business strengths or weaknesses. The impact of general business and specific industry situations, behavior of financial markets, credit or lending criteria, and equity investment standards as related to financial statements to determine present and future financial condition are covered. Prerequisites: FINC 5000 and BUSN 5600 or equivalent.

FINC 5910 Advanced Investments and Portfolio Management (3)
This course is a continuation and expansion of FINC 5210, which provides an introduction to the area of investments. Focus in this advanced class will be on portfolio theory and management. Additional work on advanced derivatives topics will also be included. Prerequisite: FINC 5210.

Capstone Course

FINC 6290 Financial Strategies (3)
This course will be a final, comprehensive finance offering that will make use of cases and/or simulations to enhance the real-world applicability of the finance degree and to integrate all previous coursework. Prerequisite: completion of all other required courses for the MS in finance.
Health Care Management

Program Description
The objective of this curriculum is to provide directors and potential directors of nursing school institutions who are already qualified, trained, and experienced, with advanced training in health care management. This major is available only in Geneva, Switzerland, and the courses are taught in French.

Business and management programs are ACBSP accredited.

Program Learning Outcomes
1. Graduates will explain the important terminology, facts, concepts, principles, and theories in the field of health care management.
2. Graduates will be able to effectively apply important terminology, facts, concepts, principles, and theories in the field of health care management when analyzing complex factual situations.
3. Graduates will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of health care management when developing solutions to multifaceted health care management problems in complex factual situations.

Program Curriculum
The 36 credit hours required for the master of arts (M.A.) must include the following courses for a major/emphasis in health care management:

- HEAL 5000 Advanced Theories and Concepts in Health Care (Requisite Course)
- HEAL 5200 Professional Values and Ethics in Health Care
- HEAL 5210 Program Development in Health Care
- HEAL 5220 Politics and Economics of Health Care
- HEAL 5140 The Law and Health Services
- HRMG 5000 Managing Human Resources
- BUSN 5200 Basic Finance for Managers
- HEAL 6000 Integrated Studies in Health Care

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 health care and of the advantages and difficulties linked to the teaching and applications of conceptual framework in these fields. Instruments necessary for the implementation and evaluation of a conceptual framework useful in nursing and health care are developed. Prerequisites: admission to the health care management degree program and MNGT 5000.

HEAL 5120 Issues in Health Care Management (3)
The student examines current and significant issues in the health care field. Special emphasis is given to new and emerging theories, techniques, patterns of organization, and health care delivery systems. Students synthesize and integrate learning from the entire program. The course develops understanding and analysis of factors that determine changes in teaching systems in health professions. Concrete applications (group and individual assignments) are related to training situations experienced by students in their professional lives. Course may be repeated for credit if content differs.

HEAL 5140 The Law and Health Services (3)
By means of conferences, class discussions and case study presentations, the course gives an overview and critical evaluation of the legal principles of federal and cantonal law on health issues as well as the legislation regarding social and private insurances. Emphasis is placed on current problems (liabilities, patient rights, aids, etc.). Principal elements: the legal framework of health law, the responsibility of health providers, patient rights, current challenges of health law, social insurance, private insurance.

HEAL 5200 Professional Values and Ethics in Health Care (3)
This course focuses on values and professional ethics in human rights issues. Students explore the theories of ethics and the components of those theories. The exploration enables the student to determine a step-by-step model of decision making when confronted with ethical problems.

HEAL 5210 Program Development in Health Care (3)
This course involves step-by-step methods of program development in health care. It includes a study of conceptual frameworks: philosophical basis, the student, the setting, the knowledge component, learning strategies, and evaluation.

HEAL 5220 Politics and Economics of Health Care (3)
This course involves a study of the three major pillars of health care politics and economics: cost, professional practices, and innovations. Prerequisite: MNGT 5000.

HEAL 5230 Quality Assurance of Health Care (3)
This course focuses on health care evaluation (especially nursing care evaluation). It involves the study of some evaluation instruments, the use of these instruments in an institution, and the use of the evaluation results for management. Prerequisites: MNGT 5000 and MNGT 5530.

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.

BUSN 5200 Basic Finance for Managers (3)
Managers and human resources management professionals must be able to understand financial information contained in financial statements and reports. Line managers must be able understand financial information contained in financial statements and reports in order to evaluate their unit’s financial performance, to communicate clearly with other managers, and to apply financial information when making decisions. Human resources management professionals must understand financial statements and principles if they are to effectively assist line managers and be strategic partners with other business functions. This course will focus on the interpretation and use of basic financial information by non-financial managers, not on the production of financial statements and reports. (FINC 5000 cannot be substituted for BUSN 5200.)

Capstone Course

HEAL 6000 Integrated Studies in Health Care (3)
Within this course, the student chooses a change he or she would like to introduce into his or her service, elaborates and implements a research/development project, and uses the results obtained. During the study, the student keeps a logbook and studies further any needed information. The student writes a detailed report and justifies the actions undertaken. Prerequisite: completion of all other required courses in this major.
Human Resources Development

Program Description
The main objective of the human resources development program is to develop professionals in human resources development who have both a broad conceptual understanding of human resources development and a “working knowledge” of a wide range of individual, group, and organization development strategies and tactics. This combination will enhance the careers of students already in human resources development, and increase the likelihood that students wanting to enter the field will be productive in their new careers by leveraging this knowledge base. Another objective of the program is to develop knowledge, skills, and abilities that are relevant in a wide variety of different human resources development settings and roles. For example, the program should prepare students to work in corporate offices, boutique training firms, or human resources development consulting firms.

Business and management programs are ACBSP accredited.

Program Learning Outcomes
1. Students will demonstrate, through a written exam, their comprehension of the mandatory topics.
2. Students will be able to analyze complex factual situations using the important facts, concepts and theories of the Human Resources Development field to help diagnose best practices, problems, and opportunities for program development.
3. Students will be able to integrate theories and models to develop solutions to complex HRD problems. They will demonstrate the effectiveness of their solutions using either quantitative or qualitative criteria.

Program Curriculum
The 36 credit hours required for the master of arts (MA) or the 48 credit hours required for the master of business administration (MBA) must include the following courses for a major/emphasis in human resources development:
HRDV 5000 Introduction to Human Resources Development
(Requisite Course)
MNGT 5590 Organizational Behavior
HRDV 5610 Training and Development
HRDV 5560 Group Development and Change
HRDV 5630 Organization Development and Change
HRDV 5700 Career Management
HRDV 5750 Research and Assessment Methods in Human Resources Development
HRDV 6000 Integrated Studies in Human Resources Development

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

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

Course Descriptions
HRDV 5000 Introduction to Human Resources Development (3)
This course introduces the area of human resources development. The objective of the course is to expose students to the breadth of human resources development topics. The primary topics are training and development, career management, and organizational development and change. A wide variety of secondary topics may also be covered in this course, including learning principles, evaluation of human resources development interventions, employee orientation and socialization, performance management and coaching, diversity, and employee counseling.

MNGT 5590 Organizational Behavior (3)
This course introduces students to many of the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

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

HRDV 5560 Group Development and Change (3)
Effective groups and teams are critical in modern organizations, yet there are often dysfunctional dynamics and processes within the group. This course teaches the fundamental concepts relating to group dynamics, group decision making, and interpersonal conflict. The course also introduces students to different types of group-level interventions designed to improve group performance. The course also applies this conceptual knowledge to common group problems.

HRDV 5570 Planning Organization Development Programs and Interventions (3)
This is an elective, advanced course in organization development in which students will learn to design and implement programs and interventions used in organization development. The course builds professional skills by having students learn a variety of conceptual models and intervention methods used in organization development, and then applying that knowledge by analyzing organizational problems and proposing effective OD programs. Students must complete HRDV 5630 prior to taking this course.

HRDV 5610 Training and Development (3)
Rapid changes in technology and job design, along with the increasing importance of learning- and knowledge-based organizations, make training and development an increasingly important topic in human resources development. In this course, the student will learn how to 1) identify training and development needs through needs assessments, 2) analyze jobs and tasks to determine training and development objectives, 3) create appropriate training objectives, 4) design effective training and development programs using different techniques or methods, 5) implement a variety of different training and development activities, and 6) evaluate training and development programs.

HRDV 5620 Interpersonal and Organizational Communications (3)
Students in this course investigate the phenomenon of communication. Students learn the dynamics of the process of communication; the skills required to achieve successful communication; the importance of effective communication in work situations; methods of evaluating communication problems in the workplace; and methods for increasing productive communication in the workplace. The course affords students opportunities to explore a variety of personal and organizational methods of enhancing communication.

HRDV 5630 Organization Development and Change (3)
Organization development (OD) is the process of planning and implementing interventions to create interpersonal, group, inter-group, or
organization-wide change. This course presents the theoretical foundations of organization development as an applied behavioral science. Students will also be introduced to many types of interpersonal, intra-group, inter-group, and organizational interventions that are used to effect comprehensive and lasting changes.

**HRDV 5660 Issues in Human Resources Development (3)**
Current and significant issues in human resources development are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs.

**HRDV 5680 Ethics, Values, and Legal Issues in Human Resources Development (3)**
This course introduces the student to the various theories concerning values and human acquisition of values. Students explore personal value systems and how these systems influence their behavior and the behavior of others. Students examine ethical standards that can relate to human resources development and how these standards can affect actual workplace situations. This course investigates selected legal issues and situations that relate to the practice of human resources development.

**HRDV 5700 Career Management (3)**
Career management is the process through which individuals and organizations jointly plan, guide, direct, and influence people’s careers to meet the individual’s and the organization’s future needs. This course introduces students to current ideas about how organizations and individuals are trying to manage the problems created by the new rules of the workplace through career management.

**HRDV 5710 Diversity in the Workplace (3)**
This course provides the student with foundational information concerning our multicultural society. Students explore the importance of learning to understand cultural similarities and differences and how this information relates to the workplace. The major subcultures are investigated in a workshop format. The second half of this course provides a specific investigation of social issues that are of current importance to the workplace.

**HRDV 5750 Research and Assessment Methods in Human Resources Development (3)**
This course introduces students to basic descriptive and inferential statistics, research principles, sampling designs, survey methodologies, and simple experimental and quasi-experimental designs. The course also introduces students to other assessment methods used in human resources development, such as learning assessments, performance evaluations, and program evaluation.

**Capstone Course**

**HRDV 6000 Integrated Studies in Human Resources Development (3)**
The student is expected to synthesize and integrate the learning experiences acquired in human resources development and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.
Human Resources Management

Program Description
The goal of the human resources management degree is to prepare human resource professionals to deal with the complexities and challenges of managing today’s workforce. The program content is designed to provide a comprehensive coverage of the major human resource responsibilities, addressing strategic and operational aspects. The courses involve both practical and theoretical considerations in the professional development of men and women in the field of human resources in such settings as business, industry, government, and nonprofit organizations and institutions.

Business and management programs are ACBSP accredited.

Program Learning Outcomes
1. Graduates will explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of human resources management.
2. Graduates will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories in the field of human resources management when analyzing complex factual situations.
3. Graduates will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of human resources management when developing solutions to multifaceted human resource management problems in complex factual situations.

Program Curriculum
The 36 credit hours required for the master of arts (MA) or the 48 credit hours required for the master of business administration (MBA) must include the following courses for a major in human resources management:

- HRMG 5000 Managing Human Resources (Requisite Course)
- MNGT 5590 Organizational Behavior
- BUSN 5200 Basic Finance for Managers
- HRDV 5610 Training and Development
- HRMG 5700 Employment Law
- HRMG 5800 Staffing
- HRMG 5920 Compensation
- HRMG 5930 Labor-Management Relations
- HRMG 6000 Integrated Studies in Human Resources Management

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

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

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

BUSN 5200 Basic Finance for Managers (3)
Managers and human resources management professionals must be able to understand financial information contained in financial statements and reports. Line managers must be able understand financial information contained in financial statements and reports in order to evaluate their unit’s financial performance, to communicate clearly with other managers, and to apply financial information when making decisions. Human resources management professionals must understand financial statements and principles if they are to effectively assist line managers and be strategic partners with other business functions. This course will focus on the interpretation and use of basic financial information by non-financial managers, not on the production of financial statements and reports. (FINC 5000 cannot be substituted for BUSN 5200.)

MNGT 5590 Organizational Behavior (3)
This course introduces students to many of the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

HRDV 5610 Training and Development (3)
Rapid changes in technology and job design, along with the increasing importance of learning- and knowledge-based organizations, make training and development an increasingly important topic in human resources development. In this course, the student will learn how to 1) identify training and development needs through needs assessments, 2) analyze jobs and tasks to determine training and development objectives, 3) create appropriate training objectives, 4) design effective training and development programs using different techniques or methods, 5) implement a variety of different training and development activities, and 6) evaluate training and development programs.

HRMG 5660 Issues in Human Resources Management (3)
Students examine current and significant issues in human resources management. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Topics such as cultural diversity, global competition, organizational downsizing, and self-directed work teams are covered. Course may be repeated for credit if content differs.

HRMG 5690 Workforce Retention and Transitions: Theory and Practice (3)
This elective course examines the concepts relevant to the development and maintenance of a loyal, satisfied, and productive workforce. This course will illustrate how human resources management practices affect workforce retention and transitions. After reviewing theories of employee motivation, organizational commitment, job satisfaction, and withdrawal cognition, students will examine common organizational strategies and practices for retaining valuable human resources. Students will learn methods for assessing the causes of employee turnover and transfers, how to maximize the retention of good employees, how to design fair and effective layoff or reduction in force policies, and how to design and implement promotion, succession planning, and transfer programs in organizations. This elective course builds upon and supplements the core human resources management courses. Students must complete HRMG 5000 before taking this course. It will be helpful to have completed HRMG 5800 as well.

HRMG 5700 Employment Law (3)
This course provides an overview of legal issues affecting human resources management. It focuses on the impact of law on individuals in organizations, recognition of legal problems, and the legal impact of human resource decisions. The course content includes laws, regulations, and court decisions covering labor-management relations.
Human Resources Management

HRMG 5800 Staffing (3)
This course introduces students to the basic principles and techniques of staffing the workplace. Students will be introduced to basic and intermediate level theories and strategies utilized in staffing, planning, recruiting, and selection. Topics covered include: job analysis, recruitment, selection, and performance assessment. Prerequisite: HRMG 5000.

HRMG 5920 Compensation (3)
This course addresses tangible and intangible compensation and the use of compensation to motivate and reward employee performance. The course also covers job analysis, job description, and job evaluation on the basis of compensable factors as well as designing an equitable pay structure. In addition, students analyze the influence of unions and government in determining the compensation of the labor force, including compensation of both hourly workers and managerial employees. Prerequisite: HRMG 5000.

HRMG 5930 Labor-Management Relations (3)
Students examine legislation concerning labor-management relations and focus special attention on contract negotiations, contract administration, and the creative resolution of employee-management differences in the context of a formal contract. The course focus is on employee relations characterized as being outside of a negotiated agreement.

HRMG 5960 Employee Benefits (3)
“Employee benefits” refers to compensation other than wages and salaries, such as health insurance, social security contributions, pensions and retirement plans, vacations, and sick days. This course introduces the “how and why” of employee benefits to students who are, or wish to be, in human resources management. First, the course introduces students to the entire range of employee benefits commonly used in the workplace. Second, the course will help students analyze employee benefits programs and identify the critical issues associated with different types of benefits. As an introductory course in benefits, this course does not cover in detail the tax consequences of different types of benefits or the Employee Retirement Income Security Act (ERISA). This elective course supplements the Compensation (HRMG 5920) core course. Prerequisite: HRMG 5000.

Capstone Course

HRMG 6000 Integrated Studies in Human Resources Management (3)
The student is expected to synthesize and integrate the learning experiences acquired in human resources management and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. Prerequisite: completion of other required courses in this major.
Program Description
The MA in information technology management (ITM) program is designed to educate and develop managers who can effectively manage the planning, design, selection, implementation, use, and administration of emerging and converging information and communications technologies. The program curriculum provides students with the technical knowledge and management knowledge and skills needed to effectively integrate people, information and communication technologies, and business processes in support of organizational strategic goals.

Business and management programs are ACBSP accredited.

Program Learning Outcomes
1. Graduates will explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of information technology management.
2. Graduates will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories in the field of information technology management when analyzing complex factual situations.
3. Graduates will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of information technology management when developing solutions to information technology management multifaceted problems in complex factual situations.

Program Curriculum
The 36 credit hours required for the master of arts (MA) or the 48 credit hours required for the master of business administration (MBA) with an emphasis in information technology management must include the following courses:

ITM 5000 Information Technology Management: Overview (Requisite Course)
MNGT 5590 Organizational Behavior
BUSN 5200 Basic Finance for Managers
ITM 5100 Information and Communications Systems and Networks
ITM 5200 Project Management of Information Technology
ITM 5300 Procurement and Contract Management for Information Technology
ITM 5400 Systems Analysis, Design and Implementation
ITM 5500 Information and Communications Security
ITM 6000 Final Project in Information Technology Management

In addition, the student chooses 9 hours of electives, to include ITM 5900, Issues in Information Technology Management, or other graduate elective courses offered in the program curricula of the School of Business and Technology majors.

Course Descriptions
ITM 5000 Information Technology Management: Overview (3)
This overview course presents a managerial and technical perspective that considers the application and management of information and communications technology in business and other types of organizations. The course includes an overview of all the core courses in the ITM curriculum. This course is a prerequisite for all other courses in the program.

MNGT 5590 Organizational Behavior (3)
This course introduces students to many of the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

BUSN 5200 Basic Finance for Managers (3)
Managers and human resources management professionals must be able to understand financial information contained in financial statements and reports. Line managers must be able understand financial information contained in financial statements and reports in order to evaluate their unit’s financial performance, to communicate clearly with other managers, and to apply financial information when making decisions. Human resources management professionals must understand financial statements and principles if they are to effectively assist line managers and be strategic partners with other business functions. This course will focus on the interpretation and use of basic financial information by non-financial managers, not on the production of financial statements and reports. (FINC 5000 cannot be substituted for BUSN 5200.)

ITM 5100 Information and Communications Systems and Networks (3)
This course introduces students to the technical aspects of information and communications networks and technology. The course focuses on the interdependencies among information and communications technologies and architectures. Emphasis will be placed on the fundamentals of networks (LAN and WAN).

ITM 5200 Project Management of Information Technology (3)
This course introduces students to the procedures, tools, and techniques used in planning and managing major IT projects. Issues covered include definition, planning, implementation, control and evaluation of the project. The course also focuses on developing the manager’s ability to organize and lead project teams, and conflict resolution. NOTE: BUSN 6110 - Operations and Project Management is NOT an acceptable substitute for this course.

ITM 5300 Procurement and Contract Management for Information Technology (3)
This course covers the basic concepts and practices in procurement and contract management, not from a strict legal approach, but rather in a manner that equips a student with the skills and knowledge necessary to negotiate and manage the procurement of information and communications technology, armed with an understanding of the critical issues.

ITM 5400 Systems Analysis, Design, and Implementation (3)
This course covers the spectrum of activities in information systems life cycle management. The life cycle from the feasibility study through implementation and maintenance is examined. The course includes examination of structured analysis and design, prototyping, procurement and conversion methods. The roles and responsibilities of various personnel involved, as well as the communication and documentation tools and techniques employed, are studied.

ITM 5600 Information and Communications Security (3)
This course focuses on the analysis and management of information and information systems security including processes, technology, and facilities.

ITM 5900 Issues in Information Technology Management (3)
Current and significant issues in information technology management are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs.

ITM 6000 Final Project in Information Technology Management (3)
This capstone project course is designed to give students the opportunity to synthesize, integrate, and apply the technical and management knowledge and skills acquired in other courses in the information technology management curriculum. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.
International Business

Program Description
The international business curriculum is designed to enable the student to examine and understand the complexities and processes involved in the international business community. Coursework provides exposure to the historical, legal, political, and economic factors that are key elements in a study of this subject. The dynamics of conducting business in an international context are examined.

Business and management programs are ACBSP accredited.

Program Learning Outcomes
1. Graduates possess foundation knowledge in the functional areas of a global/international business.
2. Graduates can examine and understand the complexities of global/international businesses.
   - Graduates can identify cultural aspects, and explain how culture affects the business environment in global regions.
   - Graduates can apply administrative and managerial theories as they relate to problem solving in the global business context.
   - Graduates can select appropriate tools for facilitation of international trade.
3. Graduates select strategies and tools for solving complex problems posed by managing global businesses, and understand the challenges thereof.

Program Curriculum
The 36 credit hours required for the master of arts (MA) in international business or the 48 credit hours required for the master of business administration (MBA) with an emphasis in international business must include the following courses for the degree:

INTB 5000 International Business (Requisite Course)
INTB 5600 International Accounting
FINC 5840 International Finance
INTB 5630 International Law and Business
INTB 5710 Cross-Cultural Management
MRKT 5980 International Marketing
INTB 6000 Integrated Studies in International Business

In addition, the student chooses elective courses offered in this major and/or from the program curricula of other majors. If the requisite course is waived, the student must choose an elective course from this major or from the program curriculum of another major. Students pursuing dual majors who have the requisite course(s) waived will complete only the remaining required courses for the dual majors.

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. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation. This course may not be completed by directed study.

INTB 5600 International Accounting (3)
The student examines aspects of accounting operations within a multinational corporate environment. Key topics of analysis include foreign exchange exposure; translation of foreign-denominated financial statements; consolidated financial statements; transfer pricing; Foreign Corrupt Practices Act; and related tax and regulatory issues. Comparison of United States and foreign practices in areas such as financial standards and reporting, auditing, and performance measurements is examined. Prerequisite: BUSN 5600 or its equivalent.

FINC 5840 International Finance (3)
Course content focuses on the environment in which the international financial manager operates. Students study the risks of doing business overseas and the tools available to minimize those risks. Foreign exchange risk, political risk, working capital management, long-term investments and financing, and accounting and control are examined within this context. Prerequisites: BUSN 5600, FINC 5000, or equivalents.

INTB 5630 International Law and Business (3)
This course surveys trends and practices that are part of the process of adjudication across national boundaries. Students study the interrelationships among countries as these affect individuals and business organizations attempting to operate internationally. Course content focuses on transnational business activities.

INTB 5650 International Business Management (3)
Course content focuses on the development of management skills related to multinational business. Students examine the issues of operating in a foreign country or across national boundaries and how management theory and practice in an international setting differ from those in the United States.

INTB 5660 Global Competition and Strategies (3)
Students examine the globalization process from basic export/import modes to global consortia, and the operational and strategic requirements of businesses initiating global operations. The economics of international trade and finance, the relation of capital flows and commercial R&D to economic and productivity growth, and the influence of company allocative decisions on competitive performance are examined. Course content focuses on strategic management of global operations and strategies associated with the functions of organization, production, marketing, financial management, human resources development, R&D, communication (EDI, SQL), and control.

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

INTB 5720 International Trade and Finance (3)
Students examine the theories, policies, and instruments (tariffs, quotas) of international trade and consider trade integration. Course content focuses on international trade, trade policy, the foreign exchange, and balance of payments in international trade. Theories and policies of direct investment in foreign markets are considered.

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.
International Business

INTB 5890 Issues in International Business (3)
Current and significant issues in international business are examined. Course content focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs.

INTB 5910 European and United States Economic Thought (3)
The student examines and compares European and United States economic thought in the context of the transformation of Europe and the United States from agrarian and commercial economies to modern industrial states.

INTB 5920 Japanese and United States Economic Thought (3)
Course content focuses on the theories critical to Japan’s emergence as an industrial state and compares the history and development of contemporary economic thought in Japan to that of the United States.

INTB 5930 Modern Europe: Economic, Political, and Business Development (3)
The student studies demographic, technical, social, political, and business changes in twentieth-century Europe, with a focus on the interrelationship of these factors since 1945.

INTB 5940 Modern Asia: Economic, Political, and Business Development (3)
Students examine the integration of economic, political, and business decisions in the post-World War II Asian economy and the development of the current Asian economy.

INTB 5950 Comparative Labor Movements: United States, European (3)
Course content focuses on the major economic problems growing out of the employment relationship and the approaches that United States and European industries and unions have taken in resolving them.

INTB 5960 Economic Development of the Third World (3)
Students analyze modern theories of development and development policy and the relationship of these to the theories of location, trade, investment, and economic planning in Third World countries.

INTB 5970 International Business Language and Culture (3)
Students study the business language and culture of a country other than the United States in order to facilitate business communication in that nation. French, German, Spanish, or Japanese may be studied.

MRKT 5980 International Marketing (3)
Students are exposed to several aspects of international marketing. This includes the international marketing environment and the international marketing mix—product, pricing, distribution, promotion—as well as emerging issues in international trade such as trading blocs, trade barriers, and standardization/adaptation. Prerequisite: MRKT 5000 or permission of the instructor.

Capstone Course

INTB 6000 Integrated Studies in International Business (3)
The student applies the principles learned from prior international business courses to selected case studies and research, with practical solutions to typical international business problems. Prerequisite: completion of all other required courses in this major.
Management and Leadership

Program Description
This curriculum is designed for individuals who are seeking a graduate degree with a broad general management and leadership perspective. Business and management programs are ACBSP accredited.

Program Learning Outcomes
1. Graduates will explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in management and leadership.
2. Graduates will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories used in management and leadership when analyzing complex managerial situations.
3. Graduates will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories used in management and leadership when developing solutions to multifaceted problems in complex managerial situations.

Program Curriculum
The 36 credit hours required for the master of arts (MA) or the 48 credit hours required for the master of business administration (MBA) must include the following courses for a major/emphasis in management and leadership:

MNGT 5000 Management (Requisite Course)
MNGT 5590 Organizational Behavior
HRMG 5000 Managing Human Resources
BUSN 5200 Basic Finance for Managers
MNGT 5650 Management and Strategy
MNGT 5670 Managerial Leadership
HRDV 5630 Organization Development and Change
MNGT 6000 Integrated Studies in Management

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

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

Course Descriptions
MNGT 5000 Management (3)
In this course, the student is introduced to the basic concepts of management and organizations. Primary emphasis is given to three primary functions: planning, organizing, and controlling. Additional topics include: organization theory, the global environment, ethics, and decision making.

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

MNGT 5300 American Business and Management (3)
(For students who have satisfactorily completed English as a Second Language)
The international student is introduced to the language and terminology of business and management in the United States. Students examine the fundamental concepts and practices of American business and management and the social, economic, and political implications in the application of these concepts.

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

BUSN 5200 Basic Finance for Managers (3)
Managers and human resources management professionals must be able to understand financial information contained in financial statements and reports. Line managers must be able understand financial information contained in financial statements and reports in order to evaluate their unit's financial performance, to communicate clearly with other managers, and to apply financial information when making decisions. Human resources management professionals must understand financial statements and principles if they are to effectively assist line managers and be strategic partners with other business functions. This course will focus on the interpretation and use of basic financial information by non-financial managers, not on the production of financial statements and reports. (FINC 5000 cannot be substituted for BUSN 5200.)

MNGT 5590 Organizational Behavior (3)
This course introduces students to many of the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

MNGT 5650 Management and Strategy (3)
Strategic management refers to long-term managerial decisions and actions that shape the organization's pursuit of competitive advantage. This course introduces the concepts and processes underlying environmental scanning, and strategy formulation, implementation and control. Students then apply this knowledge in case analysis. The course also addresses the roles of leadership and coordination in successful strategizing.

Recommended: Completion of 12 hours of master's level coursework.

MNGT 5670 Managerial Leadership (3)
Organizational leadership is the process of influencing other people to achieve organizational goals. This leadership course reviews and builds upon the basic knowledge of leadership provided in an introduction to organizational behavior course by expanding the scope and depth of the student's knowledge of leadership theories, by providing practice in basic leadership skills, and by developing the student's self-knowledge of his or her preferred leadership styles.

HRDV 5630 Organization Development and Change (3)
Organization development (OD) is the process of planning and implementing interventions to create interpersonal, group, inter-group, or organization-wide change. This course presents the theoretical foundations of organization development as an applied behavioral science. Students will also be introduced to many types of interpersonal, intra-group, inter-group, and organizational interventions that are used to effect comprehensive and lasting changes.

MNGT 5870 Issues in Management (3)
Current and significant issues in management are examined. The course focuses on existing theories and practices, with emphasis given to new
Management and Leadership

and emerging topics in the field. Total Quality Management, self-directed work teams, workplace innovation are recent examples. Course may be repeated for credit if content differs.

MNGT 5910 Ethical and Legal Issues in Management (3)
Students examine current topics in the areas of law, regulatory controls, and ethical issues. Discussions focus on the implications of these legal situations in management.

MNGT 5950 The Woman Manager (3)
Students examine the role of women in modern industrial society. Emphasis is placed on the particular difficulty women experience in assuming managerial roles in a predominantly male enterprise. Course content focuses on the managerial tools women managers may use to control their organizations.

MNGT 5960 Corporate Budgeting and Control (3)
The student examines the methods by which modern American business looks at the future and marshals its financial resources to cope with change. Course content focuses on the development of forecasting techniques, planning strategies, and the creative use of budgeting.

MNGT 5990 Corporate Responsibility and Society (3)
Students examine how and why public demands on private business have expanded and altered during the twentieth century and how business has moved to anticipate and adapt to these emerging demands. The concept of corporate responsibility leads to a host of complex management problems that are assessed in light of the new role of business in contemporary society.

Capstone Course

MNGT 6000 Integrated Studies in Management (3)
In this capstone course, the student is expected to synthesize and integrate the conceptual and theoretical knowledge and understanding acquired in the curriculum by use of case study analysis, a research project, or management plan. The emphasis is on the student’s development of written analytic material that can be utilized for program assessment as well as individual student assessment. Prerequisite: completion of all other required courses in this major.

Graduate Certificate in Nonprofit Management

The Certificate in Nonprofit Management delivers a series of business-focused nonprofit courses for graduate students with business or non-business undergraduate majors. Courses focus on developing real-world non-profit management skills. Students will learn to address both the organization’s mission and the business of becoming self-sustaining. Students demonstrate these skills by developing and presenting a comprehensive program plan for a viable nonprofit venture to a review panel made up of nonprofit executives in the capstone course. Students completing the program will be awarded a Certificate in Nonprofit Management from the School of Business and Technology.

The program is comprised of six 3-credit hour courses. A common thread running through all courses provides each student with the opportunity to focus all course projects on their individual nonprofit business concept. Students must take a total of six courses from the list of courses given below.

Program Requirements

Nonprofit Management Core and Capstone - (Required for all students)
MNGT 5010 Nonprofit Organizations - Context, Legal Structure, Organization, and Practice
HRMG 5010 Staffing, Volunteers, and Boards in Nonprofits
MRKT 5010 Marketing for Nonprofits
BUSN 5210 Financial Management for Nonprofits

MNGT 5210 Nonprofit Revenue Development
MNGT 6010 Planning and Program Evaluation - A process in Nonprofit Organizations (Capstone)

Course Descriptions

BUSN 5210 Financial Management for Nonprofits
This course will prepare students to understand and participate in the financial management of nonprofit organizations. The course will provide an overview and specific nonprofit financial management, including budgeting, resource allocation, accounting, financial reporting (internal, board, and governmental), and working with CPAs. Prerequisite: None

MNGT 5010 Nonprofit Organizations - Context, Legal Structure, Organization, Design, and Practice
This course provides an overview of the management functions relevant to nonprofit organizations, including legal structure, organizational design and behavior, communications, ethics, managing information systems, assembling and managing boards, as well as program design and implementation. The focus of the course is an integration of theory and real-world application in nonprofit organizations. Prerequisite: None

MNGT 5210 Nonprofit Revenue Development
The primary focus of this course is to learn how to identify and implement related business opportunities to generate revenue streams to supplement or replace the traditional nonprofit fundraising and development activities. The course will provide an understanding of the specific skills, and knowledge required to lead and manage the revenue development process in today’s nonprofit organizations. Through readings, discussion, and best-practices, students will identify and examine related business revenue development and fundraising issues and methods with a goal of becoming a self-sustaining nonprofit organization. Prerequisite: None

MRKT 5010 Marketing for Nonprofits
This course will provide a comprehensive survey of the fundamentals and issues of marketing in the nonprofit sector. Topics will range from public relations practices, branding of products and services, marketing to potential funders, and other marketing issues relating to nonprofit organizations. The focus of the course is on the managerial process necessary to enhance the visibility of the nonprofit organization. Prerequisite: None

HRMG 5010 Staffing, Volunteers, and Boards in Nonprofits
This course is about managing and developing the varied human resources internal to nonprofit organizations. These resources include staff, volunteers, board members, and trustees. The course will focus on the selection, development, management, and relationships of these vital human resources in nonprofit organizations. Prerequisite: None

Capstone Course

MNGT 6010 Planning and Program Evaluation - A process in Nonprofit Organizations
This capstone course focuses on strategy, planning and program evaluation in nonprofit organizations. Students will integrate these skills into a capstone project to address a specific need of their individual organization or an organization of their choosing. Students will present their final projects before a “review board” for evaluation and feedback. Prerequisite: Completion of all prior Nonprofit course work, or approval of instructor.
Program Description
The objective of the marketing core is to provide an opportunity for the student to study the dynamics of human behavior that affect marketing decisions. Included in this analysis is an examination of effective marketing practices and procedures and the analytical techniques required prior to basic marketing decisions.

Business and Management programs are ACBSP accredited.

Program Learning Outcomes
1. Graduates will be able to develop a complete marketing research document which involves gathering the information, analyzing the information, analyzing the data collected, and forecasting the critical information which is in support of the marketing plan.
2. Graduates will be able to demonstrate the ability to identify and select markets for specific products to be targeted.
3. Graduates will be able to demonstrate and quantitatively understand the nature of the marketing mix, and the judgment required for allocating scarce resources across the marketing mix.
4. Graduates will be able to demonstrate the ability to develop a fully integrated promotion plan to support the overall marketing plan.
5. Graduates will be able to create a comprehensive marketing plan for a product or service.
6. Graduates will be able to create a channel of distribution plan which gives strategic competitive advantage to their marketing plan.
7. Graduates will be able to give professional presentations of their marketing plans.

Program Curriculum
The 36 credit hours required for the master of arts (MA) or the 48 credit hours required for the master of business administration (MBA) must include the following courses for a major/emphasis in marketing:

MRKT 5000 Marketing (Requisite Course)
MRKT 5800 Sales Management or MRKT 5890 Marketing Statistics
MRKT 5920 Marketing Channel Management
MRKT 5940 Promotional Management
MRKT 5960 Marketing Management
MRKT 5970 Marketing Research
MRKT 5980 International Marketing
MRKT 6000 Integrated Studies in Marketing

In addition, the student chooses elective courses offered in this major and/or from the program curricula of other School of Business and Technology majors. If the requisite course is waived, the student must choose an elective course from this major or from the program curriculum of another School of Business and Technology major. Students pursuing dual majors who have the requisite course(s) waived will complete only the remaining required courses for the dual majors.

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

MRKT 5010 Marketing for Nonprofits
This course will provide a comprehensive survey of the fundamentals and issues of marketing in the nonprofit sector. Topics will range from public relations practices, branding of products and services, marketing to potential funders, and other marketing issues relating to nonprofit organizations. The focus of the course is on the managerial process necessary to enhance the visibility of the nonprofit organization. Prerequisite: None

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

MRKT 5800 Sales Management (3)
This course is designed to help the students become familiar with the theory, concepts, terminology, and problem-solving techniques used in sales and how sales are an important part of the overall promotion plan. In addition, the student will be given insight into how a successful salesperson communicates, including an analysis of consumer buying behavior. Prerequisite: MRKT 5000.

MRKT 5890 Marketing Statistics (3)
The student examines the application of statistical analysis to marketing decisions. Descriptive statistics, probability theory, sampling theory, statistical inference, and techniques of statistical analysis are included, especially as they apply to real-life marketing decisions in business. MBA students should take MRKT 5890. Students who have completed BUSN 5760 may not enroll in MRKT 5890. MBA students who are taking an emphasis in marketing and who take BUSN 5760 can substitute that course for MRKT 5890. Prerequisite: MRKT 5000.

MRKT 5900 Marketing in Electronic Commerce (3)
This course will focus on the strategy involved to market products and services in the age of electronic commerce. Specific emphasis will be placed upon understanding the paradigm shift that the Internet has created in business and marketing’s role in that shift. Both consumer and business-to-business applications will be discussed. Methodology will use the Internet, weekly periodicals, and other media appropriate to the topic. How technology is affecting the marketing mix and how to use marketing principles and concepts in this environment are the prime questions to be answered.

MRKT 5910 Pricing Strategies (3)
Students study pricing theory in-depth as it applies to marketing strategy decisions. This course includes study of the impact of pricing decisions on income statement performance, gross margins, contribution margin results, and price changes on profitability. Prerequisite: MRKT 5000.

MRKT 5920 Marketing Channel Management (3)
The student studies distribution processes and institutional structures as subsystems of marketing strategy. Focus is on channel structure, product assortment considerations, promotional activities, pricing strategies, and physical logistics necessary to achieve channel objectives. Governmental, economic, and competitive aspects affecting channel management are included. Prerequisite: MRKT 5000.

MRKT 5940 Promotional Management (3)
Students examine the use of all available promotional vehicles to communicate to potential customers the messages that support the objectives of the marketing plan. Each of the four elements of the promotion mix is covered: advertising, publicity, sales promotion, and personal selling. Specific focus is applied to building differentiated value perceptions in the customers in relation to competitors’ products. Students who intend to take MRKT 5950 as an elective should take it before MRKT 5940. Prerequisite: MRKT 5000.
Marketing

MRKT 5950 Consumer Behavior (3)
The course includes an analysis of consumer motivation, buyer behavior and perceptions, market adjustment, and product innovation relative to current theories of consumer market behavior and product reactions. Communication vehicles necessary to target specific marketing strategies to address unique consumer buying behavior traits are an integral part of this course. Prerequisite: MRKT 5000.

MRKT 5960 Marketing Management (3)
The student examines the life cycle management of a product from inception to the point where it is no longer offered. Specific topics covered in the course include the product development cycle, product assortment decisions, branding, pricing, and others that make up the marketing mix and that are dynamic throughout the product life cycle. Specific emphasis is placed on identifying marketing problems, investigating alternative solutions, and rendering appropriate strategies and decisions. Techniques associated with situational analysis of problems are stressed. Prerequisites: MRKT 5000, MRKT 5920, MRKT 5940, and MRKT 5970.

MRKT 5970 Marketing Research (3)
Students examine the application of research in gathering and analyzing information to forecast and control marketing activities. Problem formulation, procedures of research techniques, and application of tools and models to improve marketing decisions are covered in depth. This course includes a statistics component. Emphasis is given to acquiring and analyzing marketing information, understanding primary and secondary sources of information, and survey research techniques. Attention is given to improve techniques and criteria for identifying and selecting markets, and the usefulness of marketing data is evaluated. This course is presented from a viewpoint of a consumer of marketing research, rather than a practitioner of marketing research. Prerequisite: MRKT 5000.

MRKT 5980 International Marketing (3)
Students are exposed to several aspects of international marketing. This includes the international marketing environment and the international marketing mix—product, pricing, distribution, promotion—as well as emerging issues in international trade such as trading blocs, trade barriers, and standardization/adaptation. Prerequisite: MRKT 5000 or permission of the instructor.

MRKT 5990 Strategic Market Planning (3)
This course is designed to develop the student's ability to effectively assemble an entire strategic and tactical market plan. The student prepares strategic and tactical market plans for a consumer product, an industrial product, and a specific service. The entire concept of marketing is employed in this course, relating to the three basic areas of marketing applications: consumer goods, industrial goods, and services. The specific differences between strategic and tactical planning are covered in depth. This course stresses market planning rather than problem solving. Prerequisites: MRKT 5000, MRKT 5920, MRKT 5940, MRKT 5960, MRKT 5970, and MRKT 5980.

Capstone Course

MRKT 6000 Integrated Studies in Marketing (3)
The student is expected to synthesize and integrate the learning experiences acquired in marketing and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.
Program Description
The curriculum is designed to provide a broad theoretical and applied background in the managerial disciplines required to manage effectively the development, procurement, contracting, and channeling of material, services, and major systems.

Business and Management programs are ACBSP accredited.

Program Learning Outcomes
1. Graduates will explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of procurement and acquisitions management.
2. Graduates will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories in the field of procurement and acquisitions management when analyzing complex factual situations.
3. Graduates will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of procurement and acquisitions management when developing solutions to multifaceted procurement and acquisitions management problems in complex factual situations.

Program Curriculum
The 36 credit hours required for the master of arts (MA) or the 48 credit hours required for the master of business administration (MBA) must include the following courses for a major/emphasis in procurement and acquisitions management:

PROC 5000 Procurement and Acquisitions Management (Requisite Course)
PROC 5810 Acquisitions Law
PROC 5820 Operations Management
PROC 5830 Pricing
PROC 5840 Negotiations
PROC 5850 Logistics
PROC 6000 Integrated Studies in Procurement and Acquisitions Management

In addition, the student chooses elective courses offered in this major and/or from the program curricula of other School of Business and Technology majors. If the requisite course is waived, the student must choose an elective course from this major or from the program curriculum of another School of Business and Technology major. Students pursuing dual majors who have the requisite course(s) waived will complete only the remaining required courses for the dual majors.

Graduate Certificate in Government Contracting
The graduate certificate in government contracting program is designed for contracting practitioners with several years of organizational experience working with the tools and knowledge in contracting and acquisitions management. The program emphasizes both theory and practice allowing students to learn the underlying principles and use of the current tools in the field.

The curriculum requires 18 credit hours of specialized courses in contracting, acquisitions management, pricing, negotiations, and procurement law. These government contracting certificate courses are equivalent to certain Defense Acquisition University (DAU) courses and can be used to meet the educational certification requirements of the Defense Acquisition Workforce Improvement Act (DAWIA). Specifically, the 18 credit hours required for the graduate certificate in government contracting must include the following courses:

PROC 5000 Procurement and Acquisitions Management
PROC 5830 Pricing
PROC 5840 Negotiations
PROC 5860 Government Contracting
PROC 5870 Pricing and Contract Integration
PROC 5890 Government Procurement Law

Course Descriptions

PROC 5000 Procurement and Acquisitions Management (3)
This course is an overview of acquisitions and materials management. Students examine the functional roles of those individuals having responsibility in this area. The course includes discussion of acquisition law, operations management, pricing, negotiations, and logistics.

PROC 5220 Systems Procurement and Project Management (3)
Development, procurement, and management of major systems are studied. Systems management, life-cycle acquisition, and project management as a multifunction managerial and systems concept are examined.

PROC 5270 Acquisitions Management (3)
Students examine the theory and practice of acquisitions management and the control of materials in a business enterprise. Engineering, production, marketing, finance, transportation, warehousing, and inventory control and the relationship of these activities to the acquisitions management function are investigated.

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

PROC 5810 Acquisitions Law (3)
The legal framework for acquisition contracts is examined. Students review the Uniform Commercial Code as it relates to acquisitions and basic contract law.

PROC 5820 Operations Management (3)
Needs assessments are translated into facilities procedures and operating methodologies. The course includes an analysis of inventory, reliability and quality assurance, value analysis/engineering, and site and layout analysis.
PROC 5830 Pricing (3)
The student reviews the competitive and financial environment related to price proposals utilizing the techniques of cost and price analysis, life-cycle costing, return on investment, and cost-benefit analysis.

PROC 5840 Negotiations (3)
The course involves scope, strategies, and objectives related to negotiated acquisitions. The preparation, conduct, and documentation of the negotiation process are included.

PROC 5850 Logistics (3)
The student reviews the area of physical distribution management, including warehouse management and layout, transportation, and customer service.

PROC 5860 Government Contracting (3)
Students will examine contracting, focusing on complex, non-commercial acquisitions. Through lecture, case study, exercises, and other action teaming activities, students will be challenged to accept their roles as business advisors and to apply ethical principles and sound judgments to resolve contracting issues. Prerequisite: PROC 5000 or an equivalent introductory course in procurement and acquisitions management.

PROC 5870 Pricing and Contract Integration (3)
This course reinforces pricing skills taught in the basic Pricing and Negotiation course and further develops skills in pricing, cost analysis, and managing contract issues. Integrated Program Teams (ITPs) are established to resolve simulated case studies. Each ITP is required to demonstrate its ability to recognize, resolve, and provide advice on pricing issues. Students will appropriately use price and cost analysis in developing pre-negotiation objectives so that a fair and reasonable cost or price position can be supported. Prerequisite: PROC 5830 or an equivalent basic pricing course, and a general understanding of the government acquisitions process.

PROC 5880 Issues in Procurement and Acquisitions Management (3)
Current and significant issues in procurement and acquisitions management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs.

PROC 5890 Government Procurement Law (3)
The law and legal processes associated with government procurement are explored. An overview of government procurement and acquisitions management is presented, with particular attention given to the legal framework in which these activities must take place.

Capstone Course

PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3)
The student is expected to synthesize and integrate the learning experiences acquired in procurement and acquisitions management and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.
Program Description
The master of science (MS) degree-seeking student should consult the Admission, Enrollment, and Academic Policies sections under Academic Policies and Procedures for policies regarding application, admission, registration, and the academic policies of Webster University.

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

Students may not apply for dual majors because of the technical nature of the MS degree program.

Business and Management programs are ACBSP accredited.

Emphasis Areas
The MS in space systems operations management is designed to prepare individuals for positions in the public and private sectors of the space industry.

The space systems engineering and technical management emphasis enables the student to understand the environment, technology, and complexities of space operations and to apply quantitative and qualitative approaches to planning, executing, and managing programs in the global environment of the space industry.

The space systems acquisitions and program management emphasis prepares individuals to handle space-related contracts and unique aspects of space systems acquisitions including software, hardware, personnel resources, budgeting, and risk mitigation.

Program Learning Outcomes
1. Graduates will explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of space systems operations management.
2. Graduates will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories in the field of space systems operations management when analyzing complex factual situations.
3. Graduates will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of space systems operations management multifaceted problems in complex factual situations.

Program Curriculum
The 39 credit hours required for the MS degree must include the following core courses for a major in space systems operations management with an emphasis in space systems engineering and technical management or with an emphasis in space systems acquisitions and program management:

Core Courses
Engineering and Technical Management
SPSM 5000 Space Environment (Requisite Course)
SPSM 5730 Space Operations Research
SPSM 5740 Space Systems Dynamics-Orbital Mechanics
SPSM 5750 Space Systems Engineering
SPSM 5770 Space Operations Management
SPSM 6000 Practical Research in Space Operations

Acquisitions and Program Management
SPSM 5000 Space Environment (Requisite Course)
SPSM 5600 Space Systems Acquisition Law
SPSM 5650 Space Systems Contracting
SPSM 5730 Space Operations Research

SPSM 5950 Space Systems Project Management
SPSM 6000 Practical Research in Space Operations

Five elective courses chosen from the following for either emphasis:
SPSM 5700 Space Commanding Systems
SPSM 5710 Space Communications Systems
SPSM 5760 Space Bio-Astronautics
SPSM 5800 GPS-Space Radio Navigation Systems
SPSM 5900 Space Commercialization
SPSM 5910 Space Systems Integration
SPSM 5930 Space Systems Law and Policy
SPSM 5940 Space Decision Support Systems
SPSM 5990 Issues in Space Operations

In addition the student chooses two elective courses (6 credit hours) from this major or from the program curricula of other School of Business and Technology majors.

Course Descriptions
SPSM 5000 Space Environment (3)
Students will examine the concepts and terminology of the space environment, including the ionosphere, the magnetosphere, radiation, human factors and limitations, solar effects, near-Earth and deep space operations, propulsion systems, satellite communications systems, spacecraft design, ground control and supporting infrastructures, manning, technical support, outsourcing, and large-scale long-term space operations. The orbital elements within the space environment and the broad range of parameters and constraints of navigation and operations in space are explored. Students are introduced to the mathematics of orbital mechanics and determination techniques, and learn how to calculate orbital parameters.

SPSM 5300 Remote Sensing Analysis Concepts and Geospatial Information System Technology (3)
Introduction and overview of satellite-based remote sensing including the evolution of national and international imagery policies and the growth of the commercial industry. Practical exposure to data types, imagery manipulation applications, software tools, and future technology developments is included.

SPSM 5310 Remote Sensing and Geospatial Information System Applications (3)
Commercial and civil applications such as homeland security, emergency management, forestry, urban planning, property assessment, natural resources management, utilities, etc., from business, marketing, and management standpoints are studied. Practical application, case study, and hands-on exercises using Webster University Space Lab resources and imagery products form a significant portion of the curriculum.

SPSM 5320 Remote Sensing and Geospatial Imagery Analysis (3)
Methods for deriving economic advantage and increasing resource management effectiveness through the use of remotely sensed imagery products are studied. Basic techniques for the analysis of imagery will be combined with hands-on use of current and evolving software applications and tools.

SPSM 5330 Geospatial Information System (GIS) Technologies (3)
Geospatial Information Systems (GIS) processes and their support of integrated applications, analysis, and resource management methods are examined. Instruction includes practical application and hands-on exposure to current and evolving GIS manipulation software applications and tools available in the Webster University Space Lab.

SPSM 5340 GPS - Position Determination and Coordinate Applications (3)
This course focuses primarily on the Global Positioning System (GPS)
School of Business & Technology

Graduate Program

Space Systems Operations Management

and gives the student hands-on experience with the space-based radio navigation system. This course examines current and future GPS applications that lend themselves to use in a variety of mapping, cartography, surveying, geological formation and resource location and identification. Students may explore basic navigation, map coordinate systems, differential GPS position determination and surveying applications and then integrate this knowledge with the remote-sensing applications knowledge. This course is not substitutable for SPSM 5800 GPS-Space Radio Navigation.

SPSM 5360 Practical Research in Remote Sensing Analysis and Geospatial Information Systems (3)
Focused on federal, state, local municipality and commercial cartography and mapping projects using imagery as a base. This applications course will include practical lab instruction on the primary systems for Earth projection as well as basic cartography and topography skills. The course complements previous topics by providing a synthesis of the primary applications of remotely sensed data and GIS products. The student is expected to synthesize and integrate the learning experience acquired in the certificate program and to evaluate current relevant topics. Internships or practical research projects are considered appropriate for demonstration of student research in conjunction with the completion of this course. These projects may have a direct application relative to the student's current employment or professional development for future career advancement.

SPSM 5400 Space Systems Acquisition Management (3)
The law and legal processes associated with government procurement are explored. An overview of government procurement and acquisitions management is presented, with particular attention given to the legal framework in which these activities must take place. Students who have completed PROC 5890 may not enroll in this course.

SPSM 5450 Space Systems Contracting (3)
Students will be exposed to the major principles and concepts of the government contracting process, application of the Federal Acquisition Regulation (FAR), and integrating contracting activities into space systems acquisitions. Students will examine the acquisition strategy development and contract definition processes, and the roles of the program manager and contracting officer. Contract types and application are presented with emphasis on: requirements/capabilities development; the Request for Proposals (RFP) process; awards; protests; dispute resolution; risk; and government contracting agencies' roles and responsibilities. Contractors; use of the Bid and Proposal (B&P) process, along with socio-economic and domestic preference policies, will be explored.

SPSM 5700 Space Commanding Systems (3)
This course is recommended only for space systems engineering and technical management track students due to the technical content and hands-on nature. This course provides hands-on commanding of spacecraft systems using an industry standard COTS software product. Students will be exposed to establishing commands and receiving and reading telemetry from (simulated) satellites. Prerequisite: Students should have a programming course, minimum BASIC or C++, as well as completion of SPSM 5740 Space Systems Dynamics-Orbital Mechanics, prior to taking this course.

SPSM 5710 Space Communications Systems (3)
Students examine the technical aspects of satellite communication systems, including an extensive evaluation of space and ground segments. Topics include space communications design and performance analysis, design trade-offs, antenna design and performance, link equation, attenuation, modulation, jamming and anti-jamming techniques, encoding and decoding, access, error detection and correction, frequency hopping, and other access schemes. This course presents an in-depth analysis of current and future trends in satellite communication systems development and technologies such as Direct Broadcast and Global Cellular support. (Formerly SPOP 5710)

SPSM 5730 Space Operations Research (3)
Students examine modeling techniques that assist in the decision-making process of space operations. Linear, nonlinear, integer, and dynamic programming techniques applicable to space operations are among the deterministic mathematical methods explored. (Formerly SPOP 5730)

SPSM 5740 Space Systems Dynamics-Orbital Mechanics (3)
Students examine the basic application of orbital maneuvers, ground traces, ballistic trajectories, mathematics associated with the solution of the two-or three-body problem, satellite stability and attitude control, and boost/re-entry dynamics and attitude control. The theory of basic navigation guidance and control, the dynamics of interplanetary travel, and the effects of space debris are explored. (Formerly SPOP 5740)

SPSM 5750 Space Systems Engineering (3)
Students examine a wide range of engineering issues and consider factors that affect spacecraft design. Topics include human factors engineering, logistics support, long-duration low-Earth and deep space operations, design trade-offs, risk identification, and mitigation techniques. Use of tele-robotics and interactive virtual environmental support systems, computer-based modeling and simulation tools, and other current engineering considerations are studied. (Formerly SPOP 5750)

SPSM 5760 Space Bio-Astronautics (3)
Students examine the broad range of environmental stresses on the human element for short- and long-duration space travel, including psychological and physiological effects. Pressure, temperature, G-forces, and radiation are among the specific stresses considered. The capacity for extended space operation and human survivability, considerations that affect spacecraft and spacesuit designs, are studied. Consumables such as food, water, breathable air, and fuel are addressed with respect to manned space travel. (Formerly SPOP 5760)

SPSM 5770 Space Operations Management (3)
Students examine various operations issues such as launch facilities, SV design and development, ground control infrastructure, and end user support operations. Manning, technical support, outsourcing, and other issues impacting operations management are included. The International Space Station (ISS) is used as a potential course topic for examining large-scale low-Earth operations. Long-term projects such as lunar and Mars missions are potential projects for research.

SPSM 5800 GPS-Space Radio Navigation Systems (3)
This course focuses primarily on the Global Positioning System (GPS) and gives the student hands-on experience with a space-based radio navigation system. This course examines current and future GPS applications. Students will explore basic navigation, map coordinate systems, and then integrate this knowledge with the GPS satellite navigation system.

SPSM 5900 Space Commercialization (3)
Students examine 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, paeatops, and the assessment of business risks associated with new start-ups and competing terrestrial services is included. Included will be a review of the U.S. International Traffic in Arms Regulation (ITAR) and Export Administration Regulation (EAR) and the impact they have on U.S. space business competitiveness. Investments and incentives for
commercial development of new space business ventures, as well as legal issues with areas such as geostationary rights, international sovereignty and claim of rights of off-world resource ownership, limitations of World Radio Frequency allocations, and a broad spectrum of current trends in commercial space operations will be explored.

SPSM 5910 Space Systems Integration (3)
Students examine those processes that facilitate the design, development, integration, manufacture, deployment, sustainment, and disposal of space systems. The course identifies those criteria needed to reduce risks and ensure that performance integrity, compatibility, testing, and validation of functional and physical requirements are met.

SPSM 5930 Space Systems Law and Policy (3)
Students examine national and international efforts to establish space policies, laws, and treaties. The policy positions of the United States, as defined by presidential administrations, and other nations’ positions will be included. The development of future national space priorities and their impact on national and international space law and policy will be discussed. The workings of the UN Committee on Peaceful Uses of Outer Space (COPUOS) to establish international treaties, work legal aspects of outer space law through the complexity of interrelationships of those countries, companies and agencies involved with major space systems worldwide will be examined.

SPSM 5940 Space Decision Support Systems (3)
This course is designed toward the understanding and application of decision support systems and technology tools. The student will examine the various stages of DSS development and use in assisting the manager in making effective decisions relevant to space operations or planning activities. Decision-making processes appropriate for effective control, strategic planning, and management information systems, and the role that computers have in presenting complex data to decision makers are examined.

SPSM 5950 Space Systems Project Management (3)
Students examine those processes used by space system managers to plan, organize, coordinate, and direct the efforts of functional, staff, technical, and project groups in accomplishing the objectives of space system programs and projects.

SPSM 5990 Issues in Space Operations (3)
Current and significant issues in space operations are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs.

Capstone Course

SPSM 6000 Practical Research in Space Operations (3)
The student is expected to synthesize and integrate the learning experiences acquired in space operations and to evaluate current topics relative to this major. Prerequisite: successful completion of all required core courses in this major and declaration of the thesis option in accordance with the thesis policy (as applicable). Specific projects or delivery methods will include space-related technical and engineering areas of emphasis. Internships or practical research projects are considered appropriate applications of student research in conjunction with the completion of this course.
School of Business & Technology
Graduate Program

Master of Business Administration (MBA)

Program Description
The master of business administration (MBA) program provides training in business for students interested in understanding the working nature of business in a competitive environment. Courses in the MBA program integrate information and theories from various disciplines, including accounting, economics, finance, marketing, production operations, and strategic management. The objective of this program is to develop students into broadly educated business managers and executives who understand the nature of business as a whole, with the tools and techniques applicable to a wide variety of business situations.

The capstone for the MBA program gives students the chance to bring together all of the theories, skills, and tools studied during the program and integrate them into a learning experience that highlights the nature of competition and the kind of strategic maneuvering that must be done in order to succeed.

The degree requires satisfactory completion of 27 credit hours of the MBA curriculum and 9 credit hours of graduate electives for a total of 36 credit hours, or if an area of emphasis is selected for a total of no less than 48 credit hours. Students who require prerequisite courses may have to complete more than 36 or 48 credit hours to receive the MBA.

Business and management programs are ACBSP accredited.

Program Learning Outcomes
1. Webster University MBAs possess foundational knowledge in each of the primary functional areas of business.
2. Webster University MBAs can solve semi-structured business problems.
   - The MBA can utilize statistical analysis to assess product demand conditions.
   - The MBA can utilize financial analysis to assess an organization’s financial condition.
   - The MBA can utilize competitive analysis to assess market position.
3. The MBA can address unstructured business problems that span multiple functional areas.

The required courses in the MBA program are:
- MRKT 5000 Marketing
- MNGT 5590 Organizational Behavior
- FINC 5000 Finance
- FINC 5880 Advanced Corporate Finance
- BUSN 5760 Applied Business Statistics
- BUSN 6070 Management Accounting
- BUSN 6110 Operations and Project Management
- BUSN 6120 Managerial Economics
- BUSN 6200 Strategy and Competition

Prerequisites:
- BUSN 5000 Business
- BUSN 5600 Accounting Theory and Practice
- BUSN 5620 Current Economic Analysis

Note: Program prerequisites are to be completed before beginning coursework for the MBA for those students who have not completed prerequisite courses (or an appropriate equivalent) within five years of entering the program and having earned a grade of B or better.

If the appropriate prerequisite course content was completed more than five years prior to entering the program, the department will allow a waiver if the student demonstrates command of the content area by successfully completing a waiver examination. Prerequisite courses may not count as electives in the 36-credit-hour MBA.

General Requirements
The MBA degree-seeking student should consult the Admission, Enrollment, and Academic Policies sections under Academic Policies and Procedures for policies regarding application, admission, registration, and the academic policies of Webster University. Academic policies or exceptions to policies applicable to MBA students are noted under their respective general academic policies.

Areas of Emphasis
Requirements for an area of emphasis in the MBA program are identical to requirements for a major in the master of arts (MA) program. Areas of emphasis for the MBA degree are:
- Business and Organizational Security Management
- Decision Support Systems
- Environmental Management
- Finance
- Gerontology
- Human Resources Development
- Human Resources Management
- Information Technology Management
- International Business
- International Relations
- Management and Leadership
- Marketing
- Media Communications
- Procurement and Acquisitions Management
- Web Services

The student should consult the Locations and the MA and MBA Majors/Emphasis and Course Descriptions sections of this catalog for the locations where areas of emphasis are offered. Not all areas of emphasis are offered at every Webster University location.

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

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

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

Transfer credit may not be applied toward the sequential MBA, except as specified below.

These conditions apply to the student seeking the sequential MBA:
- The student must meet the core course requirements of the MBA.

If the student enrolled in any of the MBA core courses as electives in his or her MA program, 6 credit hours of those MA courses may be counted toward the 27 credit hours of MBA core courses, thus reducing the MBA core requirements to 21 credit hours. If more than 6 credit hours of the MBA core courses were taken in the MA program, the student must submit an application for a formal waiver that is granted by the department.

These conditions apply to the student seeking the sequential MBA:
- The student must meet the core course requirements of the MBA.

If the student enrolled in any of the MBA core courses as electives in his or her MA program, 6 credit hours of those MA courses may be counted toward the 27 credit hours of MBA core courses, thus reducing the MBA core requirements to 21 credit hours. If more than 6 credit hours of the MBA core courses were taken in the MA program, the student must submit an application for a formal waiver that is granted by the department.
program, then substitutions will have to be made for those courses in order to fulfill the 21 remaining credit hours required for the MBA degree.

- Advancement to Candidacy for Sequential MBA
- Sequential MBA degree-seeking students who received the MA or MS from Webster University will be advanced to candidacy with the initial registration.
- A student who received the master’s degree from another regionally accredited institution will be advanced to candidacy on approval of the master’s degree transcript.

Probation/Dismissal for Sequential MBA
1. A student who receives one grade of C is placed on probation.
2. A student who receives one grade of F or two grades of C is dismissed from the program.

Prerequisite 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 5600 Accounting Theory and Practice (3)
Students examine the accounting function and its role in modern business. Basic accounting theory and principles are examined, and some of the more important contemporary accounting developments are reviewed. Case studies are analyzed with an emphasis on situations from the students’ own work experiences. This course is designed for consumers as opposed to producers of accounting.

BUSN 5620 Current Economic Analysis (3)
Implications of current economic events are examined through the applications of economic theory. Emphasis is placed on acquiring the student with methods of economic analysis in the context of current economic issues.

MBA Course Descriptions

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

MNGT 5590 Organizational Behavior (3)
This course introduces students to many of the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

FINC 5000 Finance (3)
The student examines the general nature of financial management, the American financial system, taxes, and the major financial decisions of corporations. Specific attention is given to present value and capital budgeting; risk and asset pricing; financial analysis and forecasting; financial decisions and market efficiency; and capital structure. Problem-solving methodology is used to illustrate the theories and tools in financial decision-making. Prerequisites: BUSN 5600 and BUSN 5760. (BUSN 5200 cannot be substituted for FINC 5000.)

FINC 5880 Advanced Corporate Finance (3)
This advanced study of corporate financial analysis and planning includes capital budgeting, cost of funds, and capital structure and valuation. Selected topics that may be covered are leasing, mergers, takeovers, business failure, reorganization, and liquidation. A combination of problem-solving and case study methodologies is used to illustrate theories and techniques helpful in financial analysis and planning. Prerequisite: FINC 5000.

BUSN 5760 Applied Business Statistics (3)
The student examines the application of statistical analysis, hypothesis testing, and regression analysis in business decision making. The course should focus on the utilization of statistical methods as applied to business problems and operations.

BUSN 6050 Macroeconomic Analysis (3)
The course provides the consumer of macroeconomic news a conceptual foundation in macroeconomic theory. The goal is to prepare the manager/analyst to consume macroeconomic news and analysis and to draw independent conclusions. Prerequisite: BUSN 5620.

BUSN 6070 Management Accounting (3)
The student examines advanced topics in management accounting as these relate to management information needs for planning, control, and decision making. Topics include interpretation of standard cost variances; application of quantitative techniques; evaluation of divisional performance; activity-based costing; and the behavioral impact of accounting systems. Prerequisites: BUSN 5600 and BUSN 5760.

BUSN 6080 Business Information Systems (3)
The student examines information systems in business organizations. This course will develop the framework for an information system and explore how systems that support the business functions of the organization are integrated and aid the manager with decision-making responsibilities within the operational, tactical, and strategic hierarchy of the company. Underlying the examination of various organizational information systems will be an exploration of emerging technologies that drive these systems. This course provides the student with the skills necessary to effectively understand and use information technology and shows how information technology provides organizations with a strategic competitive advantage. Students who have completed MNGT 5540 may not take BUSN 6080.

BUSN 6100 Quantitative Business Analysis (3)
Students examine the techniques of optimum research allocation, emphasizing the application of the quantitative methods to practical problems. Topics covered include: optimum values, minimum and maximum values with and without constraints, queueing, linear models and techniques, and statistical methods. Emphasis is less on derivation than on application. Examples used for application come from all areas of business, manufacturing, and institutional experience.

BUSN 6110 Operations and Project Management (3)
This is a course that focuses on the major managerial issues in manufacturing and the tools that can be used to manage them. Special attention will be given to project management, including PERT, critical path scheduling, and time-cost models, in operations management and other business settings. The major operations management issues are quality management and control, capacity management, plant location, layout and design, production planning and scheduling, supply chain management, and inventory management. The analytical tools covered include queuing theory, statistical quality control, linear programming, and learning curves. Where appropriate, the use of operations management techniques in service and distribution organizations will be demonstrated. Prerequisite: BUSN 5760.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>BUSN 6120</td>
<td>Managerial Economics (3)</td>
<td>The student examines the application of microeconomic theory as applied to the managers’ responsibilities within the organization. This course should emphasize the quantitative and qualitative application of economic principles to business analysis. Prerequisites: BUSN 5620 and BUSN 5760.</td>
</tr>
<tr>
<td>BUSN 6140</td>
<td>Business Research Analysis (3)</td>
<td>The student examines the application of the tools and methods of research to management problems. The course focuses on the nature of research; the use of research in decision making; decision making; research concepts and methods for the collection, analysis, and interpretation of data from surveys, experiments, and observational studies; and the evaluation, use, and presentation of research findings.</td>
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<tr>
<td>BUSN 6150</td>
<td>Business Communications and Technology (3)</td>
<td>The student examines the methods, protocol, and appropriateness of various forms of communication for business decision making, which include written, oral, networking, teleconferencing, e-mail, and other modern methods of communication that are required in today’s business world. The course should include all types of communications the student needs to operate in the national and international aspects of business, including sales promotions and financial promotions, as well as computer networking within the business structure.</td>
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<td></td>
<td>Capstone Course:</td>
<td>BUSN 6200 Strategy and Competition (3)</td>
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<td>The student examines the conceptual and practical aspects of business policies and policy decision making by utilizing all the concepts, theories, and tools that were presented in the previous courses. The student should be able to analyze and recommend a comprehensive and workable approach to the situation. The course should cover current business issues and developments. Prerequisites: completion of all other required courses in the MBA.</td>
</tr>
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</table>
Program Description
This course of study builds a broad conceptual understanding of the health care industry, and develops specific, focused administrative skills that will help graduates guide health care organizations toward greater efficiency and effectiveness.

Business and management programs are ACBSP accredited.

Program Learning Outcomes
1. Graduates will explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of health care management.
2. Graduates will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories in the field of health care management when analyzing complex factual situations.
3. Graduates will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of health care management when developing solutions to multifaceted health care management problems in complex factual situations.

Program Curriculum
The 36 credit hours required for the master of health administration (MHA) or the 54 credit hours required for the master of business administration (MBA/MHA dual) degree must include the following courses:

HLTH 5000 Organization and Management in Health Administration
HLTH 5020 Organizational Planning and Change in Health Administration
HLTH 5040 Human Resources Management in Health Administration
HLTH 5050 Financial Management in Health Administration
HLTH 5070 Financial Analysis in Health Administration
HLTH 5100 Statistics for Health Administration
HLTH 5120 Issues in Health Policy
HLTH 5140 Health Administration Law
HLTH 6000 Integrated Studies in Health Administration

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

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

Dual Degree Option: MBA/MHA
The MBA/MHA dual degree option requires the completion of 54 credit hours consisting of the 9 required core courses (27 credit hours) in the Master of Health Administration (MHA) and the 9 required core courses (27 credit hours) in the Master of Business Administration (MBA), as listed in the respective sections of this catalog. Upon completion of the 54 credits, two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement. Dual degree students must take BUSN 5760 Applied Business Statistics, but they may substitute another relevant graduate course for the HLTH 5100 Statistics for Health Administration requirement. (They may also complete both statistics courses as an option.)

Course Descriptions
HLTH 5000 Organization and Management in Health Administration (3)
This course explores the many different methods of health care delivery, their respective financing, and the implications for managing in different types of health service organizations. Emphasis is placed on the role of the manager in directing and guiding these different types of health service organizations.

HLTH 5020 Organizational Planning and Change in Health Administration (3)
This course identifies the various ways of introducing change in organizations and larger organizational systems as adaptive responses to the external environment. Change efforts at the macro, meso, and micro levels of organization are considered. Particular attention is given to the leadership role in health organizations and health systems. Organizational responses to the issues of market changes, managed care, system consolidation and system integration are analyzed.

HLTH 5040 Health Resource Management in Health Administration (3)
This course examines the traditional concerns of human resources management within the health administration field. Particular attention is paid to compensation management, employee recruitment, employee retention, employment policies, and the legal environment of human resource management. The various employment arrangements and contracts of physicians, nurses, and allied health professionals are discussed.

HLTH 5050 Financial Management in Health Administration (3)
This course emphasizes the managerial aspects of health administration finance that managers need in order to interact with the financial and budgeting systems. The course offers a brief review of different types of accounting systems in health administration. The impact of third-party reimbursement policies are described, including managed care and prospective payment systems. Cost behavior and cost analysis are examined as part of these payment systems. Budget and internal control, including auditing concepts and techniques are introduced as management control techniques. Prerequisite: academic background in accounting or demonstration of satisfactory accounting skills.

HLTH 5070 Financial Analysis in Health Administration (3)
This course introduces students to managerial skills that underpin decision making for managers. The following financial methods are presented as decision models: forecasting, capital budgeting, and capital access. In addition, the managerial implications of long-term financial planning are considered, including capital investment decisions, equity and debt financing, and lease/purchase decisions. Prerequisite: HLTH 5050.

HLTH 5100 Statistics for Health Administration (3)
This course introduces the use of statistical analysis in health administration. The course emphasizes development of the basic methods and underlying concepts of statistics that are used in management decision making and health services research, which include: descriptive statistics, probability, sampling, hypothesis testing, forecasting methods, and non-parametric statistics. Statistical applications in epidemiology and health services research are presented.

HLTH 5120 Issues in Health Policy (3)
The student examines significant health care policy issues. Special emphasis is given to public policies with broad implications, such as Medicare, Medicaid, health insurance reform, and health systems costs. The process of policy decision making is explored, and methods and approaches for the study issues are considered. American health policy issues are placed in the international context by comparison with selected other health care systems.
Master of Health Administration (MHA)

HLTH 5140 Health Administration Law (3)
The course introduces the law and legal processes that affect health administration. The course presents an overview of legal principles concerned with torts, contracts, and liability in health administration, including the legal standing of individuals covered by various types of health administration. Legal elements of labor relations in the health care field and the legal obligations and malpractice law are discussed as they apply to health professionals.

Capstone Course
HLTH 6000 Integrated Studies in Health Administration (3)
This course requires that the student synthesize and integrate the knowledge gained through the health administration management curriculum. This may be accomplished by means of an overarching management construct, such as health administration strategy, health administration cases, or through analyzing the health administration literature, and delivering oral presentations or writing critical papers on this review.
Master of Public Administration (MPA)

Program Description
The MPA is designed to provide a developmental framework for those interested in leadership and management in the public service. It examines the public and non-profit sectors of society, with an analysis of management techniques and the leadership experience used in applying these techniques to public policy decision-making. The curriculum seeks to examine in depth the nature of public servants, the tools at their disposal, and various roles in public organizations.

Business and management programs are ACBSP accredited.

Program Learning Outcomes
1. Graduates will explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of public administration.
2. Graduates will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories in the field of public administration when analyzing complex factual situations.
3. Graduates will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of public administration when developing solutions to public administration multifaceted problems in complex factual situations.

Program Curriculum
The 36 credit hours required for the master of public administration (MPA) must include the following courses for a major in public administration:

- PADM 5000 Public Administration (Requisite Course)
- MNGT 5590 Organizational Behavior
- PADM 5820 Planning and Evaluation
- PADM 5830 Administrative Law and Processes
- PADM 5840 Budgetary Theory and Analysis
- PADM 5850 Research and Assessment in Public Administration
- PADM 5870 Public Personnel Management
- PADM 5890 Public Policy and Administration
- PADM 6000 Integrated Studies in Public Administration

In addition, the student chooses 9 credit hours of elective courses offered from the program curricula of other School of Business and Technology majors.

If the requisite course is waived, the student must choose an elective course from this major or from the program curriculum of another School of Business and Technology major.

Course Descriptions

- PADM 5000 Public Administration (3)
  This course is designed to foster in the student an understanding of the background and history of public administration as a discipline; to develop an understanding of organizational theory in both classical and contemporary approaches; and to examine the design of organizations and the environment of the political subsystems in which administrators function.

- MNGT 5590 Organizational Behavior (3)
  This course introduces students to many of the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

- PADM 5820 Planning and Evaluation (3)
  This course introduces students to the basic methods of inquiry utilized in organizational planning and evaluation. The application of these research techniques to the solution of organizational and policy problems is considered.

- PADM 5830 Administrative Law and Processes (3)
  The student examines the system of administrative law and in some instances uses specific case studies to indicate the development of this system. The influence of administrative law on the conduct of public operations is examined.

- PADM 5840 Budgetary Theory and Analysis (3)
  The student examines analytical approaches to governmental budgeting, which include PPBS, zero-base budgeting, and cost-benefit analysis. The political environment of the public budgeting process is analyzed.

- PADM 5850 Research and Assessment in Public Administration (3)
  This course introduces students to basic descriptive and inferential statistics, research principles, sampling designs, survey methodologies, and simple experimental and quasi-experimental designs. The course also introduces students to other assessment methods used by public administrators.

- PADM 5870 Public Personnel Management (3)
  This course focuses on the principles and practices of public personnel management. Approaches for motivating and evaluating personnel are explored. Individual and group behaviors under the systems of both civil service and public collective bargaining are considered. Methods of compensation for employees and managers are examined.

- PADM 5880 Issues in Public Administration (3)
  Current and significant issues in public administration are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs.

- PADM 5890 Public Policy and Administration (3)
  The student explores the interrelationships between political issues and the formation of public policy. Emphasis is given to both the development and implementation of public policy. Specific case studies provide examples of national as well as state and local policy making and include intergovernmental issues.

Capstone Course

- PADM 6000 Integrated Studies in Public Administration (3)
  The student is expected to synthesize and integrate the learning experiences acquired in public administration and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.
Mission Statement
The mission of the Doctor of Management program is to develop post-
master's competencies and capabilities in organizational development, 
leadership and applied research for a broad range of professionals.

*The Doctor of Management program is ACBSP accredited.*

Program Learning Outcomes
Students who complete the Doctor of Management program will be 
able to:
1. Create organizational solutions.
2. Plan, implement and manage organizational change processes.
3. Apply leadership models in the diverse global environment.
4. In the area of research:
   • Given a management problem, design and conduct a research 
     project using appropriate measurement tools.
   • Evaluate the quality and usefulness of research.
5. Explain both the theoretical basis and the applications of their knowledge.

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

The following are required courses in the DMgt program:

DMGT 7140 Statistical Analysis  
DMGT 7160 Quantitative Research Methods  
DMGT 7180 Qualitative Research Methods  
DMGT 7300 Management Systems Redesign  
DMGT 7330 Managing in the Global Marketplace  
DMGT 7350 Topics in Technology  
DMGT 7370 Topics in Leadership  
DMGT 7450 Strategic Management  
DMGT 7500 Leadership  
DMGT 7520 Organizational Development and Change  
DMGT 7750 Advanced Organizational Behavior  
DMGT 7900 Integrative Seminar  
DMGT 8000 Doctoral Project

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

Prerequisites for Admission
Application to the DMgt program requires documentation of the 
following:
1. A master's degree in a management-related field, such as business, 
economics, management, health management, or an MBA degree. 
   Students should have taken at least one master's level statistics 
   course.
2. superior academic ability at the graduate level;
3. a minimum of three years of management experience.

Admission
Applicants to the DMgt program are accepted annually. The applicant 
will submit the following credentials to the director of the DMgt pro-
gram:
1. A DMgt application form, including a statement summarizing how 
   the doctorate will advance the student's career goals and personal 
   objectives.
2. Official transcripts of all previous undergraduate and graduate 
coursework. These transcripts must be sent directly to the direct-
or of the DMgt degree program from the issuing institution. 
Webster University graduates must request that transcripts be sent 
directly to the director of the DMgt degree program. No "Issued to 
Student" transcripts will be accepted. An English translation must 
be included if the transcripts are from a foreign institution.
3. A current resume. A list of publications, monographs, and other 
   applicable works should be attached.
4. At least three letters of recommendation from faculty and/or associ-
ates.
5. A $125 nonrefundable application fee (waived for Webster 
   University graduates).

A student who has not completed at least one doctoral-level course at 
Webster University within one year from the date of admission must 
reapply for admission to the DMgt degree program. This student must 
be selected again by the admission committee before enrolling in a 
doctoral-level course.

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

International Student Admission
International applicants should consult the Admission for International 
Students section, listed under Academic Policies and Procedures, for cre-

dentials required to complete an application for admission. International 
students must be accepted by the University as well as accepted into the 
DMgt program.

Applicant Selection
After initial screening by the admission committee, a member of the 
committee will interview the qualified applicant and forward a recom-
modation to the full committee. The admission committee will review 
the applicant's credentials. Final action will determine either admission 
or nonadmission. The University's decision will be communicated in 
writing. Upon acceptance, a nonrefundable deposit of $150 is required.
Nonadmission: The applicant will be notified of nonadmission by the 
program director. Admission may be delayed because enrollment is lim-
ited.

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

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

Coursework that has been applied toward the completion of a degree 
and reading courses or courses completed by independent or directed 
study cannot be transferred into a DMgt program.
Doctor of Management (DMgt)

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

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

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

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

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

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

Advancement to Candidacy
The student is advanced to candidacy following the successful completion of the 12 classroom courses, including the Integrative Seminar, and after the faculty has approved the Doctoral Project proposal. Information on the format and requirements for the Doctoral Project is available in the doctoral student handbook, which can be obtained from the program director.

Degree Completion
Upon completion of a successful defense of the doctoral project, as reviewed by the student’s project committee, the committee will recommend to the Dean of the School of Business and Technology that the student be awarded the DMgt degree.

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

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

Course Descriptions
DMGT 7140 Statistical Analysis (3)
Introduces the student to topics in statistical analysis as a preparation for the research courses and their work on the doctoral project. The focus of topic consideration will be data analysis for research applications. Topics include: hypothesis testing and confidence intervals, correlation, simple linear regression, and multiple regression. As time permits, other discretionary topics may be included such as: path models, discriminate analysis, and structural equations modeling.

DMGT 7160 Quantitative Research Methods (3)
Introduces the student to the traditional research design and methodology approaches as they apply to organizational research. Topics include hypothesis formulation, research design, sampling methods, statistical methods, statistical and judgmental inference, and research reporting. Students will develop a research design proposal.

DMGT 7180 Qualitative Research Methods (3)
Introduces the student to qualitative methods and designs in the context of organizational research. Particular attention is given to the indications for qualitative methods and designs, such as research history of the topic and the nature of the topic. Students will be exposed to several models of qualitative methods and designs, including: case studies, qualitative software, and program evaluation. Students will be expected to develop a qualitative research design proposal.

DMGT 7300 Management Systems Redesign (3)
Features a seminar exploration of conceptual frameworks for understanding the redesign of management systems. Students begin with the concept of bureaucracy and follow the evolution of design perspectives with special emphasis on the paradigm developed by Lawrence and Lorsch. Alternative conceptual frameworks are discussed, and contemporary experiments with boundaryless organizations, teams, lateral organizations, and re-engineering are explored. The seminar concludes with a review of leadership in organizational decision making.

DMGT 7330 Managing in the Global Marketplace (3)
Explores global issues confronting the twenty-first century manager. Topics included are: impact of culture on management of the global organization, commercial implications of the new regionalism, product and services marketing in the global marketplace, and countertrade.

DMGT 7350 Topics in Technology (3)
Examines the principles of managing technology. Students review the skills necessary to manage technology and review emerging technologies destined to dominate markets of the twenty-first century. The international dimensions of technology management receive special emphasis.

DMGT 7370 Topics in Leadership (1-3)
Features rotating topics that emphasize various elements of managerial leadership and organizational change. The seminars may be offered as 3-credit-hour courses, or as 1-credit-hour courses.

DMGT 7450 Strategic Management (3)
Examines from the viewpoint of the general manager how companies create and sustain competitive advantage. This involves an understanding of both external factors - industry structure and rivalry - and internal factors of the firm, and how these factors influence strategic responses. Both process and leadership elements of strategy are discussed. The students analyze cases and empirical research to help prepare for their own research projects.
Doctor of Management (DMgt)

DMGT 7500 Leadership (3)
Traces the evolution of leadership thought. Primary focus is given to the contingency theories of leadership to provide students with an understanding of the roles of leader and follower in a contextual situation. Students also explore transformational, charismatic, and visionary leadership.

DMGT 7520 Organizational Development and Change (3)
Provides an overview of organizational development with an emphasis on planned change. Students explore major interventions: human process, technostructure, human resource management, and strategic. Organizational development interventions are evaluated with special emphasis on modifications for international settings.

DMGT 7750 Advanced Organizational Behavior (3)
This course presents individual and group processes involved in organizational relationships. It deals with motivation, attitudes, learning theory, group and team behavior, group conflict and conflict resolution, stress, communication, leadership, and job design and satisfaction.

DMGT 7900 Integrative Seminar (3)
Employing critical thinking, students will synthesize concepts and models from their different core courses as a basis for managerial interventions and problem-solving. This seminar will employ in-depth discussion of articles, cases, and student research papers, and serve as a bridge to the methodology courses.

Note: A student must complete this course with a grade of B or better to advance to the methodology courses.

DMGT 8000 Doctoral Project (9)
The student completes the doctoral research project, which demonstrates the student’s ability to design and conduct research on a management or organizational problem. Emphasizes a problem-solving approach to a business or management problem. Prerequisites: completion of all other doctoral courses and approval by the director of the doctoral program.
Debra Carpenter, dean  
Degrees Offered: B.A., M.A.  
Undergraduate Departments (2): Communications and Journalism; Electronic and Photographic Media  
Graduate Department: Media Communications

**Mission Statement**

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

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

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

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

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

The School of Communications offers Master of Arts degrees in five areas. They are:

- Advertising and Marketing Communications
- Communications Management
- Media Communications
- Media Literacy
- Public Relations

The M.A in Communications Management and the M.A. in Public Relations are available online. For more information, please visit online.webster.edu.

**Special Study Opportunities**

Master of Business Administration (M.B.A.) students may elect an area of emphasis in media communications. Students are required to complete the program curriculum for the emphasis in media communications and the degree requirements for the M.B.A. for a total of no less than 48 credit hours. Students who require prerequisite courses may have to complete more than the 48 credit hours to receive the M.B.A. with an emphasis in media communications.
Program Description
The Master of Arts (MA) degree in advertising and marketing communications is intended for students who have both an interest and background in advertising and marketing communications. This degree provides additional theory and application for students who want to advance in their careers. The MA degree in advertising and marketing communications is a specialized concentration available to individuals who qualify for the program.

Qualifications include an educational background or minimum of three years professional experience in this area. Students without educational background or experience in advertising and marketing communications are required to enroll in 6 credit hours of prerequisite coursework. The selection of prerequisites will be determined through consultation with an academic advisor.

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

This degree is not intended to be production-oriented and therefore, students interested in developing a creative portfolio may wish to consider undergraduate coursework in advertising.

Prerequisite Courses
A student must have completed a minimum of 6 hours from the following undergraduate courses (or their equivalents). These required courses must be listed on an official transcript.

ADVT 1940 Introduction to Marketing Communications
ADVT 2550 Creative Strategies
ADVT 2910 Writing for Advertising
ADVT 4040 Advertising Production
ADVT 4910 Advertising Research
MNGT 3500 Marketing
MNGT 3510 Advertising
MNGT 4570 Marketing Research

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

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

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

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

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

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

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

ADVT 4190 Advertising Research
ADVT 4200 Media Planning, Buying, and Selling
ADVT 4910 Advertising Campaign Production
ADVT 5301 Marketing Communications: Sales Promotion
ADVT 5302 Marketing Communications: Product Publicity
ADVT 5303 Marketing Communications: Merchandising and Point-of-Purchase
ADVT 5304 Marketing Communications: Direct & Internet
ADVT 5305 Marketing Communications: Business-to-Business
ADVT 5341 Writing for Advertising
ADVT 5440 Media Buying and Market Analysis
ADVT 5501 Creative Planning and Strategy
ADVT 5502 Multinational Advertising
MEDC 5010 Introduction to Graduate Studies: Advanced Thinking and Writing
MEDC 5300 Strategic Communications
MEDC 5360 International Communications
MEDC 5430 Media Communications Technology
MEDC 5460 Media Research
MEDC 5500 Professional Seminars
MEDC 5550 Topics In Media Communications
MEDC 5600 Introduction to Interactive Communications
MEDC 5650 Special Topics in Interactive Media
MRKT 5000 Marketing
MRKT 5950 Consumer Behavior
PBRL 5322 Public Relations
PBRL 5323 Organizational Communications
Course Descriptions

ADVT 4190 Advertising Research (3)
Students learn the fundamentals of advertising research and basic ad research theory, putting it into practice by undertaking an actual research project. They learn the roles and subject matter of ad research including secondary sources and syndicated services. They also learn to conduct both qualitative and quantitative primary research, including planning, designing, sampling, data processing, analyzing, and reporting for an actual ad case study. Prerequisite: MNGT 3510.

ADVT 4200 Media Planning, Buying, and Selling (3)
Students learn the role of media planning and buying to help fulfill marketing objectives. Students learn the components of a professional media plan for target reach; how media buying techniques differ by target audience; and how the media sales process works. The course emphasizes the media's role in the advertising process and the media's influence on current techniques used by advertising agency media departments representing consumer and business clients with national, regional, and local needs. Students prepare a professional media plan utilizing the principles and practices mastered throughout the coursework. Prerequisite: MNGT 3510.

ADVT 5301 Marketing Communications: Sales Promotion (3)
This course explores the full range of trade and consumer sales promotion activities and studies the application of these techniques in today's marketplace. Emphasis is placed on the comprehensive understanding of hands-on applications and the creation of a sales promotion mix for a specific product situation. Prerequisite: MRKT 5940 Promotional Management.

ADVT 5302 Marketing Communications: Product Publicity (3)
This course examines the creation and execution of communication plans designed to gain favorable product publicity leading to sales. Creative, planning, and execution techniques are studied, as well as the use of appropriate communication tools such as special events, sponsorships, endorsements, online services, direct mail, telemarketing, and news releases. Prerequisite: MRKT 5940 Promotional Management.

ADVT 5303 Marketing Communications: Merchandising and Point-of-Purchase (3)
This course examines the function of retail merchandising activities in relation to the marketing mix. Emphasis is placed on identifying the various forms and functions of retail merchandising. Students will analyze the relative effectiveness of merchandising activities in relation to the product or service the activity supports. Prerequisite: MRKT 5940 Promotional Management.

ADVT 5304 Marketing Communications: Direct and Internet (3)
Students are introduced to the theories and techniques employed in direct-response marketing communications, including development, execution, and analysis of a direct campaign and exposure to related traditional media such as print, broadcast, catalog, and telemarketing. The course also explores the role of new media, such as the Internet, in interactive marketing communications. Prerequisite: MRKT 5940 Promotional Management.

ADVT 5305 Marketing Communications: Business-to-Business (3)
This course examines marketing communications theories and practices for business-to-business products and services in contrast to consumer products and services, particularly packaged goods. Topics include market analysis, target identification, planning, and budgeting for communications with customers, suppliers, and intermediaries. Prerequisite: MRKT 5940 Promotional Management.

ADVT 5321 Advertising Decision-Making (3)
This course examines case studies that cover decision making in all aspects of advertising management: target and audience identification, strategic planning, objective-setting, creative strategy, media planning, budgeting, research, and agency/client relationships. Prerequisites: a minimum of 6 credit hours of undergraduate coursework in advertising theory and MRKT 5940 Promotional Management.

ADVT 5341 Writing for Advertising (3)
This course examines alternative creative strategies used to solve specific advertising problems, develops strategies for particular situations, and brainstorms creative concepts. The student adapts writing styles to specific advertising situations, product categories, and media. Prerequisite: MEDC 5000 Media Communications and ADVT 5321 Advertising Decision-Making.

ADVT 5440 Media Buying and Market Analysis (3)
This course focuses on the use of qualitative and quantitative research methods used to determine which media are best suited for purchase in an advertising campaign. Market research is combined with print and electronic media analysis using mathematical models and syndicated resources. Topics included are ratings for electronic media, circulation of print media, and techniques for evaluating inter-media plans as part of marketing and advertising strategies. Prerequisite: ADVT 5321 Advertising Decision-Making.

ADVT 5501 Creative Planning and Strategy (3)
This course emphasizes the importance of critical thinking in the planning and development of message strategy for advertising and other marketing communications tools. Class discussions explore the decision-making process and development of criteria for evaluation of alternative message strategies. Emphasis is also placed on the relationship between strategy and tactics. Students must be prepared to present and defend their positions. Prerequisites: MEDC 5000 Media Communications and ADVT 5321 Advertising Decision-Making.

ADVT 5502 Multinational Advertising (3)
This course focuses on the major components in the process of developing multinational advertising programs/campaigns, including client-agency structure, audience identification and segmentation, objective-setting, media strategy, creative strategy, research, and budgeting. Each of these steps must be considered within the context of different cultural, political, and legal environments. Prerequisite: ADVT 5321 Advertising Decision-Making.

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

MRKT 5940 Promotional Management (3)
Students examine the use of all available promotional vehicles to communicate to potential customers the messages that support the objectives of the marketing plan. Each of the four elements of the promotion mix is covered: advertising, publicity, sales promotion, and personal selling. Specific focus is applied to building differentiated value perceptions in the customers in relation to competitors’ products. Students who intend to take MRKT 5950 as an elective should take it before MRKT 5940. Prerequisite: MRKT 5000.

MRKT 5950 Consumer Behavior (3)
The course includes an analysis of consumer motivation, buyer behavior and perceptions, market adjustment, and product innovation relative to current theories of consumer market behavior and product reactions. Communication vehicles necessary to target specific marketing strategies
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to address unique consumer buying behavior traits are an integral part of this course. Prerequisite: MRKT 5000.

MEDC 5000 Media Communications (3)
Students examine communications theory and its application to mass media. Consideration is given to the distinctive characteristics of each of the major mass communications systems, including print, radio, film, television, and interactive media. The course introduces students to the graduate program and describes program expectations as well as introduces research methodologies used throughout the program and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications. Prerequisite: Students should have an educational background or professional experience in media communications, or they must enroll in 6 credit hours of additional preparatory undergraduate coursework, as determined by an academic advisor.

MEDC 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 5300 Strategic Communications (3)
This course is taught from a top-management perspective regarding the strategic role of communications, and the communications manager, in achieving the company mission and measurable bottom-line results. It introduces students to an integrated approach to managing all communications functions, including all direct and indirect communications requirements for both internal and external audiences and intermediaries, such as customers, suppliers, distributors, employees, shareholders, competitors, politicians, analysts, journalists and lobbyists. It encompasses the functional areas of marketing communications, organizational communications, media relations, investor relations, government relations and corporate branding. Prerequisite: MEDC 5000 Media Communications.

MEDC 5310 Media and Culture (3)
This course examines the mass media as it reflects and influences the attitudes, values, behaviors, myths, and preoccupations that define a given culture. The course considers the functions of mass media in society and the effect on the individual. Prerequisite: MEDC 5000 Media Communications.

MEDC 5350 Media Organization and Regulations (3)
The student examines the legal structure of the media communications industry. The course focuses on the formation, rationale, and implications of policies that form the basis of media law and regulation. Prerequisite: MEDC 5000 Media Communications.

MEDC 5360 International Communications (3)
This course focuses on the history, issues, and future of international communications. The class considers individual media systems, including different understandings of the role of the media, freedom of press and information in different areas of the world, parity between distribution of news and the shaping of the public mind, international stereotyping, and international propaganda. The course also examines the relationship between national and global media systems and the role of international communications in the development of the new world order. Prerequisite: MEDC 5000 Media Communications.

MEDC 5400 Media Production Management (3)
This course exposes the student to the principles of management, planning, and execution of media-oriented activities and events. The student examines the role and functions of the producer of media-oriented projects: pre-production organization and research; proposal writing; scheduling; budgeting; and staff, crew, and talent coordination. Prerequisite: MEDC 5000 Media Communications.

MEDC 5430 Media Communications Technology (3)
The student explores new technologies in mass communications and the choices that these technologies present in the area of media communications. Course content focuses on the impact of computer technology, artificial intelligence, and wireless technology on business and government and the increasing reliance on the management and communication of information. Future applications, active media technology, E-commerce and Web services, and Web-based social networks are also considered. Prerequisite: MEDC 5000 Media Communications.

MEDC 5460 Media Research (3)
This course introduces students to the major research methodologies, communication theories, and topics of study within media research. Theories, models, and methods are applied toward the development of research projects. Students discuss and examine qualitative and quantitative methods of media research employed by various aspects of the media. Prerequisite: MEDC 5000 Media Communications. MEDC 5310 Media and Culture 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 of their academic advisor.

MEDC 5550 Topics in Media Communications (3)
This course offers a variety of topics to address emerging theories, practices, and applications in the field of communications. Topics are timely and of interest to professionals currently working in or pursuing media-related careers. Classes may focus on such topics as campaign strategy and political power; video and media literacy; ethical issues in the media; account planning for advertising; applications for podcasting and blogs; creating cultural change through organizational communications; etc. Prerequisite may vary with the topic. May be repeated once for credit if content differs and is appropriate for student's course of study.

MEDC 5600 Introduction to Interactive Communications (3)
A practical introduction to interactive media, this course addresses concept, design and production strategies, technical aspects of production and publication, and practical applications of interactive media in educational, commercial, and public environments. Students create flowcharts, treatments, and scripts, and publish their final project as a design document. Prerequisite: MEDC 5000 Media Communications.

MEDC 5650 Special Topics in Interactive Media (3)
This course addresses current and significant issues in interactive media and interactive communications. The course focuses on existing theories and practices, with emphasis on new and emerging topics and technologies in this field. The course topics could include computer-based training, games and entertainment, journalism on the Internet, and interactive narrative writing. Prerequisites: MEDC 5000 Media Communications and MEDC 5600 Introduction to Interactive Communications recommended. Can be repeated once for credit if content differs.
MEDC 6000 Seminar in Media Communications (3)
In this course, students synthesize and integrate the learning experiences acquired in all previous media communications courses and research current topics relative to production of a thesis document. Also, current topics in media communications are shared in a seminar setting. Techniques used to accomplish these goals may vary. Prerequisite: Completion of all other graduate courses in program. This should be the last course taken before graduation. Any exceptions must be approved prior to registration by submitting a program option request to be signed by the Director of Graduate Studies and the Dean of the School of Communications.

PBRL 5322 Public Relations (3)
This course integrates communications strategy with organizational mission statements, demonstrates stakeholder and issues management techniques, and considers ethical dilemmas in public relations situations. Public relations cases are examined in order to learn effective strategic and tactical answers to public-perception problems and opportunities. Prerequisite: MEDC 5000 Media Communications and 6 hours of undergraduate coursework in public relations.

PBRL 5323 Organizational Communications (3)
This course considers the relationship of organizational mission, employee values, organizational cultures, and motivation. Both formal and informal communication networks are studied as they pertain to appropriate use of media to communicate with employees or volunteers. Students examine case studies showing proactive employee information efforts. Prerequisite: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.
Communications Management

Program Description

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

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

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

Student Learning Outcomes

Successful graduates of this program will be able to:

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

Program Curriculum

This degree offers students the opportunity to earn a master's degree in communications while having the flexibility to choose emphasis courses from various business and management disciplines. This degree is also available online. Online courses require excellent organizational skills, self-direction, and motivation to master the challenges of the learning environment. MEDC 5000 Media Communications is the requisite course in the communications management program.

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

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

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

Core Courses (21 credit hours)

- MEDC 5000 Media Communications (Requisite Course)
- MEDC 5300 Strategic Communications
- MEDC 5310 Media and Culture
- PBRL 5323 Organizational Communications
- MEDC 5350 Media Organization and Regulations
- MEDC 5400 Media Production Management
- MEDC 6000 Seminar in Media Communications

Emphasis Courses

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

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

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 5680 Issues in Business: Project Management (3)

This course examines the managerial perspective to project management in relation to Information Systems. The principal focus is on using the project cycle as a guideline to achieve goals (cost, schedule and performance) through project organization that would only be achieved with the greatest difficulty using traditional ways. Several tools and techniques to effective project management will be discussed, such as MS Project, Gantt charts, diagrams, cost as an independent variable, systems integration, teambuilding, work breakdown structures. The Information Systems of acquisition process and negotiation strategies along with conflict resolution will be introduced. Conflict resolution will be applied to the negotiation process and the teaming environment. Particular emphasis will be placed on the importance of planning throughout the life cycle of the project. Prerequisite: There are no formal prerequisites for this course. However, it is assumed the student has adequate writing, mathematical and analytical skills.

HRDV 5680 Ethics, Values, and Legal Issues in Human Resources Development (3)

This course introduces the student to the various theories concerning values and human acquisition of values. Students explore personal value systems and how these systems influence their behavior and the behavior of others. Students examine ethical standards that can relate to human resources development and how these standards can affect actual workplace situations. This course investigates selected legal issues and situations that relate to the practice of human resources development.

HRMG 5000 Managing Human Resources (3)

This course is a comprehensive view of personnel policy development with emphasis on the interdependence of personnel and operating
functions. Students analyze personnel functions of recruitment, development, training, compensation, integration into the workforce, and maintenance of personnel for the purpose of contributing to organizational, societal, and individual goals.

INTB 5000 International Business (3)
The student is introduced to the language and terminology of international business and major international political and economic policies that affect modern international businesses. Special attention is given to fundamental concepts of international finance, accounting, law, management, and marketing.

INTB 5650 International Business Management (3)
Course content focuses on the development of management skills related to multinational business. Students examine the issues of operating in a foreign country or across national boundaries and how management theory and practice in an international setting differ from those in the United States.

MNGT 5000 Management (3)
In this course, the student is introduced to the basic concepts of management and organizations. Primary emphasis is given to three primary functions: planning, organizing, and controlling. Additional topics include: organization theory, the global environment, ethics, and decision making.

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.

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

MEDC 5000 Media Communications (3)
Students examine communications theory and its application to mass media. Consideration is given to the distinctive characteristics of each of the major mass communications systems, including print, radio, film, television, and interactive media. The course introduces students to the graduate program and describes program expectations as well as introduces research methodologies used throughout the program and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications. Prerequisite: Students should have an educational background or professional experience in media communications, or they must enroll in 6 credit hours of additional preparatory undergraduate coursework, as determined by an academic advisor.

MEDC 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 5300 Strategic Communications (3)
This course is taught from a top-management perspective regarding the strategic role of communications, and the communications manager, in achieving the company mission and measurable bottom-line results. It introduces students to an integrated approach to managing all communications functions, including all direct and indirect communications requirements for both internal and external audiences and intermediaries, such as customers, suppliers, distributors, employees, shareholders, competitors, politicians, analysts, journalists, and lobbyists. It encompasses the functional areas of marketing communications, organizational communications, media relations, investor relations, government relations and corporate branding. Prerequisite: MEDC 5000 Media Communications.

MEDC 5310 Media and Culture (3)
This course examines the mass media as it reflects and influences the attitudes, values, behaviors, myths, and preoccupations that define a given culture. The course considers the functions of mass media in society and the effect on the individual. Prerequisite: MEDC 5000 Media Communications.

MEDC 5350 Media Organization and Regulations (3)
The student examines the legal structure of the media communications industry. The course focuses on the formation, rationale, and implications of policies that form the basis of media law and regulation. Prerequisite: MEDC 5000 Media Communications.

MEDC 5360 International Communications (3)
This course focuses on the history, issues, and future of international communications. The class considers individual media systems, including different understandings of the role of the media, freedom of press and information in different areas of the world, parity between distribution of news and the shaping of the public mind, international stereotyping, and international propaganda. The course also examines the relationship between national and global media systems and the role of international communications in the development of the new world order. Prerequisite: MEDC 5000 Media Communications.

MEDC 5400 Media Production Management (3)
This course exposes the student to the principles of management, planning, and execution of media-oriented activities and events. The student examines the role and functions of the producer of media-oriented projects: pre-production organization and research; proposal writing; scheduling; budgeting; and staff, crew, and talent coordination. Prerequisite: MEDC 5000 Media Communications.

MEDC 5430 Media Communications Technology (3)
The student explores new technologies in mass communications and the choices that these technologies present in the area of media communications. Course content focuses on the impact of computer technology, artificial intelligence, and wireless technology on business and government and the increasing reliance on the management and communication of information. Future applications, active media technology, E-commerce and Web services, and Web-based social networks are also considered. Prerequisite: MEDC 5000 Media Communications.

MEDC 5460 Media Research (3)
This course introduces students to the major research methodologies, communication theories, and topics of study within media research. Theories, models, and methods are applied toward the development of research projects. Students discuss and examine qualitative and quantitative methods of media research employed by various aspects of the media. Prerequisite: MEDC 5000 Media Communications. MEDC 5310 Media and Culture 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
differ. 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 of their academic advisor.

**MEDC 5550 Topics in Media Communications (3)**
This course offers a variety of topics to address emerging theories, practices, and applications in the field of communications. Topics are timely and of interest to professionals currently working in or pursuing media-related careers. Classes may focus on such topics as campaign strategy and political power; video and media literacy; ethical issues in the media; account planning for advertising; applications for podcasting and blogs; creating cultural change through organizational communications; etc. Prerequisite may vary with the topic. May be repeated once for credit if content differs and is appropriate for student's course of study.

**MEDC 5600 Introduction to Interactive Communications (3)**
A practical introduction to interactive media, this course addresses concepts, design and production strategies, technical aspects of production and publication, and practical applications of interactive media in educational, commercial, and public environments. Students create flowcharts, treatments, and scripts, and publish their final project as a design document. Prerequisite: MEDC 5000 Media Communications.

**MEDC 5650 Special Topics in Interactive Media (3)**
This course addresses current and significant issues in interactive media and interactive communications. The course focuses on existing theories and practices, with emphasis on new and emerging topics and technologies in this field. The course topics could include computer-based training, games and entertainment, journalism on the Internet, and interactive narrative writing. Prerequisites: MEDC 5000 Media Communications and MEDC 5600 Introduction to Interactive Communications recommended. Can be repeated once for credit if content differs.

**MEDC 6000 Seminar in Media Communications (3)**
In this course, students synthesize and integrate the learning experiences acquired in all previous media communications courses and research current topics relative to production of a thesis document. Also, current topics in media communications are shared in a seminar setting. Techniques used to accomplish these goals may vary. Prerequisite: Completion of all other graduate courses in program. This course is not open to students with credit for PBRL 5465 Crisis Management Communications.

**PBRL 4190 Public Relations Research (3)**
Students learn the basic concepts of public relations research using the Internet for instruction and assignment. Students learn how to gather and apply data to public relations program design and evaluation. The course presents primary and secondary data collection methods used in PR research, as well as basic statistical concepts for data analysis. Students also learn to interpret, to report, and to apply findings to specific public relations cases and situations. Prerequisite: PBRL 2100.

**PBRL 5322 Public Relations (3)**
This course integrates communications strategy with organizational mission statements, demonstrates stakeholder and issues management techniques, and considers ethical dilemmas in public relations situations. Public relations cases are examined in order to learn effective strategic and tactical answers to public-perception problems and opportunities. Prerequisite: MEDC 5000 Media Communications and 6 hours of undergraduate coursework in public relations.

**PBRL 5323 Organizational Communications (3)**
This course considers the relationship of organizational mission, employee values, organizational cultures, and motivation. Both formal and informal communication networks are studied as they pertain to appropriate use of media to communicate with employees or volunteers. Students examine case studies showing proactive employee information efforts. Prerequisite: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**PBRL 5451 Communication Strategies for Investors and Financial Stakeholders (3)**
This course addresses the specific communication requirements of the financial stakeholder audience, including discussion of legal communication requirements, annual reports, annual meetings, analyst meetings, analyst information programs, and shareowner communications. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**PBRL 5452 Communication Strategies for Public Affairs and Government Relations (3)**
This course focuses on managing public relations strategies and tactics used in conducting public affairs, lobbying efforts, political campaigning, and government public information functions. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**PBRL 5453 Communication Strategies for Nonprofit Organizations (3)**
This course addresses the specific public relations strategies needed to effectively manage the communications function within the nonprofit sector of organizations. The challenges of meeting the communication needs of volunteers and donors will be addressed as well as fundraising communication techniques. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**PBRL 5465 Crisis Management Communications (3)**
A specialized function of the public relations practice is the management of crisis communications. Students in this course study the relationship of the organization and its culture to the external environment in times of crisis. Risk assessment, preparation of a crisis plan, and use of appropriate media in addressing crisis communication needs are studied. Prerequisites: MEDC 5000 Media Communication and PBRL 5322 Public Relations or PBRL 4800 Media Relations.

**PBRL 5550 Topics in Media Communications (3)**
This course offers a variety of topics to address emerging theories, practices, and applications in the field of communications. Topics are timely and of interest to professionals currently working in or pursuing media-related careers. Classes may focus on such topics as campaign strategy and political power; video and media literacy; ethical issues in the media; account planning for advertising; applications for podcasting and blogs; creating cultural change through organizational communications; etc. Prerequisite may vary with the topic. May be repeated once for credit if content differs and is appropriate for student's course of study.

**MEDC 5600 Introduction to Interactive Communications (3)**
A practical introduction to interactive media, this course addresses concept, design and production strategies, technical aspects of production and publication, and practical applications of interactive media in educational, commercial, and public environments. Students create flowcharts, treatments, and scripts, and publish their final project as a design document. Prerequisite: MEDC 5000 Media Communications.

**MEDC 5650 Special Topics in Interactive Media (3)**
This course addresses current and significant issues in interactive media and interactive communications. The course focuses on existing theories and practices, with emphasis on new and emerging topics and technologies in this field. The course topics could include computer-based training, games and entertainment, journalism on the Internet, and interactive narrative writing. Prerequisites: MEDC 5000 Media Communications and MEDC 5600 Introduction to Interactive Communications recommended. Can be repeated once for credit if content differs.

**MEDC 6000 Seminar in Media Communications (3)**
In this course, students synthesize and integrate the learning experiences acquired in all previous media communications courses and research current topics relative to production of a thesis document. Also, current topics in media communications are shared in a seminar setting. Techniques used to accomplish these goals may vary. Prerequisite: Completion of all other graduate courses in program. This course is not open to students with credit for PBRL 5465 Crisis Management Communications.

**PBRL 4190 Public Relations Research (3)**
Students learn the basic concepts of public relations research using the Internet for instruction and assignment. Students learn how to gather and apply data to public relations program design and evaluation. The course presents primary and secondary data collection methods used in PR research, as well as basic statistical concepts for data analysis. Students also learn to interpret, to report, and to apply findings to specific public relations cases and situations. Prerequisite: PBRL 2100.

**PBRL 5322 Public Relations (3)**
This course integrates communications strategy with organizational mission statements, demonstrates stakeholder and issues management techniques, and considers ethical dilemmas in public relations situations. Public relations cases are examined in order to learn effective strategic and tactical answers to public-perception problems and opportunities. Prerequisite: MEDC 5000 Media Communications and 6 hours of undergraduate coursework in public relations.

**PBRL 5323 Organizational Communications (3)**
This course considers the relationship of organizational mission, employee values, organizational cultures, and motivation. Both formal and informal communication networks are studied as they pertain to appropriate use of media to communicate with employees or volunteers. Students examine case studies showing proactive employee information efforts. Prerequisite: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**PBRL 5451 Communication Strategies for Investors and Financial Stakeholders (3)**
This course addresses the specific communication requirements of the financial stakeholder audience, including discussion of legal communication requirements, annual reports, annual meetings, analyst meetings, analyst information programs, and shareowner communications. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**PBRL 5452 Communication Strategies for Public Affairs and Government Relations (3)**
This course focuses on managing public relations strategies and tactics used in conducting public affairs, lobbying efforts, political campaigning, and government public information functions. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**PBRL 5453 Communication Strategies for Nonprofit Organizations (3)**
This course addresses the specific public relations strategies needed to effectively manage the communications function within the nonprofit sector of organizations. The challenges of meeting the communication needs of volunteers and donors will be addressed as well as fundraising communication techniques. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**PBRL 5465 Crisis Management Communications (3)**
A specialized function of the public relations practice is the management of crisis communications. Students in this course study the relationship of the organization and its culture to the external environment in times of crisis. Risk assessment, preparation of a crisis plan, and use of appropriate media in addressing crisis communication needs are studied. Prerequisites: MEDC 5000 Media Communication and PBRL 5322 Public Relations or PBRL 4800 Media Relations.
Program Description
The Master of Arts (MA) degree in media communications is for students who have both an interest and background in communications. The MA in media communications is a specialized concentration available to individuals who qualify for the program. Qualifications include an educational background in their intended area of graduate communications study or professional experience in their area of interest. Students without educational background or experience in the communications field are required to enroll in 6 credit hours of prerequisite coursework.

The selection of prerequisites will depend on the student’s area of academic interest in communications and will be determined through consultation with an academic advisor. Students must earn a grade of “B” or better in the prerequisite courses before they will be allowed to enroll in graduate courses. The prerequisite courses do not count toward the 36 credit hours required for the degree, nor will they be considered as part of the credit hours required for advancement to candidacy.

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

• Understand the breadth of media communications;
• Use multiple perspectives to examine media;
• Examine media in multiple contexts: cultural, economic, political, etc.;
• Look at media as product, process and commentary;
• Apply research strategies to analyze media;
• Apply qualitative and quantitative research methodologies

Program Curriculum
The 36 credit hours required for the MA in media communications degree must include the following courses (21 credit hours):

MEDC 5000 Media Communications (Requisite Course)
MEDC 5310 Media and Culture
MEDC 5350 Media Organization and Regulations
MEDC 5360 International Communications
MEDC 5400 Media Production Management
MEDC 6000 Seminar in Media Communications
MEDC Elective--One additional core course from MEDC electives, as determined through consultation with an academic advisor

In addition to the seven core courses, the student can choose elective courses offered in the other School of Communications majors. Courses from program curricula outside the School of Communications may be considered, if appropriate and approved in advance using a program option request form. Students taking courses that are a part of their approved curriculum and that are from outside the School of Communications should verify prerequisities with the appropriate school or college.

MEDC 5000 Media Communications is the requisite course in the media communications program. It examines communications theory and its application to mass media, as well as introduces students to the graduate program, describes program expectations, and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications. The required courses and electives listed may be taken as Directed Studies, subject to the conditions stated in the Directed Studies section listed under Academic Policies and Procedures and approved by the Director of Graduate Studies.

Course Descriptions

JOUR 4200 Teaching Scholastic Publications (3)
This course provides an overview of teaching beginning journalism and advising high school publications. Topics discussed include: press rights and responsibilities; gathering, reporting, and editing the news; photo and electronic journalism; mass media and society; design techniques; management and business skills necessary for advising publications; and evaluation techniques necessary for grading students involved in school publications. Students learn how to write lesson plans for daily use in their journalism classes, and each student is required to submit a lesson plan including activities, and tests and projects on teaching the First Amendment. Each student submits a sample staff manual, which he/she adapts to the school publication that he/she will be advising. This course applies to the Missouri Department of Elementary and Secondary Education certification of teachers of journalism in secondary education.

JOUR 4250 Methods of Teaching Secondary Publications/ Journalism (3)
This course provides the instruction necessary for the teacher to aid in the publication of the high school newspaper, yearbook, or broadcasting medium. Students learn the process of writing bids for selecting the printing company, and techniques needed to publish the school paper or yearbook. Students learn classroom organization, photography (both digital and darkroom procedures), assigning beats, the public relations of scholastic journalism distribution and mailing of publications, press freedom and mass media in society, advertising and business skills for teaching journalism, and newspaper and yearbook production. This course applies to the Missouri Department of Elementary and Secondary Education certification of teachers of journalism in secondary education.

JOUR 5345 News Writing and Reporting (3)
Writing for journalism is intended to give the student an understanding of the various genres of journalistic expression, including the hard-news story, feature story, and investigative story, as well as interpretive and explanatory journalism. Additionally, students are introduced to the trends of journalistic writing, from yellow and tabloid journalism to muckraking and the new civic journalism. Students can expect a number of writing/reporting assignments in this course. Cross-listed with MEDC 5345 Writing for Media Communications: Journalism. Prerequisite: MEDC 5000 Media Communications.

JOUR 5350 Communications Law (3)
The student examines the legal structure of the media communications industry. The course focuses on the formation, rationale, and implications of policies that form the basis of media law and regulation. Cross-listed with MEDC 5350 Media Organization and Regulations. Prerequisite: MEDC 5000 Media Communications.

JOUR 5352 Scholastic (High School) Publications (3)
This course provides preparation for instructing and advising in the area of publication production. The course will provide knowledge of publishing houses and the printing business; knowledge in content and style of contemporary publications; knowledge of available texts and teaching aids; and knowledge of legal and ethical issues in journalism. The course is designed specifically to prepare journalism teachers at the high school and elementary level for Missouri state certification. Prerequisite: Admission to teacher post-baccalaureate certification program through the School of Education.

JOUR 5360 Teaching Journalism Topics (3)
Designed as a seminar, this course will provide an overview of teaching and advising publications. Topics to be discussed include: press rights and responsibilities, news gathering and reporting, design, photojournalism, copyediting, communication law, electronic journalism, management and business skills necessary for advising publications. Participants

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will receive hands-on experience that can be used in the classroom. The course is designed specifically to prepare journalism teachers at the high school and elementary level for Missouri state certification. Prerequisite: Admission to teacher post-baccalaureate certification program through the School of Education.

MEDC 5000 Media Communications (3)
Students examine communications theory and its application to mass media. Consideration is given to the distinctive characteristics of each of the major mass communications systems, including print, radio, film, television, and interactive media. The course introduces students to the graduate program and describes program expectations as well as introduces research methodologies used throughout the program and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications, 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 Director of Graduate Studies and the Dean of the School of Communications. Prerequisite: MEDC 5000 Media Communications. Course may be repeated for credit if content differs, not to exceed 6 credit hours.

MEDC 5290 Issues in Media Communications (3-6)
Current and significant issues in media communications are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Prerequisite: MEDC 5000 Media Communications. Course may be repeated for credit if content differs.

MEDC 5300 Strategic Communications (3)
This course is taught from a top-management perspective regarding the strategic role of communications, and the communications manager, in achieving the company mission and measurable bottom-line results. It introduces students to an integrated approach to managing all communications functions, including all direct and indirect communications requirements for both internal and external audiences and intermediaries, such as customers, suppliers, distributors, employees, shareholders, competitors, politicians, analysts, journalists and lobbyists. It encompasses the functional areas of marketing communications, organizational communications, media relations, investor relations, government relations and corporate branding. Prerequisite: MEDC 5000 Media Communications.

MEDC 5310 Media and Culture (3)
This course examine the mass media as it reflects and influences the attitudes, values, behaviors, myths, and preoccupations that define a given culture. The course considers the functions of mass media in society and the effect on the individual. Prerequisite: MEDC 5000 Media Communications.

MEDC 5322 Media Communications Production: Graphics (6)
This course is composed of two elements. First, the student is introduced to the prepress environment, which includes the production process, the current utilization of offset lithography in conjunction with advanced digital technology, and the production controls necessary for timely development of printed materials. The second element of the class is a hands-on production deployment of a prepress project using advanced print-ready techniques. The course will analyze the use of color, budget impacts, and new advances in printing and information distribution technology. Prerequisite: MEDC 5000 Media Communications.

MEDC 5343 Writing for Media Communications: Scriptwriting (3)
This course helps students develop several styles of nonfiction video scriptwriting for broadcast and non-broadcast media, including corporate scriptwriting, news-feature writing, and documentary-style scripting. Prerequisite: MEDC 5000 Media Communications.

MEDC 5345 Writing for Media Communications: Journalism (3)
Writing for journalism is intended to give the student an understanding of the various genres of journalistic expression, including the hard-news story, feature story, and investigative story, as well as interpretive and explanatory journalism. Additionally, students are introduced to the trends of journalistic writing, from yellow and tabloid journalism to muckraking and the new civic journalism. Students can expect a number of writing/reporting assignments in this course. Prerequisite: MEDC 5000 Media Communications.

MEDC 5346 Writing for Media Communications: Interactive Scriptwriting (3)
Development of the script in adherence to the planning vehicle requires a thorough understanding of the primary and secondary tasks of the interactive environment. This script must provide full detail for execution of the planning vehicle. Scripting for computer-based training, point of information, point of sale, and other deployments are discussed in this course. Prerequisites: MEDC 5000 Media Communications, MEDC 5600 Introduction to Interactive Communications, and MEDC 5343 Writing for Media Communications: Scriptwriting.

MEDC 5350 Media Organization and Regulations (3)
The student examines the legal structure of the media communications industry. The course focuses on the formation, rationale, and implications of policies that form the basis of media law and regulation. Prerequisite: MEDC 5000 Media Communications.

MEDC 5360 International Communications (3)
This course focuses on the history, issues, and future of international communications. The class considers individual media systems, including different understandings of the role of the media, freedom of press and information in different areas of the world, parity between distribution of news and the shaping of the public mind, international stereotyping, and international propaganda. The course also examines the relationship between national and global media systems and the role of international communications in the development of the new world order. Prerequisite: MEDC 5000 Media Communications.

MEDC 5390 Practicum (3)
Students undertake, with the supervision of a qualified professional, an approved internship in a media-related setting. The work experience involves professional media duties. The academic experience involves attendance at seminars and written work. The outline of duties and evaluative methods are established by the student and the internship mentor and approved by the mentor prior to initiation of the program. Prerequisite: completion of at least 21 credit hours in the MA in media communications program, including MEDC 5000 Media Communications, meeting program criteria, permission of the Internship Coordinator and the Director of Graduate Studies. Note: Internships should be directly relevant to students’ course of studies, emphasizes and majors.

MEDC 5400 Media Production Management (3)
This course exposes the student to the principles of management, planning, and execution of media-oriented activities and events. The student
examines the role and functions of the producer of media-oriented projects: pre-production organization and research; proposal writing; scheduling; budgeting; and staff, crew, and talent coordination. Prerequisite: MEDC 5000 Media Communications.

**MEDC 5401 Media Production Management: Interactive (3)**
This course prepares students to manage the variety of disciplines involved in the development and production of interactive media. Students learn to manage projects from the concept and script, video, audio, and screen design to programming and testing. Budgeting, invoicing, scheduling, flowcharting, treatment, presentation, and delivery platforms are examined. Prerequisites: MEDC 5000 Media Communications, MEDC 5600 Introduction to Interactive Communications, and MEDC 5615 New Media Tools, or permission of the program coordinator.

**MEDC 5430 Media Communications Technology (3)**
The student explores new technologies in mass communications and the choices that these technologies present in the area of media communications. Course content focuses on the impact of computer technology, artificial intelligence, and wireless technology on business and government and the increasing reliance on the management and communication of information. Future applications, active media technology, E-commerce and Web services, and Web-based social networks are also considered. Prerequisite: MEDC 5000 Media Communications.

**MEDC 5460 Media Research (3)**
This course introduces students to the major research methodologies, communication theories, and topics of study within media research. Theories, models, and methods are applied toward the development of research projects. Students discuss and examine qualitative and quantitative methods of media research employed by various aspects of the media. Prerequisite: MEDC 5000 Media Communications. MEDC 5310 Media and Culture 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 of their academic advisor.

**MEDC 5550 Topics in Media Communications (3)**
This course offers a variety of topics to address emerging theories, practices, and applications in the field of communications. Topics are timely and of interest to professionals currently working in or pursuing media-related careers. Classes may focus on such topics as campaign strategy and political power; video and media literacy; ethical issues in the media; account planning for advertising; applications for podcasting and blogs; creating cultural change through organizational communications; etc. Prerequisite may vary with the topic. May be repeated once for credit if content differs and is appropriate for student’s course of study.

**MEDC 5600 Introduction to Interactive Communications (3)**
A practical introduction to interactive media, this course addresses concept, design and production strategies, technical aspects of production and publication, and practical applications of interactive media in educational, commercial, and public environments. Students create flowcharts, treatments, and scripts, and publish their final project as a design document. Prerequisite: MEDC 5000 Media Communications.

**MEDC 5610 Video for Interactive Communications (3)**
The production of short segment video bytes for interactive applications differs significantly from conventional video production. Video production for nonlinear access is discussed, and tools and methods are examined. Students are responsible for the planning and development of a series of video shorts. Prerequisites: MEDC 5000 Media Communications and MEDC 5600 Introduction to Interactive Communications or permission of the instructor.

**MEDC 5615 New Media Tools**
Students learn about a variety of media used in electronic and digital environments, from the World Wide Web to DVD. Topics include streaming video and audio on the Web, compression, and equipment or tools necessary to use an interactive program or Web site. Students study examples of existing interactive programs (e.g. Web sites, CD-ROM, DVD) as well as develop strategies to solve real-world problems. Note: This is not a production course. Prerequisite: MEDC 5000 Media Communications.

**MEDC 5620 Audio for Interactive Communications (3)**
Students learn how to develop and produce the audio component for a variety of interactive programs. The students will learn how to work with sound engineers and composers, how to record sound in the studio and the field, and how to use Pro Tools software. Students will also explore different compression techniques and study a variety of delivery systems/environments. Prerequisites: MEDC 5000 Media Communications and MEDC 5600 Introduction to Interactive Communications or permission of the instructor.

**MEDC 5630 Visual Design for Interactive Communications (3)**
Integration of traditional commercial art techniques into dynamic interactive modules is the focus of this course. Proper visual cues for response, efficient use of color, and logical design of decision points are examined in detail. Still-frame images from live video are used in combination with graphic design. Human factor issues in the development of interactive media are analyzed. Prerequisites: MEDC 5000 Media Communications and MEDC 5600 Introduction to Interactive Communications or permission of the instructor.

**MEDC 5631 Interactive Media Applied to the Internet (3)**
Students review concepts of interactive digital media and the methodologies used to deliver interactive media over the Internet. This course introduces students to web-based distribution languages such as HTML, XML, JavaScript, and ASP as well as the authoring tools that assist in creating content for the web. Students are required to design content that incorporates Internet technologies and a minimal amount of HTML coding, which is introduced during the class. Prerequisites: MEDC 5000 Media Communications and MEDC 5600 Introduction to Interactive Communications.

**MEDC 5640 Interactive Programming (3)**
The multitude of programming platforms is investigated, reviewed, and their many uses are discussed. Advantages, disadvantages, and suitability for particular markets (i.e. consumer, industrial, educational, remote link) are examined in detail. Prerequisites: MEDC 5000 Media Communications and MEDC 5600 Introduction to Interactive Communications or permission of the instructor.

**MEDC 5650 Special Topics in Interactive Media (3)**
This course addresses current and significant issues in interactive media and interactive communications. The course focuses on existing theories and practices, with emphasis on new and emerging topics and technologies in this field. The course topics could include computer-based training, games and entertainment, journalism on the Internet, and interactive narrative writing. Prerequisites: MEDC 5000 Media Communications and MEDC 5600 Introduction to Interactive Communications recommended. Can be repeated once for credit if content differs.
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**MEDC 5690 Interactive Project Management (6)**
The interactive project represents the integration and implementation of all previous interactive courses. This project is composed of two elements: the interactive project itself, and the planning and production documents associated with the project. The project culminates in a demonstration and presentation to the project review faculty. Prerequisites: Completion of all required interactive courses and permission of the instructor.

**MEDC 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 major. Techniques used to accomplish these goals may vary and must be summarized in a written project proposal. Prerequisite: Completion of all other graduate courses and approval of written project proposal by the Director of Graduate Studies and the Dean of the School of Communications.

**MEDC 6000 Seminar in Media Communications (3)**
In this course, students synthesize and integrate the learning experiences acquired in all previous media communications courses and research current topics relative to production of a thesis document. Also, current topics in media communications are shared in a seminar setting. Techniques used to accomplish these goals may vary. Prerequisite: Completion of all other graduate courses in program. This should be the last course taken before graduation. Any exceptions must be approved prior to registration by submitting a program option request to be signed by the Director of Graduate Studies and the Dean of the School of Communications.
Program Description
The Master of Arts (MA) in media literacy provides students with a critical perspective that will enable them to decipher the information they receive through the channels of mass communications and to develop independent judgments about media content. This degree examines the cultural, political, and economic context of media, which affects media programming.

Students who earn an MA in media literacy may pursue careers in education, media literacy research, the press, public policy, community-based media, and media arts production.

Student Learning Outcomes
Successful graduates of this program will be able to:
- Identify media literacy concepts;
- Understand the impact of the media on the individual and society;
- Apply media literacy concepts to media and media programming;
- Recognize media content as a cultural "text" that provides insight into contemporary society;
- Assess qualitative and quantitative approaches to media literacy;
- Cultivate an enhanced enjoyment, understanding, and appreciation of media content;
- In the case of media communicators, produce effective and responsible media messages.

Program Curriculum
The media literacy degree focuses on research strategies for the systematic analysis of content and provides opportunities for fieldwork experiences in different sectors, including education, community, professional, and media arts. In the case of media communicators, the media literacy degree facilitates the ability to produce effective and responsible media messages. Finally, students in the Master of Arts in teaching (MAT) program may apply specific courses from the following list toward an emphasis in media literacy.

MEDC 5000 Media Communications is the requisite course in the media literacy program. It examines communications theory and its application in mass media as well as introduces students to the graduate program, describes program expectations, and discusses academic preparation for MEDC 6000 Seminar in Media Communications.

Therefore, students must take this course even if they have academic and/or professional experience in media communications. The required courses and electives listed may be taken as Directed Studies, subject to the conditions stated in the Directed Studies section listed under Academic Policies and Procedures and approved by the Director of Graduate Studies.

Students taking courses that are a part of their approved curricula and are from outside of the School of Communications should verify prerequisites with appropriate school or college.

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

Core Courses (24 credit hours)
MEDC 5000 Media Communications (Requisite Course)
MEDC 5310 Media and Culture
MEDC 5350 Media Organization and Regulations
MEDC 5360 International Communications
MEDC 5460 Media Research: Media Literacy
MEDC 5480 Comparative Approaches to Media Literacy
MEDC 5981 Integrated Studies in Media Literacy
MEDC 6000 Seminar in Media Communications

Emphasis Courses
A minimum of 12 credit hours must be completed from the following with no more than 6 credit hours from the 4000-level coursework:
COMM 5340 Language Arts Seminars (approved topics only)

Course Descriptions
COMM 5440 Integrated Language Arts (3)
Students look at various ways to integrate language arts in the K-12 curriculum. Speakers, films, and activities highlight listening, acting, speaking, reading, writing, viewing, and thinking as separate, cumulative communication skills.

COMM 5460 Curriculum Design (3)
This course is required for all MAT degree-seeking students. It is designed to help individuals plan learning experiences. Topics included in discussion are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has a direct application to a particular teaching situation.

Note: MAT courses are on a different schedule than MA/MBA courses. Also, please check with the School of Education for course prerequisites.

JOUR 4500 Media Criticism for Publication (3)
Students learn to research and write media analysis within a journalism format. Students learn about the techniques of writing media literacy analysis designed for popular consumption in newspapers, magazines, and online publications. Students analyze the content of news and entertainment media and prepare articles based on this research for publication. Prerequisite: JOUR 3130, MEDC 3190, OR permission of instructor.

MEDC 4110 Media and Digital Culture (3)
This course applies the principles of media literacy to digital media, which includes interactive media, voice and image transmission devices, simulations and video games. The course examines the technological characteristics of digital media as well as the impact of digital technology on content. The course also considers the impact of digital media on the individual and society and identifies strategies for the analysis of media messages. Prerequisite: MEDC 3190.

MEDC 4220 Genre Studies (3)
This course offers an in-depth study of genres that appear in the media, such as reality shows, film noir, and the evening news. Students learn a range of approaches to the study of genre, including: formulaic, ideologically, historical, cultural, and audience response analysis. Students conduct primary research on a particular genre using selected approaches. Prerequisite: MEDC 3190.

MEDC 4440 Patterns of Ownership in Media (3)
Students learn the impact of media economics on content by studying media ownership patterns, such as state-run, state-owned, privately owned, and individually owned systems, and topics such as cross promotion, conflicts of interest, bottom-line programming decisions, and internal organizational/staffing decisions. Students study the recent concentration of media ownership. Other topics include: historical context, international trends, regulations, and issues of gender and diversity in ownership and management. Students will conduct primary research focusing on one of these topics.
Media Literacy

MEDC 5000 Media Communications (3)
Students examine communications theory and its application to mass media. Consideration is given to the distinctive characteristics of each of the major mass communications systems, including print, radio, film, television, and interactive media. The course introduces students to the graduate program and describes program expectations as well as introduces research methodologies used throughout the program and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications. Prerequisite: Students should have an educational background or professional experience in media communications, or they must enroll in 6 credit hours of additional preparatory undergraduate coursework, as determined by an academic advisor.

MEDC 5250 Visual Communication in the Media (3)
One of the major revolutions in contemporary communication has been the development of visual genres to carry information that cannot be carried easily by printed media or radio broadcast. Students examine the development of the documentary film, photojournalism, television, and interactive media, with particular attention to the impact these have had on other media, in terms of both form and content. Emphasis is on the criteria for critical evaluation of each genre in the light of its particular history and development. Prerequisite: MEDC 5000 Media Communications.

MEDC 5310 Media and Culture (3)
This course examines the mass media as it reflects and influences the attitudes, values, behaviors, myths, and preoccupations that define a given culture. The course considers the functions of mass media in society and the effect on the individual. Prerequisite: MEDC 5000 Media Communications.

MEDC 5331 Media Communications Production: Video (3)
Managers of media communications often need to produce or manage the production of video presentations. This course employs techniques common to all types of video production. The class is a hands-on course in portable production and editing, giving students a basis for understanding the use of this medium to meet management strategies. Prerequisite: MEDC 5000 Media Communications. VIDE 1810 Video Production 1 or permission of instructor.

MEDC 5350 Media Organization and Regulations (3)
The student examines the legal structure of the media communications industry. The course focuses on the formation, rationale, and implications of policies that form the basis of media law and regulation. Prerequisite: MEDC 5000 Media Communications.

MEDC 5360 International Communications (3)
This course focuses on the history, issues, and future of international communications. The class considers individual media systems, including different understandings of the role of the media, freedom of press and information in different areas of the world, parity between national and global media systems and the role of the media in the development of the new world order. Prerequisite: MEDC 5000 Media Communications.

MEDC 5460 Media Research (3)
This course introduces students to the major research methodologies, communication theories, and topics of study within media research. Theories, models, and methods are applied toward the development of research projects. Students discuss and examine qualitative and quantitative methods of media research employed by various aspects of the media. Prerequisite: MEDC 5000 Media Communications. MEDC 5310 Media and Culture strongly recommended.

MEDC 5480 Comparative Approaches to Media Literacy (3)
This course focuses on qualitative approaches to the study of media literacy, including Nonverbal, Mythic, Socratic, Ideological, Autobiographical, and Production Elements. Students will consider various aspects of the field of media literacy including international approaches/developments in the field; media literacy sectors (education, production, public policy, community) and assessment strategies. Students assume responsibility for a major project or paper. Prerequisites: MEDC 5000 Media Communications and MEDC 5310 Media and Culture.

MEDC 5550 Topics in Media Communications (3)
This course offers a variety of topics to address emerging theories, practices, and applications in the field of communications. Topics are timely and of interest to professionals currently working in or pursuing media-related careers. Classes may focus on such topics as campaign strategy and political power; video and media literacy; ethical issues in the media; account planning for advertising; applications for podcasting and blogs; creating cultural change through organizational communications; etc. Prerequisite may vary with the topic. May be repeated once for credit if content differs and is appropriate for student’s course of study.

MEDC 5981 Integrated Studies in Media Literacy (3)
An in-depth study in the field of media literacy, students examine a variety of approaches to the discipline, as well as consider issues related to the field of media literacy. Students assume responsibility for a major project or paper. Prerequisites: MEDC 5000 Media Communications, MEDC 5310 Media and Culture and MEDC 5480 Comparative Approaches to Media Literacy.

MEDC 5985 Media Literacy Fieldwork (3)
In this course, students synthesize and integrate the learning experiences acquired in all previous media communications courses and research current topics relative to production of a thesis document. Also, current topics in media communications are shared in a seminar setting. Techniques used to accomplish these goals may vary. Prerequisite: Completion of all other graduate courses in program. This course is the last course taken before graduation. Any exceptions must be approved by the Director of Graduate Studies and the Dean of the School of Communications.

MEDC 6000 Seminar in Media Communications (3)
This course provides students with the opportunity to apply media literacy principles through fieldwork at one of a number of sites including schools, retirement centers, parent-teacher organizations, and businesses. Under the direction of the instructor, students assume responsibility for program initiation, development, implementation, and evaluation. Prerequisites: MEDC 5000 Media Communications, MEDC 5310 Media and Culture, MEDC 5480 Comparative Approaches to Media Literacy, and permission of instructor. May be repeated once for credit.

MEDC 6250 Thesis Project in Media Communications (3-6)
The student synthesizes and integrates the learning experiences acquired in all previous media communications courses and researches a specific topic to complete a thesis project relevant to the major. Techniques used to accomplish these goals may vary and must be summarized in a written project proposal. Prerequisite: Completion of all other graduate courses and approval of written project proposal by the Director of Graduate Studies and the Dean of the School of Communications.

PSYC 4825 Advanced Research Methods (3)
Provides a focused investigation of a particular research methodology (e.g., quantitative, qualitative) used in the social sciences. Topics vary each semester. The focus of the course is on the theory and practice of social science research, covering research concept formation, research design, data collection, and data analysis. In addition, students will apply this knowledge to their own independent research project. Prerequisite: 12 credit hours of social science or permission of the instructor. May be repeated for credit if content differs.
Program Description
The Master of Arts (MA) degree in public relations is intended for students who have both an interest and background in public relations. The MA in public relations is a specialized concentration available to individuals who qualify for the program.

Qualifications include an educational background or minimum of three years professional experience in this area. Students without educational background or three years experience in public relations are required to enroll in 6 credit hours of prerequisite coursework.

The selection of prerequisites will be determined through consultation with an academic advisor. Students must earn a grade of “B” or better in the prerequisite courses before they will be allowed to enroll in graduate courses. The prerequisite courses do not count toward the 36 credit hours required for the degree, nor will they be considered as part of the credit hours required for advancement to candidacy.

This degree is theory and application based. It is not intended to be production-oriented and therefore, students interested in developing a creative portfolio may wish to consider undergraduate coursework in public relations.

Prerequisite Courses
A student must have completed a minimum of 6 hours from the following undergraduate courses (or their equivalents). These required courses must be listed on an official transcript.

PBRL 2100 Fundamentals of Strategic Communications and Public Relations
PBRL 2920 Writing for Public Relations
PBRL 4300 Crisis Communications Management
PBRL 4800 Media Relations
MEDC 1050 Introduction to Media Writing
SPCM 3500 Presentations for Media Professionals

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

• Demonstrate expertise in problem identification, resolution development and implementation for communication-related issues;
• Design and perform public relations research and understand findings, in order to solve an organization’s communications problems;
• Develop public relations plans for various internal and external audiences;
• Demonstrate strategic-level analysis and critical thinking;
• Assess and apply major tactical-level communication tools based on overall public relations plan strategy;
• Review trends and anticipate implications for future communications needs and challenges;
• Identify changes that could have an impact on public relations practices.

Program Curriculum
This degree is also available online. Online courses require excellent organizational skills, self-direction, and motivation to master the challenges of this learning environment. MEDC 5000 Media Communications is the requisite course in the public relations program. It examines communications theory and its application to mass media, as well as introduces students to the graduate program, describes program expectations, and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications.

The required courses and electives listed may be taken as directed studies, subject to the conditions stated in the directed studies section listed under Academic Policies and Procedures and approved by the director of graduate studies.

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

Core Courses (21 credit hours)
MEDC 5000 Media Communications (Requisite Course)
MEDC 5310 Media and Culture
PBRL 5322 Public Relations
PBRL 5342 Writing for Public Relations or PBRL 5344 Speechwriting
MEDC 5350 Media Organization and Regulations
MEDC 5360 International Communications
MEDC 6000 Seminar in Media Communications

Emphasis Courses
A minimum of 15 credit hours must be completed from the following:
ADVT 5321 Advertising Decision-Making (special prerequisites)
MEDC 5010 Introduction to Graduate Studies: Advanced Thinking and Writing
MEDC 5300 Strategic Communications
MEDC 5343 Writing for Media Communications: Scriptwriting
MEDC 5345 Writing for Media Communications: Journalism
MEDC 5400 Media Production Management
MEDC 5430 Media Communications Technology
MEDC 5460 Media Research
MEDC 5500 Professional Seminars
MEDC 5550 Topics in Media Communications
MEDC 5600 Introduction to Interactive Communications
MEDC 5650 Special Topics in Interactive Media
PBRL 4190 Public Relations Research
PBRL 4800 Media Relations
PBRL 5323 Organizational Communications
PBRL 5342 Writing for Public Relations (if not used as Core course)
PBRL 5344 Speechwriting (if not used as Core course)
PBRL 5451 Communication Strategies for Investors and Financial Stakeholders
PBRL 5452 Communications Strategies for Public Affairs and Government Relations
PBRL 5453 Communication Strategies for Nonprofit Organizations
PBRL 5465 Crisis Management Communications
PBRL 5770 Multinational Public Relations

Course Descriptions
ADVT 5321 Advertising Decision-Making (3)
This course examines case studies that cover decision making in all aspects of advertising management: target and audience identification, strategic planning, objective-setting, creative strategy, media planning, budgeting, research, and agency/client relationships. Prerequisites: a minimum of 6 credit hours of undergraduate coursework in advertising theory and MRKT 5940 Promotional Management.

MEDC 5000 Media Communications (3)
Students examine communications theory and its application to mass media. Consideration is given to the distinctive characteristics of each of the major mass communications systems, including print, radio, film, television, and interactive media. The course introduces students to the graduate program and describes program expectations as well as introduces research methodologies used throughout the program and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications. Prerequisite: Students should have an educational background or professional experience in media communications, or they must enroll in 6 credit hours of additional preparatory undergraduate coursework, as determined by an academic advisor.
Public Relations

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 5300 Strategic Communications (3)
This course is taught from a top-management perspective regarding the strategic role of communications, and the communications manager, in achieving the company mission and measurable bottom-line results. It introduces students to an integrated approach to managing all communications functions, including all direct and indirect communications requirements for both internal and external audiences and intermediaries, such as customers, suppliers, distributors, employees, shareholders, competitors, politicians, analysts, journalists and lobbyists. It encompasses the functional areas of marketing communications, organizational communications, media relations, investor relations, government relations and corporate branding. Prerequisite: MEDC 5000 Media Communications.

MEDC 5310 Media and Culture (3)
This course examines the mass media as it reflects and influences the attitudes, values, behaviors, myths, and preoccupations that define a given culture. The course considers the functions of mass media in society and the effect on the individual. Prerequisite: MEDC 5000 Media Communications.

MEDC 5343 Writing for Media Communications: Scriptwriting (3)
This course helps students develop several styles of nonfiction video scriptwriting for broadcast and non-broadcast media, including corporate scriptwriting, news-feature writing, and documentary-style scripting. Prerequisite: MEDC 5000 Media Communications.

MEDC 5345 Writing for Media Communications: Journalism (3)
Writing for journalism is intended to give the student an understanding of the various genres of journalistic expression, including the hard-news story, feature story, and investigative story, as well as interpretive and explanatory journalism. Additionally, students are introduced to the trends of journalistic writing, from yellow and tabloid journalism to muckraking and the new civic journalism. Students can expect a number of writing/reporting assignments in this course. Prerequisite: MEDC 5000 Media Communications.

MEDC 5350 Media Organization and Regulations (3)
The student examines the legal structure of the media communications industry. The course focuses on the formation, rationale, and implications of policies that form the basis of media law and regulation. Prerequisite: MEDC 5000 Media Communications.

MEDC 5360 International Communications (3)
This course focuses on the history, issues, and future of international communications. The class considers individual media systems, including different understandings of the role of the media, freedom of press and information in different areas of the world, parity between distribution of news and the shaping of the public mind, international stereotyping, and international propaganda. The course also examines the relationship between national and global media systems and the role of international communications in the development of the new world order. Prerequisite: MEDC 5000 Media Communications.

MEDC 5400 Media Production Management (3)
This course exposes the student to the principles of management, planning, and execution of media-oriented activities and events. The student examines the role and functions of the producer of media-oriented projects: pre-production organization and research; proposal writing; scheduling; budgeting; and staff, crew, and talent coordination. Prerequisite: MEDC 5000 Media Communications.

MEDC 5430 Media Communications Technology (3)
The student explores new technologies in mass communications and the choices that these technologies present in the area of media communications. Course content focuses on the impact of computer technology, artificial intelligence, and wireless technology on business and government and the increasing reliance on the management and communication of information. Future applications, active media technology, E-commerce and Web services, and Web-based social networks are also considered. Prerequisite: MEDC 5000 Media Communications.

MEDC 5460 Media Research (3)
This course introduces students to the major research methodologies, communication theories, and topics of study within media research. Theories, models, and methods are applied toward the development of research projects. Students discuss and examine qualitative and quantitative methods of media research employed by various aspects of the media. Prerequisite: MEDC 5000 Media Communications. MEDC 5310 Media and Culture 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 of their academic advisor.

MEDC 5550 Topics in Media Communications (3)
This course offers a variety of topics to address emerging theories, practices, and applications in the field of communications. Topics are timely and of interest to professionals currently working in or pursuing media-related careers. Classes may focus on such topics as campaign strategy and political power; video and media literacy; ethical issues in the media; account planning for advertising; applications for podcasting and blogs; creating cultural change through organizational communications; media studies; etc. Prerequisite may vary with the topic. May be repeated once for credit if content differs and is appropriate for student’s course of study.

MEDC 5600 Introduction to Interactive Communications (3)
A practical introduction to interactive media, this course addresses concepts, design and production strategies, technical aspects of production and publication, and practical applications of interactive media in educational, commercial, and public environments. Students create flowcharts, treatments, and scripts, and publish their final project as a design document. Prerequisite: MEDC 5000 Media Communications.

MEDC 5650 Special Topics in Interactive Media (3)
This course addresses current and significant issues in interactive media and interactive communications. The course focuses on existing theories and practices, with emphasis on new and emerging topics and technologies in this field. The course topics could include computer-based training, games and entertainment, journalism on the Internet, and interactive narrative writing. Prerequisites: MEDC 5000 Media Communications and MEDC 5600 Introduction to Interactive Communications recommended. Can be repeated once for credit if content differs.

MEDC 6000 Seminar in Media Communications (3)
In this course, students synthesize and integrate the learning experiences acquired in all previous media communications courses and research current topics relative to production of a thesis document. Also, cur-
rent topics in media communications are shared in a seminar setting. Techniques used to accomplish these goals may vary. Prerequisite: Completion of all other graduate courses in program. This should be the last course taken before graduation. Any exceptions must be approved prior to registration by submitting a program option request to be signed by the Director of Graduate Studies and the Dean of the School of Communications.

**PBRL 4190 Public Relations Research (3)**
Students learn the basic concepts of public relations research using the Internet for instruction and assignment. Students learn how to gather and apply data to public relations program design and evaluation. The course presents primary and secondary data collection methods used in PR research, as well as basic statistical concepts for data analysis. Students also learn to interpret, to report, and to apply findings to specific public relations cases and situations. Prerequisite: PBRL 2100.

**PBRL 4800 Media Relations (3)**
Students learn effective verbal and nonverbal communication techniques and apply these concepts to a series of "real-world" simulations in which they learn to attract, work with, and be interviewed by radio, television, and newspaper reporters. Prerequisite: PBRL 2100 OR permission of the instructor.

**PBRL 5322 Public Relations (3)**
This course integrates communications strategy with organizational mission statements, demonstrates stakeholder and issues management techniques, and considers ethical dilemmas in public relations situations. Public relations cases are examined in order to learn effective strategic and tactical answers to public-perception problems and opportunities. Prerequisite: MEDC 5000 Media Communications and 6 hours of undergraduate coursework in public relations.

**PBRL 5323 Organizational Communications (3)**
This course considers the relationship of organizational mission, employee values, organizational cultures, and motivation. Both formal and informal communication networks are studied as they pertain to appropriate use of media to communicate with employees or volunteers. Students examine case studies showing proactive employee information efforts. Prerequisite: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**PBRL 5342 Writing for Public Relations (3)**
This course applies public relations strategies and theories to writing for specific stakeholder audiences in a variety of complex public relations situations. Various persuasive techniques are applied to specific target audience needs, as indicated by audience analysis. Students examine professional copy and produce their own advanced public relations writing for inclusion in their portfolios. Topics include white papers, financial public relations writing, crisis communications, news releases, etc. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**PBRL 5344 Speechwriting (3)**
Students review and create organizational and business speeches, with special emphasis on assessing the audience, incorporating the organizational mission, researching the speech, and writing for the ear. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**PBRL 5451 Communication Strategies for Investors and Financial Stakeholders (3)**
This course addresses the specific communication requirements of the financial stakeholder audience, including discussion of legal communication requirements, annual reports, annual meetings, analyst meetings, analyst information programs, and shareowner communications. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**PBRL 5452 Communication Strategies for Public Affairs and Government Relations (3)**
This course focuses on managing public relations strategies and tactics used in conducting public affairs, lobbying efforts, political campaigning, and government public information functions. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**PBRL 5453 Communication Strategies for Nonprofit Organizations (3)**
This course addresses the specific public relations strategies needed to effectively manage the communications function within the nonprofit sector of organizations. The challenges of meeting the communication needs of volunteers and donors will be addressed as well as fund-raising communication techniques. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**PBRL 5465 Crisis Management Communications (3)**
A specialized function of the public relations practice is the management of crisis communications. Students in this course study the relationship of the organization and its culture to the external environment in times of crisis. Risk assessment, preparation of a crisis plan, and use of appropriate media in addressing crisis communication needs are studied. Prerequisites: MEDC 5000 Media Communication and PBRL 5322 Public Relations or PBRL 4800 Media Relations.

**PBRL 5770 Multinational Public Relations (3)**
This course focuses on the challenges and opportunities in public relations in a global environment. Students analyze case histories from both U.S.-based multinational companies and non-U.S. multinationals. Study is also directed toward differences in cultures and audiences on each continent. Special attention is given to questions such as: What kind of media works best where? What cultural expectations inform audience decisions and responses? Which techniques are accepted globally? Pitfalls and common errors are examined. Review of major worldwide media is included. Students develop global public relations strategies and communication plans. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.
School of Education

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

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

Vision
"...We all must work to make this world worthy of its children.” (Casals, 1970)

Theme
Developing a world of learners through knowledge, leadership, and life-long learning.

Conceptual Framework

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

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

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

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

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

   The reflective collaborator:
   • values and integrates reflection to grow as a professional;
   • promotes communication and collaboration with colleagues, families, and community leaders;
   • seeks relationships with families and students to support student learning; and
   • initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

   The responsive educator:
   • understands and responds appropriately to issues of diversity;
   • acknowledges social and cultural contexts to create effective teaching and learning environments;
   • adapts instruction to the learner’s knowledge, ability, and background experience; and
   • identifies resources for specialized services when needed.

Dispositions

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one’s habitual ways of behaving or thinking. The National Council for Accreditation of Teacher Education defines dispositions as “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth.” (Professional Standards, p.53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher. Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.
An MAT student who is interested in Missouri certification must consult the Office of Teacher Certification as soon as possible to receive a certification evaluation and information regarding the requirements for the MAT and how they relate to certification. All students interested in pursuing the MAT degree concurrent with initial or add-on certification must be admitted separately to the MAT program and to the Teacher Certification Program.

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

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

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

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

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

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

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

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

An MAT generally cannot be used toward a sequential MA.

Independent Study
Students in the School of Education with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for
School of Education

Advanced Graduate Certificate (AGC) Program

Philosophy

The advanced graduate certificate (AGC) program shares the philosophy of Webster's MAT program in encouraging the active participation of students in their own learning.

General Information

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

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

Advising

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

Advanced Graduate Certificate Project

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

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

Award of Advanced Graduate Certificate

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

In-Service Education

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

Students currently pursuing a degree at Webster University may transfer a maximum of 6 credit hours of 5410 courses toward their MA/MAT with approval of their advisors. Courses numbered 5210 are offered for graduate credit, applicable to district salary increment schedules and professional development. Some 5210 courses may be applicable toward the MA/MAT with prior approval of the advisor and the major coordinator. For more information, please call the In-Service Education Office at 314-968-7103.

The Beatrice and David Kornblum Institute for Teaching Excellence

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

Phi Delta Kappa

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

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

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

Communication arts majors choose one of 11 emphasis areas:
- Aesthetic Education
- Educational Technology
- General Communications
- Inclusive Education
- International Languages and Cultures
- Language Arts
- Media Literacy
- Reading
- Storytelling and Creative Drama
- Teaching English as a Foreign Language
- Teaching English as a Second Language

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

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

COMM 5260 Oral Communication, or COMM 5290 Interpersonal Communications 3 hours
COMM 5270 Visual Communication 3 hours
COMM 5280 Written Communication, or COMM 5199 Teaching Writing (online) 3 hours
COMM 5460 Curriculum Design, or COMM 5800 Applied Research 3 hours

In addition to the above requirements, students select a minimum of 21 credit hours of coursework deemed appropriate for a specialty area. Thus, 21 of the 33 credit hours required for the degree must include the 12 credit hours of core courses and 21 credit hours of coursework in the emphasis area.

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

After completing 9 credit hours within an MAT major, all MAT degree-seeking students are required to be advanced to candidacy. Please refer to the section on Advancement to Candidacy in this catalog for specific guidelines.

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

Emphasis in Aesthetic Education
The aesthetic education emphasis developed out of Webster’s conviction that experiences and learning in the arts are organizing frameworks for liberal education and modern life. The program is designed to develop teachers’ skills, theoretical understanding, and creativity while they learn to integrate the arts into the daily classroom curriculum. In addition to the 12 credit hours of communication arts MAT requirements, 12 credit hours of appropriate coursework are required.

Emphasis in Educational Technology
In addition to the 12 credit hours of communication arts MAT requirements, 12 credit hours, using at least two different course numbers from the following courses, are required:
EDTC 5100 Teaching with Technology:
- Methods and Materials 2-3 hours
- EDTC 5250 Programming Languages (any topic) 3 hours
- EDTC 5290 Media Applications (any topic) 2-3 hours
- EDTC 5330 Theoretical Perspectives (any topic) 2-3 hours
- EDTC 5560 Internet Applications (any topic) 2-3 hours
- EDTC 5630 Advanced Topics in Classroom Technologies (any topic) 2-3 hours

Emphasis in General Communication Arts
The general communications emphasis is individualized for the professional seeking flexibility in designing a master’s degree. Options for earning credit exist in coursework, independent projects, and practica. The general communications degree is designed by the student and faculty advisor.

Missouri State Certification is an option in specialized areas of elementary, middle, and secondary education. In addition to the 12 credit hours of communication arts MAT requirements, 12 credit hours of appropriate coursework are required.

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

This emphasis will enable practicing teachers to investigate issues and examine strategies that relate to the education of all students, regardless of ability, in their local school. In addition to the 12 credit hours of communication arts MAT requirements, students must complete at least 12 credit hours of appropriate coursework related to inclusive education.

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

### Emphasis in International Languages and Cultures

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

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

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

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

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<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ILC 5120 Advanced Skills</td>
<td>3</td>
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<tr>
<td>ILC 5130 Advanced Listening &amp; Discussion Skills in Languages</td>
<td>3</td>
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<tr>
<td>ILC 5170 Seminars</td>
<td>3</td>
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<tr>
<td>ILC 5180 Methods of Teaching Languages (may be substituted for Curriculum Design or Applied Research)</td>
<td>3-4</td>
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<tr>
<td>ILC 5210 In-Service Education: Advanced</td>
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</table>

### Emphasis in Language Arts

The language arts emphasis provides the opportunity for intensive exploration of written, oral, dramatic, and visual forms of communication. Knowledge of content and a theoretical background in language arts enable teachers to communicate effectively. Students are encouraged to experiment with various communicative and creative forms and become familiar with curricula concepts which facilitate student-oriented approaches to learning.

Students desiring to specialize in elementary or secondary language arts should design a formal program of study with their advisor. In addition to the 12 credit hours of communication arts MAT requirements, 12 credit hours of appropriate coursework are required.

### Emphasis in Media Literacy

The media literacy emphasis is designed to provide teachers with the ability to access, understand, analyze, evaluate, and create media messages on television, the Internet, and other technologies. By helping the teachers interpret the many messages we receive each day through these sources, we expect these teachers to help future generations of students do the same. In essence, the media literate teacher will apply the same thinking skills used in reading, writing, speaking, and critical analysis to the media, and ultimately integrate these skills into the classroom to be used by students.

In addition to the 12 credit hours of communication arts MAT requirements, students pursuing this emphasis may choose 12 credit hours from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDC 5310 Media and Culture</td>
<td>3</td>
</tr>
<tr>
<td>COMM 5340/EDTC 5190 Language Arts Seminar/Topics in Classroom Media: Media Literacy - Children Working with Visual Information</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 5480 Comparative Approaches to Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>COMM 5440 Integrated Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 5750/COMM 5750 Special Institute: Media Education - Curriculum and Methodology</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 5981 Integrated Studies in Media Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

### Emphasis in Reading

The reading emphasis allows educators to master teaching and assessment necessary in guiding students to develop proficiency and fluency in reading. Webster University emphasizes graduate education for teachers that has direct application to the classroom.

In addition to the 12 credit hours of communication arts MAT requirements, 12 credit hours of appropriate coursework in reading are required.

**Students choose 12 credit hours from the following courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 5050 Community College Reading/ABLE/ESOL</td>
<td>3</td>
</tr>
<tr>
<td>COMM 5490 Seminars in Reading Instruction</td>
<td>2-3</td>
</tr>
<tr>
<td>Literacy as Empowerment - International Perspectives</td>
<td></td>
</tr>
<tr>
<td>COMM 5820 Foundations in Reading Instruction</td>
<td>2-3</td>
</tr>
<tr>
<td>COMM 5830 Emergent Literacy</td>
<td>2-3</td>
</tr>
<tr>
<td>COMM 5840 Reading and Writing as Cognitive Processes</td>
<td>2-3</td>
</tr>
<tr>
<td>COMM 5850 Reading and Literature Study Groups</td>
<td>2-3</td>
</tr>
<tr>
<td>COMM 5880 Survey Reading Course for Secondary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>COMM 5900 Reading Seminars</td>
<td>1-3</td>
</tr>
<tr>
<td>COMM 5920 Teaching Reading in Content Fields</td>
<td>2-3</td>
</tr>
<tr>
<td>COMM 5930 Investigations in Reading, Intermediate</td>
<td>2-3</td>
</tr>
<tr>
<td>COMM 5940 Investigations in Reading, Grades 7-12</td>
<td>2-3</td>
</tr>
<tr>
<td>COMM 5960 Differentiated Reading Instruction</td>
<td>2-3</td>
</tr>
</tbody>
</table>

### Emphasis in Storytelling and Creative Drama

The performing arts emphasis helps students develop writing and reading skills through the performing arts: storytelling, oral interpretation, reader's theatre, story theatre, creative drama, puppetry, movement, and music. Courses in these subjects are offered in rotation and taught in a variety of formats.

Courses fulfilling requirements for this emphasis draw on content from many kinds of literature-poetry, folklore, tall tales, legends, history, mythology, saga, ballads, and stories from operas. Students in the emphasis become active participants in writing-reading processes that lead to original works incorporating the performing arts. Students who choose this emphasis design a formal program of study with an advisor. Fieldwork will be a component of the program requirement. In addition to the 12 credit hours of communication arts MAT requirements, students are required to complete 12 credit hours from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 5340 Language Arts Seminars</td>
<td></td>
</tr>
<tr>
<td>Advanced Storytelling Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>3</td>
</tr>
<tr>
<td>Developing Language Skills Through Puppetry</td>
<td>3</td>
</tr>
<tr>
<td>Extending Literature Through the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Oral Interpretation of Literature</td>
<td>3</td>
</tr>
<tr>
<td>Storytelling Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>Workshop in Drama</td>
<td>2</td>
</tr>
<tr>
<td>COMM 5410 In-Service Topics (appropriate topic)</td>
<td>1-3</td>
</tr>
<tr>
<td>COMM 5550 Aesthetic Education Workshops</td>
<td>1-3</td>
</tr>
<tr>
<td>COMM 5750 Special Institute: Distinguished</td>
<td></td>
</tr>
<tr>
<td>Guest Artists and Scholars</td>
<td>1-2</td>
</tr>
</tbody>
</table>

### Emphasis in Teaching English as a Foreign Language

Teaching English as a Foreign Language (TEFL) is designed for teachers who develop English skills in non-native speakers overseas or adults living in the United States in private language classrooms and business/technology training programs. In addition to the 12 credit hours of communication arts MAT requirements, a minimum of 12 credit hours of TEFL courses are required.
## Communication Arts

**Required (18 credit hours)**
- COMM 5030 Historical Linguistics 3 hours
- COMM 5040 Practicum in ESOL 3 hours
- COMM 5139 English for Speakers of Other Languages (ESOL) Methods 3 hours
- COMM 5220 Curriculum Development in Second Language Classrooms 3 hours
- COMM 5230 Second Language Acquisition 3 hours
- COMM 5311 Principles and Practices of Language Testing 3 hours
- COMM 5350 Intercultural Communications 3 hours
- COMM 5440 Integrated Language Arts 3 hours

**Electives (3-6 credit hours)**
- COMM 5230 Second Language Acquisition 3 hours
- COMM 5350 Intercultural Communications 3 hours

**Missouri ESOL Certification**

State certification is optional and is issued through Missouri's Department of Elementary and Secondary Education (DESE). A valid Missouri permanent or professional certificate of license to teach (participants in the TESL program at Webster may be working toward the initial certificate, but will not receive the ESOL Certificate until the basic certificate is awarded) and two credit hours (which may be undergraduate credit) of Psychology and/or Education of the Exceptional Student (SPED 5860) and Teaching Reading in Content Fields (COMM 5920) are required for Missouri ESOL certification. In addition, the following coursework is required:

**Required (18 credit hours)**
- COMM 5030 Historical Linguistics 3 hours
- COMM 5040 Practicum in ESOL 3 hours
- COMM 5139 English for Speakers of Other Languages (ESOL) Methods 3 hours
- COMM 5220 Curriculum Development in Second Language Classrooms 3 hours
- COMM 5230 Second Language Acquisition 3 hours
- COMM 5311 Principles and Practices of Language Testing 3 hours
- COMM 5350 Intercultural Communications 3 hours
- COMM 5440 Integrated Language Arts 3 hours

**Electives (3 credit hours)**
- COMM 5290 Interpersonal Communications 3 hours
- COMM 5311 Principles and Practices of Language Testing 3 hours
- COMM 5340 Language Arts Seminars: Teaching Language and Language Issues 3 hours
- COMM 5440 Integrated Language Arts 3 hours

Students interested in pursuing ESOL Missouri teacher certification should have their transcripts evaluated by the Webster University Certification Office at the time of admission into the program.

## Course Descriptions

**COMM 5000 Fiction, Nonfiction, and Poetry for Children (3)**
This course is designed for teachers of pre-school and elementary students. The purpose of the course is to help teachers become familiar with the contemporary books in poetry, children's fiction, and nonfiction. Poetry from various decades will be read, discussed, and evaluated. Speakers, videos and response experiences (journaling, sharing of books, poetry writing, and reader response) will highlight the poetry portion. Media related to poetry presentations will be considered and evaluated. In children's fiction/nonfiction, some of the classics will be discussed and compared with later publications. Students will have choices in selecting their final project.

**ILC 5000 Study Abroad - Advanced (1-8)**
Advanced level for study programs offered abroad by Webster University in conjunction with an approved study abroad program. May be repeated for credit if content differs. Prerequisite: advanced level in appropriate language and permission of instructor.

**COMM 5020 Young Adult Literature (3)**
In this course, graduate students learn how to select, evaluate and teach literature written for young adults (grades 6-12). A special focus is on international and multicultural literature with methods for infusing literature into the existing curriculum and across disciplines. Students
Communication Arts

design a “literature project” for their classroom or designated grade levels. Counts for certification. Prerequisite: admission to MAT/certification program/advisor consent.

COMM 5030 Historical Linguistics (3)
This course presents some of the various divisions in the field of linguistics from language origins and acquisition through the history of English. The study of dialect is also included. Through various readings, activities, writings, and discussion, the participants will become more aware of language and more informed about its history, its character, and its power. Students will also create instructional activities designed to make their students more aware and more proficient in the use of language.

COMM 5040 Practicum in ESOL (3)
This practicum provides supervised field experience for students who are close to finishing their professional education courses for Missouri certification in ESOL or teaching English as a foreign language. Reflective thought, observation, discussion, and actual teaching will be used to expand participants’ teaching skills. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs of English language learners. Strategies and activities are designed to meet the instructional needs of individual students. Participants will also focus on interpreting and recommending curriculum materials and methods to encourage and help English language learners become proficient in their new language. Prerequisite: one core TESL/TEFL course.

COMM 5050 Community College Reading/ABE/ESOL (3)
The focus is on teaching in literacy programs or community college courses designed to improve the reading skills of adults. Strategies range from teaching the adult learner to decode to facilitating growth in higher levels of comprehension and critical thinking. The emphasis will be on needs of adult learners who may have had limited encounters with reading text for information and entertainment. Course prepares instructors to work with groups in ESL/EFL reading-writing classes and tutorial sessions in colleges, universities, and community programs.

COMM 5051 The Role of Narrative in Humane Education (3)
This course begins with an investigation of various perspectives (from cognitive science, philosophy/theology/literary theory/history, etc.) on the role of narrative in shaping our beliefs and values. Students will explore personal stories, literary stories, historical stories, mythology, and folklore as tools for integrating the principles of humane education in classrooms. Participants will develop a body of age-appropriate stories focusing on the relationships between humans and animals and explore strategies for using stories as vehicles for examining moral principles and decision-making.

COMM 5080 Study Skills (2)
This course covers a set of fundamental study skills that should be taught to all students before or during high school; it also covers interesting, innovative ways to teach these skills in and out of the classroom. Topics include note taking, learning styles, memory techniques, library research, and reading and writing skills outside of English class.

COMM 5090 Drawing (3)
Class members study drawings of human figures on a variety of levels: 3-D figure on a 2-D page, quality of line, qualities of shape and color, representational drawings, and abstract drawings.

COMM 5100 Painting (3)
Work revolves around the physical and psychological properties of color. Paintings exhibit the use of personal concepts and organization.

COMM 5110 Folklore (3-4)
Class members study American folktales, their characteristics, and motifs. Students examine folk sayings, superstitions, art, cures, customs, gestures, and games present in their lives and in the lives of elementary and secondary students. Films, speakers, tapes, videos, and activities call up the lore.

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. Prerequisite: permission of the instructor. May be repeated for credit if content differs.

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 broadcasts. Cultural difference and awareness of national perspectives on news events are an important part of these courses. Classes are taught in the corresponding target language. Prerequisite: permission of the instructor. May be repeated for credit if content differs.

COMM 5139 English for Speakers of Other Languages (ESOL) Methods (3)
This course develops understanding and appreciation for the nature of languages and language teaching and learning. Participants study the most recent developments in teaching techniques and materials, and become involved in on-site activities using them. Prerequisite: Second language acquisition or permission of instructor.

COMM 5150 Design (2-3)
Basic theoretical and practical factors are introduced relating to design in various dimensions, with primary emphasis on the visual. Participants discuss development of technical skills and practical suggestions for teaching design as they work on studio projects.

ILC 5170 Seminars (3)
Seminars topics vary. This course develops cultural and literary proficiency at the advanced level. Classes combine a variety of skills with focus on either historical and cultural understanding or linguistic and stylistic appreciation. Classes are taught in German, Spanish or French. Prerequisite: permission of the instructor. May be repeated for credit if content differs.

ILC 5180 Methods of Teaching Languages (3-4)
This course develops understanding and appreciation for the nature of languages and language teaching and learning. Participants study the most recent developments in teaching techniques and materials, and become involved in on-site activities using them. Prerequisite: permission of the instructor.

COMM 5187 Secondary Techniques and Curriculum (3)
The course provides secondary teachers opportunities to learn basic instructional techniques, formative and summative assessment models, curriculum development, and lesson plans. Teachers and prospective teachers are expected to integrate the professional standards from their discipline into their projects and assignments.

COMM 5199 Teaching Writing (3)
Students will study current theories and practices of teaching writing as well as review the history of rhetoric. Based on contemporary theory and classroom realities, students will practice designing writing assignments, organizing courses and activities for writing, and assessing writing. They will also experience the actual process of composing by designing a writing process project.

COMM 5200 Independent Study (1-3)
MAT students with special interests or needs not met by existing curricula may request that a faculty member supervise an independent study. Together the student and faculty member decide the content of the study and the criteria for evaluation. In no case can an indepen-
dent study be set up when an existing course already treats the subject. Prerequisite: permission of the coordinator. May be repeated for credit if content differs.

COMM 5210 In-Service Education (1-4) Webster offers graduate in-service courses not part of the existing MAT curricula but which provide experiences important to the academic and professional development of educators. May be repeated for credit when topic varies. The semester course lists identify specific topics. Prerequisite: prior written approval of the MAT advisor.

COMM 5220 Curriculum Development in Second Language Classrooms (3) Participants will apply a curriculum planning process to the second language classroom. The planning will be based on local standards and legal requirements, informal assessment of children's language, analysis and adaptation of published materials, and the creation of materials to meet identified needs.

COMM 5230 Second Language Acquisition (3) Participants explore theories and models of second language acquisition. They learn about the emotional, social, and intellectual implications of the process of learning a second language. Students will analyze and compare first and second language acquisition and apply strategies related to second language learning in a cross-cultural setting.

COMM 5250 Ceramics (3) The class content includes development of forms and activities for art teachers. Chemical structures, materials, the kiln, and firing procedures are an integral part of the course.

COMM 5260 Oral Communication (2-3) In the first few sessions, students examine basic communication principles. Class activities and out-of-class assignments are designed to help students recognize common causes of communication problems and to expand their skills in dealing with them. The second part of the course builds on this knowledge as students practice more formal presentation skills.

COMM 5270 Visual Communication (2-3) Students learn methods by which various types of information can be interpreted and presented visually. Because today's students can "read" visual messages, just as they read written messages, educators must master the elements, structure, and tools provided to develop visual materials. Creation of video activities for the classroom and mastering basic video production techniques are emphasized.

COMM 5280 Written Communication (2-3) Students experience writing as a process of discovery as they improve their writing skills. Exercises designed to focus on various purposes, occasions, and audiences help writers examine clarity, organization, style, and word precision.

COMM 5290 Interpersonal Communications (2-3) This course entails both the self-analysis and classroom application of interpersonal communications skills. Specific topics include oral presentations, listening, conflict resolution, social styles analysis, verbal and nonverbal communications, motivation, and methods to enhance your learning environment. Professional educators are encouraged to research and observe communication techniques that will facilitate retentive learning.

COMM 5300 Reporting Research (3) Students learn to gather and use research materials, integrate and document a variety of sources in their papers and presentations, evaluate conclusions from research, and apply findings to the work setting. The emphasis is on synthesizing research and understanding theoretical concepts that guide their professional practice. Three papers are required; content of papers will reflect student interest and/or area of study.

COMM 5311 Principles and Practices of Language Testing (3) This course introduces and analyzes different formats and types of language test as a reflection of varied linguistic contexts, language teaching and language acquisition goals. Assessment techniques, practices and procedures are discussed in close relation to test validity and effectiveness. The class also covers the design, writing and administration of assessment. Prerequisite: Theories in SLA or Teaching experience or consent of instructor.

COMM 5340 Language Arts Seminars (3) Students become involved in a wide variety of activities designed to enhance the teaching of language arts in their classrooms. The courses listed under this course number are representatives of the workshop topics; other workshop topics are included in different semesters.

Advanced Storytelling Across the Curriculum (3) Storytelling is a way of using drama in the classroom through literature, creative movement, music, sound, and improvisation to develop interdisciplinary thematic units. Experiences are designed especially for teachers of pre-kindergarten through high school. Prerequisite: Storytelling Across the Curriculum or equivalent.

Creative Expression (3) Participants explore a variety of art forms, including mime, mask, visual arts, improvisation, creative drama, movement, music, storytelling, writing, and poetry. Several art forms are blended for multimedia presentations.

Developing Language Skills through Puppetry (3) In this course students have a chance to explore many methods of using puppetry in the classroom. With the assistance of skilled resource people, students become actively involved in the creative process of puppet making, puppet manipulation, and curriculum planning and presentation.

Extending Literature through the Arts (3) Students explore oral interpretation, reader's theatre, story theatre, creative drama (improvisation, storytelling, movement, music), writing, and film/video as they discover ways to bring literature for young people to life. Participants incorporate interdisciplinary, thematic approaches to literature to enrich curriculum K-12.

Media Literacy (2-3) What messages are being conveyed through the channels of mass communication? How do these messages affect our behavior? Media literacy has emerged as an established field of study within the international academic community. This course prepares students to become discerning and selective consumers of media and explores exciting ways of discussing media in the K-12 classroom.

Oral Interpretation of Literature (3) Through exploration and preparation of selections for oral presentation, students experience sensory and intellectual responses to literature. Lab sessions, group readings, and individual performances aim to develop the understanding and skills to communicate literature orally.

Storytelling Across the Curriculum (3) This course enables students to polish their storytelling skills as they develop a repertoire of material from a variety of genres: personal and original stories, folk fairy tales, literary tales, myths, and sagas. This course focuses on storytelling as performance art, often using movement, music, mime, puppets, story theatre, visual arts, and other media. Students also explore and document uses of storytelling as a motivational classroom teaching tool and design interdisciplinary thematic storytelling units.

Teaching Language and Language Issues (3) This course presents some of the various divisions in the field of languis-
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tics from phonology and grammar to doublethink, including speech theory and oral performance. Films, readings, and oral presentations will be the academic foundations for the study of linguistics in this class. Students will also create instructional activities that are designed to make their students more aware and proficient in the use of language.

Teaching the Language Arts with Computers (2)
Students learn methods of using computers to support instruction in the development of reading, writing, speaking, listening, and observation skills. Participants discuss small group, whole class, and individualized applications.

Technology and Thinking Skills (2-3)
This is a course on developing students' thinking skills using new video and computer technologies. These technologies include interactive video, expert systems, and software, with emphasis on equipment and software available in most schools. Concepts and strategies for using these technologies in developing critical and creative thinking are examined. Previous experience with the technologies is not necessary.

Workshop in Drama (2)
Participants are actively involved throughout the three major phases of the course: (1) pre-drama activities that expand sensory and body awareness, concentration, imagination, and nonverbal communication; (2) informal, spontaneous drama; and (3) the use of drama as response to literature.

Writing and Composition Instruction Using Computers (2)
Students in this course examine methods for applying word processors and other computer programs to support writing and composition instruction. Students discuss organizing instruction in laboratory or classroom settings.

Writing for Teachers and Young Readers (2)
This class for teachers interested in writing for children focuses on how autobiographical material and life experiences can be transformed into fiction and nonfiction. The course combines lectures, hands-on experience with writing activities, and group discussion. The course focuses on material for middle grade and young adult readers. Tools and strategies for encouraging creative writing and inspiration in the classroom are provided.

COMM 5344 Contemporary Linguistics (3)
Students study topics such as language and the brain, animals and language learning, slang, regional dialects, code-switching (African American, Chicano American, Native American and mainstream English), how dictionaries are made, and modern grammar.

COMM 5347 Poetry Writing (3)
Students should be committed to exploring the process and techniques of their own poetry and joining in critical discussions with others engaged in the same process. Focus is on the development of individual style. No previous poetry-writing experience is required.

COMM 5350 Intercultural Communications (3)
In order to function effectively in an interdependent world, we need to get along with and understand people vastly different from ourselves. In this course, students explore the values of their own culture, the extent to which thoughts and perceptions are shaped by cultures, and the expression of cultural differences in education.

COMM 5390 Literature Seminars
Some semesters the seminars focus on the interpretation and criticism of specific literary forms. Other semesters the seminar crosses genres to concentrate on specialized themes in literature. May be repeated for credit if content differs.

American Autobiographical Writing (2-3)
Students study five complete American works: Frederick Douglass's Narrative; Whitman's "Song of Myself"; Richard Wright's Black Boy; Elie Wiesel's Night; one chosen by students; and excerpts from Ben Franklin, Emily Dickinson, and others. Participants consider each work in its own right, in relation to other works, and as teaching material.

American Novel (2-3)
This course focuses on the development of the American novel and recurrent American themes. Students read and discuss five or six novels and the related contemporary criticism, considering each work in its own right, in relation to other works, and as teaching material.

Classic Films from Classic Stories (2-3)
Students in this class study one story each week, first reading the book, then viewing the film and analyzing both for differences and impact. Stories include The Wizard of Oz, Wuthering Heights, The Grapes of Wrath, Shane, and other classics.

Contemporary British and American Drama (3)
Concentration is on a major development in post-World War II drama. Students examine its techniques, functions, and multifaceted evolution as a dramatic style. Playwrights include Beckett, Pinter, Albee, and Shepard. This is a literature seminar; no acting ability is required.

Modern English Literature (3)
Students examine major developments in twentieth-century English literature— their common ground and points of departure. Discussions focus on the writers' methods as artists, in addition to their concerns about content and theme. The emphasis is on fiction.

COMM 5391 American Novel (3)
This course focuses on the development of the American novel and recurrent American themes. Students read and discuss five or six novels and the related contemporary criticism, considering each work in its own right, in relation to other works, and as teaching material.

COMM 5392 American Poetry (3)
Students study five complete American works: Frederick Douglass's Narrative; Whitman's "Song of Myself"; Richard Wright's Black Boy; Elie Wiesel's Night; one chosen by students; and excerpts from Ben Franklin, Emily Dickinson, and others. Participants consider each work in its own right, in relation to other works, and as teaching material.

COMM 5393 American Short Story (3)
The short story is the most accessible and teachable of literary forms and rich with possibilities beyond the usual lessons. Emphasis will be on American writers.

COMM 5395 Contemporary World Literature (3)
Participants delve into fiction, poetry, and drama since World War II that thematically and artistically reflect concerns distinctly different from those commonly expected by members of post-World War II America. Emphasis is on the literature of Eastern and Western Europe and Sound America.

COMM 5398 World Literature (3)
Students study several major documents of world literature, spanning three millennia. The basic argument of the course is that there are fundamental human documents to be read and studied, that the few included in our course are some of them, and that these are eminently teachable works.

COMM 5399 Poetry of the Planet (3)
This exploration will uncover poetry on our planet. Collectively and individually, students will study and search for poems suitable for k-12 classrooms that can be pursued, presented, and performed. A poetry celebration will conclude the journey. "What place would you advise me to
Communication Arts

COMM 5400 Printmaking (3)
Students in this course learn the skills and techniques of printmaking, serigraphy, and silkscreen.

COMM 5410 In-Service Topics (1-3)
In-service courses are designed to provide MAT degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses may be approved for the MAT with prior written approval of the student's advisor. May be repeated for credit if content differs.

COMM 5430 Serigraphy (3)
This is a survey of stencil techniques, including photographic processes using newly developed, water-based printing materials.

COMM 5440 Integrated Language Arts (3)
Students look at various ways to integrate language arts in the K-12 curricula. Speakers, films, and activities highlight listening, acting, speaking, reading, writing, viewing, and thinking as separate, cumulative communication skills.

COMM 5460 Curriculum Design (3)
This course is required for all MAT degree-seeking students. It is designed to help individuals plan learning experiences. Topics included in discussion are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has a direct application to a particular teaching situation.

COMM 5480 Advanced Composition (2-3)
Students in this class give attention to the clear and orderly development of ideas, development of the writer's style, and analytical skills in composition, emphasizing research and professional writing, with a majority of time devoted to individual writing.

COMM 5490 Seminars in Reading Instruction (2-3)
Seminars are designed to focus on contemporary research and classroom application of these data. Different topic descriptions may be repeated for credit.

Literacy as Empowerment-International Perspectives (2-3)
This course is an investigation of the role of "literacy learning" in other countries. Students explore implications for their own teaching so they can deepen understanding of the dynamics inherent in social, political, and academic arenas. Methods/materials from classrooms are reviewed, and each student will focus on an area (emergent literacy, adult literacy, "illiteracy" or "alliteracy," gender-related issues) and a country to research for a class report.

COMM 5510 Artists Are Alive and Well (3)
Through a varied selection of activities and close student-artist contact, the students study the art of the past and present. In addition to slides, lectures, and museum and gallery tours, students have the opportunity to visit individual artists' studios and private collectors' homes not normally open to the public. This course may be offered at various locations such as St. Louis, Kansas City, or Vienna. May be repeated for credit if content differs.

COMM 5520 Communications Seminars
Communications workshops allow participants to explore various aspects of the communication process. May be repeated for credit if content differs.

Communication for Teachers (3)
This course is an extension of materials and methods covered in COMM 5260 Oral Communication. Completion of COMM 5260 Oral Communication is a suggested prerequisite for this course, but is not required. Topics covered include communicating with administrators, peers, and students; negotiation of conflicting needs; conducting parent-teacher conferences; communicating in and with families; school-related communication issues for children coping with divorce; facilitating school meetings and giving presentations; and conducting teacher workshops and in-service programs.

Writing Across the Curriculum (2-3)
Students examine and experience realistic ways to initiate the writing process—prewriting, writing, rewriting, editing, and evaluating. A history of teaching writing from Cicero to Elbow prepares teachers for classroom activities.

Ways of Seeing (2)
Ways of Seeing gives students a chance to explore seeing as a sensory, perceptual, imaginative, psychological, artistic, cultural, idiomatic, literary, and journalistic experience.

COMM 5530 Technology and Teaching (3)
This course is a non-technical approach to the study of technologies and communications related to teaching and training. Students learn how home, school, and business are affected by technology. Primary emphasis is on the direct application of current technology to educational settings and specific teaching objectives.

COMM 5550 Aesthetic Education Workshops (1-3)
Aesthetic education workshops are designed for elementary and secondary teachers interested in developing artistic skills and curricula that integrate art into daily classroom activities. Although art, music, and theatre specialists are welcome, the workshops are designed for the renewal of professional classroom teachers, regardless of subject matter or grade level taught. May be repeated for credit if content differs.

Advanced Ceramics (1-3)
This is a continuation of COMM 5250 Ceramics. Further development in throwing techniques, glaze development, firing, and general kiln handling are emphasized.

Advanced Drawing (3)
Prerequisite: COMM 5090 or permission of the instructor.

Advanced Painting (3)
Style and theme development are the focus of the course. The individual develops a major work that illustrates point of view and demonstrates competency in a particular area.

Advanced Printmaking (3)
In this class students develop skills and techniques of printmaking, serigraphy, and silkscreen printing and explore alternative possibilities within each process.

Art for Elementary School Teachers (2-3)
Focus of this course is the young child's relationship to the world, creative power in children, early education in the visual arts, effective presentation of art materials, and the roles of parents and teacher in encouraging art expression.

Art History and Aesthetics (2-3)
This course focuses on art history and aesthetics and how they interrelate to produce sequential learning experiences in and out of the classroom. Teachers are asked to look at ways art and the humanities can relate to other arts, other subject areas, and the history of ideas.

Criticism and Studio Production (2)
Students are encouraged to develop a personal idiom in art and work on individual projects that emphasize personal attitudes, interests, and viewpoints. A wide range of materials are explored and explained. The
COMM 5551 Watercolors (3)
This course assists teachers in assessment methods and techniques necessary for developing positive attitudes toward the learning process in watercolor composition.

COMM 5552 Multicultural Traditions in Art (3)
This course explores the traditions of diverse cultures throughout the world and how they are tied together by common themes. In all continents, customs and lifestyles influence various art media. Each session will explore a different ethnic art experience.

COMM 5559 Papermaking (3)
Through the use of traditional hand papermaking forms, this course in creative papermaking features sheet making, paper casting, and model techniques.

COMM 5560 Sculpture (3)
The focus of this course is to investigate traditional and contemporary materials, concepts and techniques applied to meaningful hands-on art experiences with emphasis on integrating the experience with regular academic studies in language arts, science, history, mathematics, and social studies.

COMM 5630 The Humanities Connection (1-3)
This course is designed for elementary and secondary teachers and assists them in selecting appropriate humanities materials for their grade level. Course content emphasizes fine arts-their study in the historical setting; aesthetics and the aesthetic valuing process; and the nature of creativity. Participants discuss all concepts regarding fine arts' applicability to the existing subject matter curricula.

COMM 5640 Communication through Art Forms (2-3)
This course brings students in contact with many of the leading themes, styles, and media of artistic communication. Students explore the roles of visual arts, music, creative drama, and movement in fostering the physical, emotional, social, and cognitive well-being of individuals in school communities.

COMM 5670 Teaching in a Diverse Society (3)
Students explore issues in teaching in a multicultural setting, examining the implications of diverse student populations and emphasizing values and beliefs about learning and teaching. The course explores the historical and philosophical foundations of education, focusing on the implications for current diverse classrooms. Students will examine traditional and contemporary philosophies in their historical context and discuss the impact of these on student and teacher roles, curriculum, assessment and instruction, and classroom organization and management.

COMM 5750 Special Institute (2-3)
Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the communications arts program. Detailed current information appears in the specific semester course offerings. May be repeated for credit if content differs.

COMM 5790 Photography (3)
This course includes a study of photographic art and introduces principles of still photography and darkroom work. The student completes an assignment in photojournalism using the 35-mm format.

COMM 5800 Applied Research (3)
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisites: advancement to candidacy and permission of the instructor. This course may be substituted for COMM 5460 Curriculum Design.

COMM 5810 Experiments in Learning (3)
Each participant becomes involved in a variety of learning modes and, through experiencing these modes, better understands his or her own learning style and becomes sensitive to the learning styles of others.

COMM 5820 Foundations in Reading Instruction (2-3)
The focus is on reading methods and specific techniques appropriate for emergent readers and developmental readers in elementary grades. A review of best practices in reading instruction, based on both current research and practice, informs graduate students so they can provide instruction for diverse learners at all levels. This course offers a solid background in reading instruction for students who have not had prior coursework in reading.

COMM 5830 Emergent Literacy (2-3)
Students explore theories and practices of literacy learning. Graduate students engage with community, school, and family resources to identify current teaching strategies and instructional methods. Topics for study include: Contexts of Literacy, Parents and Preschoolers as Emerging Readers, Whole Language and Constructivism as a guiding philosophy, Family Education, and Special Programs. Students learn to provide a supportive environment with direct and indirect approaches for promoting phonemic awareness with a focus on meaning and understanding structures of language in the printed text. An emphasis on stages of development and methods of assessment will provide a background for teaching in early childhood and elementary settings. This course has been approved for certification in early childhood. May be counted toward an emphasis in reading. (Not counted as a methods course for Elementary Education or Reading Certificate.)

COMM 5840 Reading and Writing as Cognitive Processes (2-3)
This course is designed for teachers to experience the reading-writing connection and develop methods for teaching. Teachers are provided with the opportunity to study, experience, and develop effective strategies for their classrooms. Emphasis is given to early reading instruction, but an integrated focus includes the literacy needs of students of all ages and abilities. This course counts for initial elementary or early childhood certification.

COMM 5850 Reading and Literature Study Groups (2-3)
Classroom teachers grades K-6 are provided the rationale and information for developing a literature-based reading curriculum. Various techniques for establishing literature study groups at different grade levels, identifying literature found successful in promoting student-directed discussions, and for evaluating student growth will be considered. Students will select and implement appropriate strategies for classroom activities, maintain reader-response journals, and participate with other graduate students in literature study groups. Special emphasis will be on literature.
across cultures and ways to facilitate the understanding and appreciation of diversity. This course counts for initial elementary certification.

COMM 5880 Survey Reading Course for Secondary Teachers (3)
This course includes reading techniques and study strategies for teachers of students in grades 6-12. A major emphasis is communication of concepts in content areas.

COMM 5900 Reading Seminars (1-3)
The content of various topics is focused on methods and technologies necessary for promoting reading development, increasing knowledge of fiction and nonfiction, and establishing positive attitudes toward literacy grades K-12. Topics offered include the study of genres, adolescent literature, children’s literature, and strategic approaches for constructing meaning in reading and composing. May be repeated for credit if content differs.

COMM 5920 Teaching Reading in Content Fields (2-3)
A broad spectrum of reading strategies necessary for understanding text (e.g., predicting, confirming, questioning, and comprehending) are addressed. Participants study the different kinds of reading required for varied situations and materials and consider problems such as adjusting assignments to different rates, providing assistance in content assignments, and dealing with striving readers. A content area unit is part of the course evaluation and includes vocabulary as well as prereading, during reading and post reading strategies in addition to formative and summative assessments. This course is used for middle school and secondary certification.

COMM 5930 Investigations in Reading, Intermediate (2-3)
Emphasizes reviewing research and methods related to the teaching of reading in grades 4-6. Participants are assisted in pursuing topics of personal interest in individual investigative projects. Counts for initial elementary certification.

COMM 5960 Differentiated Reading Instruction (3)
Students learn about research and best practices in developmental reading and learn how to assess abilities and needs of individual students within the classroom. Various materials and activities are developed for whole group, small group and individual instruction, based on informal and formal assessments. Course counts for initial teaching certification.

COMM 5990 Independent Scholar (1-3)
An MAT graduate with special interests or needs not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the study and the criteria for evaluation. In no case can an independent study be set up when an existing course already covers the subject. Prerequisite: student must be an MAT graduate. May be repeated for credit if content differs.

COMM 6000 Advanced Graduate Certificate Project (3)
The advanced graduate certificate (AGC) project is the culminating experience in the AGC program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an MAT class, a school district, a local board of education, or a community group; a paper or research project that might be published or distributed within an appropriate school, a community group, or a large audience; or an action project designed and implemented within the student’s place of employment. Prerequisite: permission of the AGC coordinator.
Program Description

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

Students develop a specialized focus on infants and toddlers, preschool-age children, kindergarten, early primary, or parent education through specific courses, projects within courses, practica, and individualized planning of action research or curriculum development.

Students learn to identify developmental needs and design appropriate educational plans for children who are “typically developing,” as well as those who have special needs. Strategies for meeting the needs of all children in the least restrictive environment are emphasized. Throughout this major, students explore methods of consultation and collaboration among teachers, therapists, parents, and others involved in providing services to young children.

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Candidate Learning Goals

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

Requirements

After completing 9 credit hours within an MAT major, all MAT degree-seeking students are required to be advanced to candidacy. Please refer to the Advancement to Candidacy section in this catalog for specific guidelines.

Early childhood education majors are required to complete 33 credit hours, including at least 27 credit hours in early childhood courses. All must take the following required core courses:

- COMM 5820 Creating Learning Environments 3 hours
- COMM 5830 Topics in Early Learning 3 hours
- COMM 5840 Issues in Parenting 3 hours
- ECED 5460 Curriculum Design 3 hours
- ECED 5510 Cognitive Development: Implications for Early Education 3 hours
- ECED 5590 Developing Language Skills through Puppetry 3 hours
- ECED 5670 Sociomoral Development: Implications for Early Education 3 hours
- ECED 5800 Applied Research, or ECED 5460 Curriculum Design 3 hours
- ECED 5850 Practicum in Early Childhood Education 2-4 hours
- ECED 5860 Cross-Cultural Perspectives in Early Childhood 3 hours
- ECED 5880 Integrating Resources: Community, Schools, and Family 3 hours
- EDUC 5080 Planning for the Inclusive Classroom 3 hours
- EDUC 5090 Curricular and Instructional Adaptation 3 hours
- EDUC 5840 Issues in Parenting 3 hours
- EDUC 5850 Practicum in Early Childhood Education 2-4 hours
- EDUC 5860 Cross-Cultural Perspectives in Early Childhood 3 hours
- EDUC 5880 Integrating Resources: Community, Schools, and Family 3 hours
- In addition, early childhood education majors are required to complete 9 credit hours from the following courses:
  - COMM 5000 Fiction and Poetry for Children 3-4 hours
  - COMM 5340 Language Arts Seminar: Storytelling Across the Curriculum 3 hours
  - COMM 5340 Language Arts Seminar: Developing Language Skills through Puppetry 3 hours
  - COMM 5440 Integrated Language Arts 3 hours
  - COMM 5820 Creating Learning Environments 3 hours
  - COMM 5830 Topics in Early Learning 3 hours
  - COMM 5840 Issues in Parenting 3 hours
  - ECED 5010 Foundations of Early Childhood Education 3 hours
  - ECED 5430 Language and Motor Development in Infant Toddler Programs 3 hours
  - ECED 5430 Language and Motor Development in Infant Toddler Programs 3 hours
  - ECED 5830 Topics in Early Learning 3 hours
  - ECED 5840 Issues in Parenting 3 hours
  - ECED 5850 Practicum in Early Childhood Education 2-4 hours
  - EDUC 4730 Language Development for Students 3 hours
  - EDUC 4790 Assessment for Intervention of Infants and Young Children 3 hours
  - EDUC 4848 Early Childhood Special Ed. Curriculum 3 hours

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

- SPED 5250 Behavior Management for Children with Special Needs 3 hours
- SPED 5260 Career Preparation for Students with Special Needs 3 hours
- SPED 5270 Advocating for Persons with Disabilities* 3 hours
- SPED 5290 Collaboration and Cooperative Teaching* 3 hours
- SPED 5300 Communicating with Families and Disabled Persons 3 hours
- SPED 5330 Legal Issues in Special Education 3 hours
- SPED 5370 Educating Students with Physical and Health Impairments* 3 hours
- SPED 5480 Learning and Behavior Problems in the Classroom 3 hours

These courses are also offered as ECED 5830 Topics in Early Learning.

Teacher Certification in Early Childhood/Early Childhood Special Education (Missouri)

Early childhood education majors may receive an initial or added teaching certificate in early childhood education and/or early childhood special education. Students should contact their advisor or the Webster Teacher Certification advisor.
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Course Descriptions

Note: Other MAT courses with the EDUC prefix are listed under Multidisciplinary Studies and Special Education. Undergraduate EDUC courses (those with a number below 5000) are listed in the Undergraduate Studies Catalog.

ECED 5010 Foundations of Early Childhood Education (3)
This course focuses on the historical, psychological, philosophical, and social foundations of early childhood education. Theories and research in child development and education are integrated with practical knowledge. Students examine forces that shape the future of early childhood education and the role teachers play in that future.

ECED 5040 Program Models in Early Childhood/Early Childhood Special Education (3)
This course is focused on programs developed for the early childhood and special education populations. Students examine philosophy, theoretical framework, curriculum, methodology, role of the teacher, role of the child, service delivery systems, and parent involvement. Students replicate portions of specific models as well as develop teaching strategies that would be characteristic of particular models. Special attention is given to models for mainstreaming the special needs child. Prerequisites: ECED 5010 or permission of the early childhood program coordinator.

ECED 5200 Independent Study (1-3)
MAT students with special interests or needs that are not met by existing courses may request that a member of the faculty supervise an independent study. The student and faculty member decide on the content of the independent study and the criteria for evaluation. This course may be repeated for credit if content differs.

ECED 5410 In-Service Topics (1-3)
In-service courses are designed to provide MAT degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the MAT degree with prior approval of the student’s advisor. May be repeated for credit if content differs.

ECED 5430 Language and Motor Development in Infant Toddler Programs (3)
Young children use language, gestures and the people around them to gain access into social groups including school. This course examines the current state of theories about language acquisition and important conclusions about language learning that have significant implications for teaching infants and toddlers. The course also considers ways teachers observe the perceptual motor development of infants and toddlers and use these specific observations of each child to promote a comprehensive plan to support children’s physical health, enhance motor skills, and support children with developmental lags. Students will examine developmental standards by which early childhood centers can be evaluated and improved. Students seeking post-baccalaureate initial certification must take ECED 5431 either concurrently or after completion of this course.

ECED 5431 Infant Toddler Practicum (1)
Concurrent registration in EDUC 4740 Child Development II is preferred. The focus of this practicum is observation and participation in classrooms servicing children in infant-toddler centers and support an understanding of developmentally appropriate practice. Prerequisites: ECED 5010, EDUC 4740.

ECED 5460 Curriculum Design (3)
Concurrent registration in ECED 5461 Preprimary Practicum and ECED 5462 Primary Practicum is preferred.
This course combines a theoretical and experiential investigation of curriculum for children ages birth through eight years, with primary emphasis on pre-kindergarten through the elementary grades. It emphasizes the roles of the teacher as observer, collaborator, facilitator, and organizer. Students will learn how to develop curriculum projections that are based on 1) ongoing documentation and study of children’s current understanding and interests; 2) child development and education research; 3) values and goals established with parents and community; and 4) consideration of contextual variables related to the school environment, family, and peer relationships. Emphasis is placed on continuity of learning experiences for children, integration of subject matter knowledge through project studies and daily life experiences, and a negotiated learning process, which allows children and teachers to adjust and readjust their expectations through ongoing questioning and reorganization of experiences. Prerequisites: ECED 5010 Foundations in Early Childhood Education.

ECED 5461 PrePrimary Practicum (1)
Concurrent registration in ECED 5460 Curriculum Design is preferred. The focus of this practicum is observation and participation in classrooms servicing children in preprimary grades. Prerequisites: EDUC 4740, ECED 5431, ECED 5460.

ECED 5462 Early Primary Practicum (1)
Concurrent registration in ECED 5460 Curriculum Design is preferred. The focus of this practicum is observation and participation in classrooms servicing children in primary grades. Prerequisites: EDUC 4740, ECED 5431, ECED 5460.

ECED 5466 Preprimary Practicum Early Childhood Special Education (1)
Concurrent registration is ECED 5830 Topics in Early Learning: Early Childhood and Special Education Curriculum and ECED 5830 Topics in Early Learning: Assessment and Intervention of Infants and Young Children is required. The focus of this 1-credit-hour practicum is observation and participation in inclusive classrooms in the preprimary grades. It centers on implementation of intervention strategies for children with Individualized Education Plans (IEPs). Prerequisites: EDUC 4740, ECED 5431 and ECED 5460.

ECED 5470 Observation, Documentation and Analysis of Learning in Early Childhood Education (3)
In this class, students will develop an understanding of how documentation based on close observation of children’s learning processes helps to make learning visible and shape the learning that takes place in young children. They will learn why assessment of young children’s strengths, progress and significant concerns that require focused intervention call for assessment strategies that are developmentally appropriate, culturally and linguistically responsive, connected to relevant children’s daily activities and inclusive of families. Following an inquiry-based structure and cycle of learning and teaching, students will evaluate the impact of the children’s activities and teacher strategies and create change in early childhood programs. The importance of continued professional development and continued accountability will also be emphasized. Students must have access to children, preferably in a classroom setting. Prerequisites: ECED Foundations in Early Childhood Education.

ECED 5480 Math Methods for the Young Child (3)
Students explore ways to support the young child’s construction of knowledge in regard to numeracy. The educational implications of current cognitive theory and related research are examined. The Content and Process Standards developed by the National Council of Teachers of Mathematics (NCTM) provide a framework for teaching strategies. The course focuses on children’s mathematical learning in prekindergarten through third grade. Prerequisite: ECED 5460

ECED 5510 Cognitive Development: Implications for Early Education (3)
Students examine foremost theories and current research in the area of cognitive development. These include: the construction of knowledge, symbolic and language development, and the effects of handicapping
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conditions on development. Participants explore curriculum implications for early education of children from birth through eight years of age. They examine the cognitive and representational goals of Project Construct and their implications for curriculum and assessment.

ECED 5670 Sociomoral Development: Implications for Early Learning (3)
Students examine theories and research in the areas of sociomoral development of children. The integral linkage of these aspects of development with children's intellectual development is addressed. Curriculum implications for normally developing children, as well as children with disabilities, are explored. Emphasis is placed on interactions that foster mutual respect and trust with adults and children, the development of self-regulation, self-esteem, social knowledge and competence, cooperation and collaboration, and positive dispositions toward learning. The sociomoral goals of Project Construct and their implications for curriculum and assessment are examined.

ECED 5740 The Early Primary Grades (3)
This course is designed to give student an in-depth, practical look at the first through third grade elementary child while focusing on a theoretical and experiential investigation of programming, curriculum, and assessment. Methods and techniques of teaching science and social studies with an emphasis on organization of inquiry learning will be a focus. The class stresses the various role of the teacher as observer, collaborator, facilitator, and organizer. Students will learn to evaluate learning models, organize curriculum projections that are based on 1) ongoing documentation and study of children's current understanding and interests; 2) child development theory and research; 3) values and goals established with parents and community; and 4) consideration of contextual variables related to the school environment, family, and peer relationships. Students will also learn how to interpret this information to access outcomes and support children's continued development and learning. Developmentally appropriate integration of technology into the primary classrooms will be discussed. Prerequisite: ECED 5010.

ECED 5800 Applied Research (3)
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisite: advancement to candidacy.

ECED 5820 Creating Learning Environments (3)
This class is planned to help the teacher use knowledge of children and their needs in creating a total school environment conducive to optimum development. Students review many materials and plan centers of interest.

ECED 5830 Topics in Early Learning
These courses are designed for educators who work with children from birth through age eight and/or their parents. Additional topics will be added as developments occur in the field of early learning and as teachers who are working in this area indicate their interests and concerns. This course number may be repeated for credit with different topic designations. Examples of offerings in this area are:

Administration of Early Childhood Programs (3)
This course introduces students to crucial issues in administering early childhood programs. These include public policy and regulation, management theory and leadership styles, new program development, protection of children in and out of home care, quality and affordability, staff development and supervision, and legal issues.

Art and the Young Child (3)
This course emphasizes art as a natural form of communication for the young child. Current research on art for the young child will be studied and discussed. We will review the effectiveness of the teacher as facilitator in art activities for children, and explore ways to incorporate art into the basic curriculum. As a class we will discover resources for supplies and ideas, and reflect on our present art activities.

Creative Expression and the Young Child (3)
In this course, participants explore the role of the teacher in developing climates and media that are conducive to creative behavior. Visual arts, drama, puppetry, music, and storytelling/language arts are the topics that will be discussed. Theories of creativity will be explored, and emphasis will be on how to nurture and promote creative expression in young students.

Early Childhood Issues (3)
Students will thoughtfully and critically examine major issues, trends, controversies, and challenges in early childhood education, surrounding practices policies, and professional development. They will gain in-depth knowledge of the key dimensions of a chosen topic by conducting an individual analysis grounded in theoretical principles, professional literature, and personal experiences.

Infant-Toddler Programming and Development (3)
This course focuses on development beginning with the fetus and progressing through toddlerhood. Students examine research and developmental theories, with emphasis on the implications in the curriculum for caregiving, play and learning, attachment, partnership with parents, health, safety, and nutrition. This course examines both normal infants and toddlers, as well as those with special needs.

Negotiated Learning (3)
This course focuses on the central role of documentation in the social constructivist approach to early learning that has emanated from the infant-toddler and preschool programs of Reggio Emilia, Italy. Students will explore multiple ways to observe and document the learning experiences of young children and then study that documentation to determine how to support children's thinking and negotiate learning. Documentation is used to improve discourse by serving as a database for reflective teaching. Documentation and discourse enable teachers to generate designs for future learning experiences that have continuity with children's thinking and prior experience. Together, these three components of documentation, discourse, and design define a negotiated learning process that involves continuous action research of teaching and learning.

Program Models in Early Childhood Education (3)
This course focuses on programs developed for the early childhood and special education population. Students examine philosophy, theoretical framework, curriculum, methodology, role of the teacher, role of the child, service delivery systems, and parent involvement. Students replicate portions of specific models as well as develop teaching strategies that would be characteristic of particular models. Special attention is given to models for mainstreaming the child with special needs.

The Young Child as Naturalist (3)
Through activities and discussions, this course will introduce techniques and experiences that encourage a conservation ethic and nurture environmental awareness in young children. While a survey of environmental themes will be key, emphasis will be placed on the importance of nature education at the early childhood level.

ECED 5840 Issues in Parenting (3)
This course is designed to expose students to the development and use of a variety of effective techniques for interacting with parents of young children. Students explore situations such as parent-teacher conferences, parent meetings, the use of parents as volunteers, and parents as policy-
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makers. Attention also focuses on needs of the single parent, the student parent, parents working outside the home, foster or adoptive parents, and the older parent.

ECED 5850 Practicum in Early Childhood Education (1-4)
This practicum offers a variety of options for placement and foci for learning. Students may participate in programs for infants and toddlers, preschool-age children, kindergarten, early elementary, early childhood special education, or parent education. The learning focus may be on child development, curriculum, applied research, administration, and/or parent education. Prerequisite: permission of the early childhood coordinator. This course may be repeated for credit.

ECED 5860 Cross-Cultural Perspectives in Early Childhood (3)
This course addresses the contributions of diverse cultures within the society of the United States. Students will examine and analyze racism, sexism, ageism, and ability levels with the schools and community. This course will also focus on diversity among groups of people and individuals based on ethnicity, socioeconomic status, family structure, exceptionalties, language, religion, sexual orientation, and geographical area. Early childhood education in different countries and cultures will be discussed and ideas generated about implication for teaching young children.

ECED 5880 Integrating Resources: Community, Schools, and Family (3)
This course is designed to help students identify changing family and community structures, patterns, and relationships. Students determine how these influence children and their educational needs. They study methods of assessing family needs and interests, identifying and utilizing community resources, and responding to family needs through education and partnerships. They review models of consultation and case management in regard to children and families with special needs. They explore and simulate techniques for interacting with parents and examine collaboration strategies for interdisciplinary team efforts.
Educational Technology

Program Description
In this information age, technology is critical for all teaching and learning. Educators should be able to employ technology in their work with students as tools for learning, as content for study, and as a vehicle for communication and information exchange. The Educational Technology MAT degree program prepares educators to become literate in communicating via print, video, web and other e-learning media; and to integrate these technologies into the teaching and learning process. The program emphasizes the application of educational theory and research into practice, critical reflection and the assessment of learning.

Requirements
Educational technology majors are required to complete 33 credit hours. All majors must take the following required courses:

1. Required Courses (17 credit hours)
EDUC 5350 Overview of Distance Learning 2 hours
EDTC 5460 Curriculum Design 3 hours or
   EDTC 5460 Curriculum Design: Technology Applications 3 hours
EDTC 5070 Desktop Publishing 2 hours
EDTC 5290 Digital Video Editing 3 hours
EDTC 5465 Instructional Design 2 hours
EDTC 5550 Web Authoring and Design-Part I 2 hours
EDTC 5555 Web Authoring and Design-Part II 2 hours
EDTC 5900 Technology, Ethics, and Society 3 hours

2. Core Course—7 credit hours, using at least two different course numbers, from the following:
EDTC 5250 or EDTC 5255 Programming
EDTC 5259 Advanced Digital Movie Making
EDTC 5330 Theoretical Perspectives (any topic)
EDTC 5560 Internet Applications (any topic)
EDTC 5630 Advanced Topics in Classroom Technologies (any topic)
EDTC 5700 Topics in Hardware and Planning
EDTC 5800 Distance Learning and Education

3. Educational Technology Electives (at least 3 credit hours in EDTC, excluding EDTC 5210 and EDTC 5410).

4. Open Electives (6 credit hours of School of Education graduate courses).

5. EDTC 5995 Final Program Survey.
The MAT Program application form and “Why I Teach” essay must be completed by the student and approved by the Program Coordinator before starting the MAT educational technology program.

Upon completing 9 credit hours within an MAT major, all MAT degree-seeking students are required to be advanced to candidacy. Please refer to the section on Advancement to Candidacy in this catalog for specific guidelines.

Emphasis in Distance Education
11 credit hours
The emphasis in distance education provides educators with coursework in the history of distance learning, instructional design, building online courses, conducting video conferences and designing virtual school curricula. The emphasis is designed to provide educators with the knowledge and skills necessary for instructional leadership in distance education.

Required courses:
EDUC 5350 Overview of Distance Learning 2 hours
EDTC 5820 Designing an Online Course (prerequisite: EDTC 5465 and EDUC 5350) 3 hours
EDTC 5830 Using Video Conferencing Technologies Effectively in the Classroom (3) (prerequisite: EDTC 5465 and EDUC 5350) 3 hours

Degree Audit for Distance Learning Emphasis in EDTC
1. Required Courses (17 credit hours)
EDUC 5460 Curriculum Design 3 hours or EDTC 5460 Curriculum Design: Technology Applications 3 hours
EDTC 5070 Desktop Publishing 2 hours
EDTC 5290 Digital Video Editing 3 hours
EDTC 5465 Instructional Design 2 hours
EDTC 5550 Web Authoring and Design-Part I 2 hours
EDTC 5555 Web Authoring and Design-Part II 2 hours
EDTC 5900 Technology, Ethics, and Society 3 hours

2. Distance Learning Required Courses (11 credit hours)
EDUC 5350 Overview of Distance Learning 2 hours
EDTC 5820 Designing an Online Course 3 hours
EDTC 5830 Using Video Conferencing Technologies Effectively in the Classroom 3 hours
EDTC 5840 Designing a Virtual School Curriculum 3 hours

3. Open Electives (5 credit hours of School of Education graduate courses).

4. EDTC 5995 Final Program Survey

Transfer of Credit
Only courses in educational technology that are a part of a graduate degree program at the host university will be considered for transfer toward an MAT degree in educational technology.

Course Descriptions
EDTC 5010 Introduction to Classroom Technologies for Educators
This course is intended as a broad-based introduction to technology. This is a hands-on, project-based course designed to help educators use technology creatively and effectively in support of curriculum in the elementary and secondary school classrooms. Topics include an introduction to media literacy, evaluation and integration of software into the curriculum, and the impact of technology on the teaching/learning process. Technologies presented include: multimedia, videodisks, Internet, and electronic communications (video, audio, and data).

EDTC 5030 Topics in Classroom Technologies
The courses listed below are designed to expose students to particular classroom applications or issues on the use of technology. This course may be repeated for credit if the content differs.

Assistant Technology (3)
This is a hands-on, project-based course designed to help educators evaluate hardware and software in relation to a student’s specific disability. It provides an in-depth explanation of hardware and software developed for people with disabilities.

Learning Communities (1)
This course is for individuals in an educational or business setting who have the desire to create and implement successful learning communities with technology in a teaching/instructing atmosphere. This course will take into account researching, creating, formulating, problem solving, grouping strategies, managing, and evaluating and assessing all aspects of learning communities in the educational/instructional setting.

Maximizing Interactive Learning with Technology (2)
This course enables educators to improve student retention, and increase learning through the use of hands-on activities that compliment cur-
curriculum across the board. This course covers the adaptation process of application software, free bundled software, and online searching and researching in computer labs and in one-computer classrooms.

**Modeling Data to Enhance Instruction (2)**
This course is designed to focus teachers on engaging in data-driven decision making for instructional improvement. In the context of national and state-based teacher accountability systems, teachers are expected to use student performance and test data to improve student learning by differentiating instruction for each student. In this course, teachers will use data modeling software in conjunction with inquiry based approaches to interpret and analyze student performance data. Using these modeling tools teachers will engage in trend analysis, data representations and visual modeling of individual student data. Teachers will also learn how to teach inquiry based data modeling concepts to students in their own classrooms.

**Searching for Classroom Grant Opportunities (2)**
This course is for individuals who have the desire to locate grants that are offered to educators, trainers, and instructors. It covers searching for grants using the Internet and traditional methods. The course also covers writing techniques, terminology, tips, and suggestions for effective grant writing to simplify the process and ensure success.

**Introduction to Assessment Using Technology (2)**
This course examines different methods to collect, organize, and analyze information using technological tools. It examines substantive and evidentiary learning processes, ISTE NETS, psychology of learning, pros and cons of using technology to assess, and the ethical and social aspects of evaluation and what assessment means in any curriculum and how can technology aid in the process.

**EDTC 5040 Computer Graphics (2)**
Computer graphics adds imagery for the web, design for the printed page, and broadcast-quality to multimedia presentations. This course covers the basic applications of computer graphics into word processing, multi-media, and web projects. Some topics include: downloading from the web, creating, converting, manipulating, placement, and exporting of graphics.

**EDTC 5070 Desktop Publishing (2)**
This course is a study of desktop publishing and the current state of the desktop publishing industry. Emphasis will be placed on how to actually create a publication from start to finish and include emphasis on types of publications useful in the classroom. Software required or access to the software in the lab. Prerequisite: EDTC 5040.

**EDTC 5190 Topics in Classroom Media**
The courses listed below examine particular media issues and provide hands-on applications as they relate to education. This course may be repeated for credit if the content differs.

**MP3 Players and Creating Podcasts (2-3)**
This course provides instruction and strategies on how to utilize MP3 players and Podcasting in the classroom. Students will learn how to convert and transfer music, audio books, and podcasts onto an MP3 player and will learn how to create audio podcasts as well as enhance podcasts with photos. MP3 players will be provided for students. Strategies will also be given on how to use podcasts and MP3s players effectively in the classroom to increase student motivation and raise achievement.

**Multimedia Applications for Teaching &Learning (2)**
This course is for educators who want to creatively and effectively utilize multimedia technologies to have a powerful impact on the curriculum in elementary and secondary school classrooms. This course will provide a comprehensive look at using a variety of production (scanner, camcorder, digital camera, and microphone) and storage (CD-R, flash drive, internal/external hard drive, and network) devices. Educators will investigate fair use guidelines for educational multimedia. Emphasis is on designing, developing, and evaluating both teacher-created and student-created multimedia projects in the classroom.

**EDTC 5200 Independent Study (1-3)**
MAT students with special interests or needs that are not met by existing courses may request that a member of the faculty supervise an independent study. Together, the student and faculty member decide on the content of the independent study and the criteria for evaluation. This course may be repeated for credit if the content differs. Prerequisite: permission of the Educational Technology Coordinator.

**EDTC 5210 In-Service Education (1-4)**
These courses are not part of the existing MAT curricula but provide experiences important to the academic and professional development of educators. This course may be repeated for credit if the content differs. Prerequisite: permission of the Educational Technology Coordinator.

**EDTC Programming Languages:**

**EDTC 5250 Programming I (2)**
This course is designed to provide educators with foundational skills and experiences in computer programming. Students will be introduced to the rationale, uses, and history of computer programming in schools. Basic programming concepts using Scratch will be taught. Such concepts include: Procedural programming, Event driven programming (Control structures, sequence, if/else, for loop, while loop), Stepwise refinement. Emphasis will also be on students’ reflection on various advantages for using programming in the K-12 environment as a tool for teaching/instruction. Educational programming languages for the K-12 classroom such as MSWLOGO, XLogo and Scratch will be used.

**EDTC 5255 Programming II (3)**
This course is designed to provide educators with skills and experiences with computer programming beyond the basic level. Students will be introduced to the Python programming language, concepts covered include:

- User interaction, procedural programming (methods, parameters, return values)
- GUI programming
- Variables, Lists and Arrays
- Error Handling
- Debugging

Emphasis will also be on rationale for using programming in the K-12 environment as a tool for teaching/instruction. Programming languages for professional applications development - Python will be used. Prerequisites: Programming I or Permission of Instructor.

**EDTC Advanced Media Applications:**

**EDTC 5290 Digital Video Editing (3)**
This course enables participants to plan, design, script, produce, edit and present digital movies. Emphasis is on classroom lesson designs and teaching-learning applications. The course focuses on teachers making videos for instructional presentations and students making video for creative writing / storytelling, reporting research, and assessment of learning.

**EDTC 5295 Advanced Digital Video Editing (3)**
This course provides an extension to the “Digital Movie Making” class. In this class, students will learn the basics of Non-linear video editing, the set up and importance of lighting and audio to good video, and how to export video for a variety of audiences. Other advanced techniques like compositing, blue/green screen, and title and text generation will also be taught. Prerequisite: EDTC 5290.

**EDTC 5330 Theoretical Perspectives**
The courses listed below provide a foundation in educational technology.
Educational Technology

theory that complements practice. This course may be repeated for credit if the content differs.

Computer and Information Systems (3)
This course is for educators for whom the computer will be an everyday tool. This course covers core concepts of computers and information systems in order to be able to use the computer competently. Information is presented on the capabilities of computers that users can apply at work, home, and school. Topics covered will include computer development; input, processing, storage, and output hardware; software development; programming languages; communications; connectivity; systems development; database management; information management; ethics; privacy; security; and purchasing and maintaining a computer system.

Constructivism and Technology (2-3)
Participants learn about the inquiry-based, active learning, and other components of constructivism. Emphasis is on ways to use technology tools for curricular and instructional applications that use this teaching approach. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Evaluating Emerging Technologies (3)
In this course the student is introduced to the basic concepts of emerging technologies. Emphasis is given to three primary functions: evaluation, selection, and integration of technology. Additional topics include: background of technology into teaching, planning and implementation for effective integration for classroom and school districts including aspects of distance learning resources and methods, Web sites and Web pages and Internet usage exploration as educational technologies, and use of emerging developments in technology for future use.

Technology and Differentiated Instruction (2)
This course will provide the participants with a philosophical, professional, and practical framework for the integration of computer technology into differentiated instruction in the K-12 classroom. Participants will explore learner characteristics of high-incidence student groups (gifted, ELL, special education, culturally diverse groups, gender groups), student needs and appropriate teacher responses, and elements of differentiated instruction. A toolbox of technology interventions will be developed. Participants will gain skills in evaluation of currently used instructional units in order effectively to integrate differentiation strategies using computer technology. Legal, ethical, and practical issues will be considered.

EDTC 5410 In-Service Topics (1-3)
In-service courses are designed to provide educators with practical applications of contemporary research and methodology to improve classroom effectiveness. This course may be repeated for credit if the content differs. Prerequisite: Prior permission of the Educational Technology Coordinator required for application toward degree program.

Captivate in the Classroom (2)
Discover how to enrich one’s presentations whether in a classroom or online by using Adobe Captivate to enhance your presentation for your class next semester. Storyboarding will help you design an interactive presentation. The course involves a recording device to record the presentation you storyboarded. Finally, you will incorporate PowerPoint or screen captures of any software or world wide web to create your presentation. Knowledge of PowerPoint is required.

Choosing Appropriate Software (1)
This course will demonstrate many different software packages and illustrate examples on how to choose which package to use and when to use it to achieve different educational objectives.

Internet for Educators (2)
Students will learn how to integrate Internet resources into their curriculum. Students will identify useful Internet resources and explore a variety of techniques for using these resources in their classroom, as well as for their own professional growth.

Ezedia in the Classroom (1)
This course is designed to teach students to use Ezedia to create educational resources. Students will learn how to create web sites, multimedia presentations, and interactive movies using the authoring tool.

Flash in the Classroom (2)
Discover ways in which to enhance curriculum using the multimedia-authoring program Flash. Students learn how to design their own multimedia projects, reports, and presentations by combining text, graphics, movies, and sound. Activities include using the Internet, creating original artwork, and importing graphics and photographs.

Inspiration for the Classroom (1)
This course is intended to teach skills and curriculum uses of Inspiration software in the classroom. This is a hands-on, project-based course designed to help educators use visualization and concept mapping effectively in the classroom to enhance learning.

Integrating Multimedia from the Internet into the Curriculum (2)
Students will learn to locate and integrate a variety of images, sound files and video from the Internet into curriculum activities. Emphasis will be on activities that promote critical thinking in the K-12 classroom.

Microsoft Office (2)
This course covers the basic software applications of Word, Excel, PowerPoint, and other supporting programs using Microsoft Office. Use of these applications as an instructional and managerial tool in an educational setting is emphasized.

Using PDAs in Education (1)
This course will discuss capabilities and terminology associated with handhelds, and how they can be used in the classroom, in the business world, and in everyday life. We will examine how they are more than time and organizational managers, and how they support teaching and learning in the classroom. With a focus on educational applications, but also including business applications, we will search on the Internet for free and / or low-cost educational, utilities, and game software programs and practice downloading and uploading. We will discuss assessment methods, hot sync, beaming, copyright issues, curriculum content, various PDAs, and ways and means to obtain handhelds.

Whiteboard in the Classroom (1)
Students will learn about interactive whiteboards and their implementation in educational environments. Students will investigate the options available in hardware and software as well as learn to incorporate interactive whiteboards for effective teaching and learning.

EDTC 5460 Curriculum Design: Technology Applications (3)
This course is designed to help individuals plan learning experiences. Topics included are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Participants will design curriculum for their particular content area integrating technology into the student learning experience. Evaluating software packages for use within the curriculum is required.

EDTC 5465 Instructional Design (2)
Master teachers are expected to create instructional materials that reflect current theory and research on learning, exemplify a creative infusion of technology into the content areas, and approach assessment as a dynamic, process-oriented component of the learning experience. This course allows participants to create a comprehensive instructional proj-
Students will also learn how to incorporate these activities into curriculum. The critical evaluation of data needed for wise decision making. Students will also provide sound methodology in the teaching of K-12 students as learning methods and the use of technologies appropriate to environments that engage adult learners. While the material covered in this course will be placed on development of Web Quests, particularly for projects and activities which develop higher level thinking skills, and practical application of hardware and software already available in individual classroom settings. Special attention will be given to the theory and practice of Web Quest construction, including thematic units using Web Quests, thinking skills integration, graphic design considerations and intermediate use of HTML. Students will publish their work on a dedicated website which will be publicly accessible. Prerequisite: EDTC 5550.

**Ed Tech Resource Management:**

The courses listed below are designed to expose students to particular hardware and how they apply in classroom settings.

**EDTC 5630 Advanced Topics in Classroom Technologies**

The courses listed below are designed to further the student's knowledge and skills for a variety of technologies used by educators. This course may be repeated for credit if the content differs.

**Adult Learning and Technology (2)**

This class focuses on two specific areas of teaching and learning: adult learning methods and the use of technologies appropriate to environments that engage adult learners. While the material covered in this course will deal with good practices in the teaching of adult learners, it will also provide sound methodology in the teaching of K-12 students as the focus is on individualizing education and creating relevance in course materials specific to immediate needs.

**Databases in the Classroom (3)**

This course explores ways to manage information using databases. Students will explore a variety of database activities which will stimulate the critical evaluation of data needed for wise decision making. Students will also learn how to incorporate these activities into curriculum.

**EDTC 5555 Web Authoring and Design-Part II (2)**

This course is designed to teach educators how to use hypertext markup language (HTML) to design and create Web pages for use in educational settings. Students will learn how to use HTML, tags, links, and attributes for a basic understanding of publishing HTML documents. Tables, forms, style sheets, and frames in educational settings will be covered.

**EDTC 5550 Web Authoring and Design-Part I (2)**

This course is designed to teach educators how to use hypertext markup language (HTML) to design and create Web pages for use in educational settings. This is the second half of EDTC 5550. Tables, forms, style sheets, and frames in educational settings will be covered. Prerequisite: EDTC 5550.

**EDTC 5560 Internet Applications**

The courses listed below are designed to provide experience in Internet applications in educational settings. This course may be repeated for credit if the content differs.

**JavaScript (3)**

The integration of HTML with JavaScript enhances Web page usage in the classroom. Students learn how to add special features and make interactive Web pages. Students learn how to build Web pages with forms, tables, and database search functions. Prerequisite: EDTC 5550.

**Webquests (2)**

This class will address the thematic integration of Internet computer technology with content area curricula in the K-12 classroom. Emphasis will be placed on development of Web Quests, particularly for projects and activities which develop higher level thinking skills, and practical application of hardware and software already available in individual classroom settings. Special attention will be given to the theory and practice of Web Quest construction, including thematic units using Web Quests, thinking skills integration, graphic design considerations and intermediate use of HTML. Students will publish their work on a dedicated website which will be publicly accessible. Prerequisite: EDTC 5550.

**Systemic Change Theory: Technology in Education (2)**

The introduction of various technologies into our teaching and learning environments is meant to strengthen the ability of institutions, teachers, and students to reach their educational goals. The implementation phase, however, is often a turbulent process involving a great deal of institutional and pedagogical change. This course will focus on the processes of change in teaching and learning environments that are normalizing the use of educational technologies and explore various theories of resistance and adoption.

**Technology and Language Arts (2)**

Discover ways of using technology to enhance the language arts curriculum. This hands-on course will develop many enriching activities for your students in language arts.

**Technology and Thinking Skills (3)**

This is a course on developing students' critical and creative thinking skills using new video and computer technologies.

**EDTC 5710 Maintaining Computer Systems (2)**

This course will take students from computer setup through software installations and hardware upgrades in order to maintain a well-running computer system without the need of technical support.

**EDTC 5720 Computer Networks (2)**

This course provides teachers with an awareness of and an exposure to educational computer networks. Participants will learn basic terminology, purpose, and functions of a computer network. The focus of this course will be computer network usage and management, not the installation and maintenance of hardware. Participants will receive hands-on experience with computer network systems.

**EDTC 5730 Technical Environment Management (2)**

This course is designed to provide hands-on technical management skills. Topics include equipment attainment, installation, maintenance, troubleshooting, and technical support. Prerequisite: EDTC 5720.
EDTC 5740 Planning Educational Technology Facilities (2)
Students learn to consider the various components of educational technology facilities and their impact on education. Students will tour the educational technology facilities of several schools in the area to broaden their knowledge of different ways of successfully implementing technology.

EDTC 5745 Instructional Technology Planning and Management (2)
This course reviews the strategies used for effective technology planning and management. Determining level of technology integration, evaluating appropriate technology acquisitions, developing successful technology plans, and planning successful technology staff development will be reviewed through readings and student projects. State and national standards for student and teacher performance will be a focus for the course.

EDTC 5750 Special Institute (1-3)
Various institutes are offered to provide a wide range of workshop experiences and contemporary topics in the area of educational technology. For more specific and current information, contact the MAT office. This course may be repeated for credit if the content differs. Prerequisite: permission of the Educational Technology Coordinator.

Distance Learning and Education:
EDTC 5820 Designing an Online Course (3)
This course will engage the student in building an online course using online software. Current curriculum and instructional design principles will be utilized. The focus is on curriculum building for a single course. Prerequisite: EDTC 5465.

EDTC 5830 Using Video Conferencing Technologies Effectively in the Classroom (3)
This course will familiarize the student with multiple video conferencing and collaboration technologies, along with technical and policy issues involved in their use in the classroom. Students will develop strategies and techniques in the use of these technologies to effectively address classroom learning objectives. Uses for teachers and their students include, but are not limited to, virtual field trips, professional development opportunities, contact and collaboration with experts outside the classroom, and utilization of established video conferencing programming. Prerequisite: EDTC 5465.

EDTC 5840 Designing a Virtual School Curriculum (3)
This course will engage the student in designing a virtual school curriculum using current curriculum and instructional design principles. The focus is on curriculum building for an entire virtual school. Prerequisite: EDTC 5820 and EDTC 5830.

EDTC 5900 Technology, Ethics, and Society (3)
This course will engage social ethics in response to its impact on the developing technologies of global societies. Students will explore the relationship of technology through various philosophical and/or moral perspectives. This course will assist students in exploring their implicit values as they relate to technology.

EDTC 5990 Independent Scholar (1-3)
An MAT graduate with special interests or needs that are not met by existing courses may request that a member of the faculty supervise an independent study. Together, the student and faculty member decide on the content of the independent study and the criteria for evaluation. This course may be repeated for credit if the content differs. Prerequisites: student must be an MAT graduate and permission of the Educational Technology Coordinator.

EDTC 5995 Final Program Survey
All educational technology M.A.T. 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 6000 Advanced Graduate Certificate Project (3)
The advanced graduate certificate (AGC) project is the culminating experience in the AGC program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an MAT class, a school district, a local board of education, or a community group; a paper or research project which might be published or distributed within an appropriate school, community group, or for a large audience; or an action project designed and implemented within the student’s place of employment.
Mathematics for Educators

Mathematics MAT
The mathematics MAT program consists of mathematics courses designed for teachers grades 5 - 14. Non-certification students accepted into this program prior to the January 2010 semester will transfer into the new Master of Arts: Mathematics for Educators program when it commences in January, 2010 and will meet the requirements stated in this catalog for that degree. Applicants seeking to work toward initial secondary math certification and a master's degree simultaneously should consult the mathematics program advisor for information.

Program Description
The faculty strives to consistently demonstrate outstanding teaching, with the hope that our graduates will be among the most talented and capable teachers in the schools. We want our students to experience learning mathematics in an interesting, growth-producing environment so that they will always be enthusiastic learners and teachers of mathematics.

All of our courses are designed specifically for the classroom mathematics teacher. In each course, students will develop a deeper understanding of central ideas in mathematics that are relevant to their own teaching. They will increase their own power to employ mathematical reasoning and problem-solving techniques, and they will learn techniques for teaching mathematics that will stimulate their own students' imagination and intelligence.

Requirements
Mathematics students must meet the requirements for an emphasis in community college mathematics, secondary mathematics or middle school mathematics. An essay entitled “Why I Teach” must be completed at the time of application by the student and approved by the mathematics coordinator before acceptance into the program.

Upon completing 9 credit hours, students are required to be advanced to candidacy. Refer to the section on Advancement to Candidacy in this catalog for specific guidelines.

During their penultimate semester, students need to register for MTHC 5900 Final Reflections. This is a no tuition, zero credit hour course in which students write an essay describing how they have changed as a result of participating in the program.

Transfer of Credit
Students selecting either the middle school or secondary emphasis may transfer up to 6 credit hours of courses in mathematics or mathematics education provided that the courses are part of a graduate degree program at the host university; they may also apply toward their degree a maximum of 3 credit hours of Webster University in-service graduate credits.

Students selecting the Community College emphasis may transfer up to 6 credit hours of courses in mathematics provided that the courses are part of the host university's graduate degree program in mathematics. No in-service courses may be applied toward the degree.

Emphasis in Community College Mathematics
This emphasis is designed for community college teachers who wish to strengthen their ability to articulate mathematical arguments, increase their general problem solving abilities, and further develop their perspective and understanding of mathematics.

The requirements for the community college emphasis are 33 credit hours of mathematics courses numbered above MTHC 5200 with the following exceptions:
1. Up to 6 credit hours of the 33 may be replaced by courses transferred from other universities, and, MTHC 5210 and MTHC 5410 do not apply.

Emphasis in Secondary Mathematics
This emphasis is designed for secondary mathematics teachers who wish to deepen their understanding and broaden their perspective of mathematics. Courses developed for this emphasis include most mathematics courses numbered above MTHC 5200.

Those choosing an emphasis in secondary mathematics must complete a minimum of 21 credit hours in mathematics courses numbered above MTHC 5200.

Emphasis in Middle School Mathematics
This emphasis is designed for mathematics teachers of grades 5-8. Those choosing this emphasis will study a range of engaging mathematical ideas that require little mathematical background to comprehend and thus can be adapted for their own classroom use. Relevant courses include all those numbered below MTHC 5200, as well as an occasional course numbered above MTHC 5200.

The requirements for this emphasis are: (1) a minimum of 18 credit hours in courses numbered 5040 or above; and (2) a minimum of 3 credit hours in appropriate computer courses.

The following courses do not meet area-of-emphasis requirements: MTHC 5210, MTHC 5410.

Course Descriptions
The content of the following courses may vary according to the interests of the faculty and the interest and mathematical background of the students. The course descriptions are meant only to be illustrative of the type of concepts that may be examined.

MTHC 5040 Number Theory (3)
Students examine the basic concepts of number theory with an emphasis on modular systems and their application to a variety of empirical problems.

MTHC 5080 Puzzles and Proofs (3)
This course examines the basic concepts of number theory with an emphasis on modular systems and their application to a variety of empirical problems.

MTHC 5100 Functions and Structure (3)
This course focuses on geometry for grades 5-8. May be repeated for credit if content varies.

MTHC 5110 Perspectives in Elementary Geometry (3)
This course focuses on geometry for grades 5-8. May be repeated for credit if content varies.

MTHC 5120 Topics for the Middle School Teacher (3)
This course covers topics in mathematics pertinent to middle school teachers. Content varies according to the interests of faculty and students. May be repeated for credit if content varies.

MTHC 5130 Probability and Graphs (3)
Part of this course covers topics from probability and statistics with applications to gambling and game theory. The other part covers graphs, trees, Boolean algebra, and finite state automata.

MTHC 5150 Number Systems (3)
This course covers topics from probability and statistics with applications to gambling and game theory. The other part covers graphs, trees, Boolean algebra, and finite state automata.
Mathematics for Educators

MTHC 5200 Independent Study (1-6)
MAT students with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. In no case can an independent study be set up when an existing course already covers the subject. May be repeated for credit if content differs.

MTHC 5210 In-Service Education (1-4)
Webster offers various graduate in-service courses that are not part of the existing MAT curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. Prerequisite: prior approval of the MAT advisor. May be repeated for credit if content differs.

MTHC 5230 Discrete Mathematics (3)
This course covers mathematical structures pertinent to an understanding of computers, including graphs, Boolean algebra, and finite state machines.

MTHC 5250 Vector Geometry (3)
Basic concepts pertaining to vectors in the plane are developed. Proofs of theorems of plane geometry, using a synthetic approach, an analytic approach, and a vector approach are compared. The class introduces vector spaces.

MTHC 5260 Algebra for Secondary Teachers (3)
Students examine and extend topics in secondary school algebra. Techniques and materials for teaching algebra are also discussed.

MTHC 5270 Elementary Functions (3)
This is a review of the elementary functions: polynomial and rational functions, the trigonometric functions, and the logarithmic and exponential functions, along with their algebraic structure and some applications. Computers and/or graphing calculators are used to help investigate ideas. Techniques for teaching elementary functions are discussed.

MTHC 5280 Calculus for Teachers (3)
The course reviews the basic concepts of differential and integral calculus, with special focus on central ideas, theory, and applications. Computers and/or graphing calculators are used to help investigate ideas.

MTHC 5300 History of Mathematics (3)
This course is based on selected readings that examine the history and philosophy of mathematics, along with the genesis of historical and current applications. An important goal is to provide students with a perspective on the relationship between mathematics and culture as well as an insight into how and why mathematical ideas have evolved. May be repeated for credit if content varies.

MTHC 5310 Geometry for Secondary Teachers (3)
This course deals with areas of geometry relevant to high school teachers. Content varies according to the interests of the faculty and students. May be repeated for credit if content varies.

MTHC 5320 Topics in Mathematics (3)
Typically this course introduces areas of mathematics not covered in other courses. Content depends upon the interests of the faculty and students. May be repeated for credit if content varies.

MTHC 5330 Probability (3)
Participants study probability on finite sample spaces along with applications to gambling and game theory.

MTHC 5340 Topics in Mathematics Education (1-3)
The content of this course will include an analysis of curricular materials, teaching methods, and/or issues in mathematics education. This course may be repeated for credit if content varies.
Multidisciplinary Studies

Program Description
The MAT in the Multidisciplinary Studies provides candidates with the essential knowledge and skills for current and future classrooms and other learning environments. The program is pertinent to educators preparing to work in elementary, secondary, and adult education contexts. The program emphasizes content mastery, curriculum development, understanding the learner, and authentic (“real world”) instruction and assessment. Selected courses in the Multidisciplinary Studies major are available online (Internet-based). It is possible to complete the multidisciplinary major with online courses in the nonemphasis track and in some emphasis areas. The program may be combined with courses for Initial Missouri Teacher Certification at the Webster University-Webster Groves Campus only.

Multidisciplinary Studies Goals
The goals of the Multidisciplinary Studies major are to enable candidates to:

1. Develop a knowledge base in relevant discipline/content areas
   a. knows content that supports conceptual understanding
   b. applies tools of inquiry to construct meaningful learning experiences
   c. identifies developmental factors in student learning
   d. understands theoretical principles of effective instruction to plan learning experiences
2. Demonstrate expertise with curriculum design
   a. designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs
   b. understands and uses a range of instructional strategies
   c. uses a variety of communication modes, media, and technology to support student learning
   d. employs a variety of formal and informal assessments to monitor learning and modify instruction
3. Engage in reflective practice
   a. values and integrates reflection to grow as a professional
   b. promotes communication and collaboration with colleagues, families, and community leaders
   c. seeks relationships with families and students to support student learning
   d. initiates change that benefits students and their families
4. Address individual differences among learners
   a. understands and responds appropriately to issues of diversity
   b. acknowledges social and cultural contexts to create effective teaching and learning environments
   c. adapts instruction to the learner’s knowledge, ability, and background experience
   d. identifies resources for specialized services when needed

Requirements
A total of 33 credit hours is required for this major. After completing at least 9 credit hours within an MAT major, all MAT degree-seeking students are required to apply for Advanced to Candidacy. Please refer to the section on Advancement to Candidacy in this catalog for specific guidelines.

Multidisciplinary Studies M.A.T. Major Required courses:

- EDUC 5460 Curriculum Design
- or EDUC 5800 Applied Research 3 hours
- EDUC 5220 Contemporary Educational Issues 3 hours

Core Courses
Students must complete any three of the following courses:

- COMM 5290 Interpersonal Communications 3 hours
- COMM 5530 Technology and Teaching

or EDTC 5010 Introduction to Technologies for Educators: Classroom Technologies 3 hours
- EPSY 5160 Advanced Child Development, Implications for Early Childhood 3 hours
- EPSY 5170 Behavioral Management 3 hours
- SOCS 5840 Comparative Educational Systems 3 hours
- SPED 5830 Evaluation 3 hours

Non-Emphasis Area, Emphasis Area, and Missouri Initial Certification Tracks

Non-Emphasis Area Track: If the non-emphasis Multidisciplinary Studies track is selected, students complete 12 hours of electives among School of Education Graduate courses. The non-emphasis track is available entirely online or as a combination online and face-to-face courses.

Emphasis Area Track: Multidisciplinary Studies majors may choose to specialize in one of the emphasis areas listed below. If one of the emphasis areas listed below is selected, 12 credit hours (not including the required and core courses listed above) must be taken in the emphasis area. Not all emphasis areas are available online or at all Webster University campuses.

Missouri Teacher Certification Track: Multidisciplinary Studies majors may enroll concurrently in coursework required for a Missouri teaching certificate in elementary, middle school, or secondary education. Students should contact their faculty advisor for a program of study in Multidisciplinary Studies designed especially for certification seeking students. For more information on the requirements for Missouri teacher certification, please contact the Webster University Office of Teacher Certification.

Please note: Teacher certification programs are only available at the Webster University main campus (St. Louis, Missouri).

Additional Electives and Transfer Courses

Additional elective courses may include graduate courses in the School of Education, or approved transfer or in-service courses. (6 hours)

Emphasis Areas (Optional)

Multidisciplinary majors may choose to specialize in one of 16 emphasis areas. If one of the emphasis areas listed below is selected, 12 credit hours (not including the core courses) must be taken in the area. Special emphasis area requirements supersede the content area requirements. (Electives’ section) above. Not all emphasis areas are available at all sites.

- aesthetic education
- communication arts
- early childhood education
- education for global sustainability
- educational psychology
- educational technology
- humane education and character development
- immigrant and refugee studies
- inclusive education
- international languages and cultures (French German, Spanish)
- language arts- elementary
- language arts- secondary
- mathematics
- science
- social science
- teaching English as a foreign language
- teaching English as a second language

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**Emphasis in Education for Global Sustainability**

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

- EFGS 5000 Foundations: Education for Global Sustainability (3)
- EFGS 5900 Reflections and Next Steps (1)

Remaining electives (total 12 hours) must include at least one course in each of the following topics of sustainability: 1) economics, 2) environmental issues, and 3) human rights, global issues, or social activism.

The following courses are available for the emphasis electives:

- **Social Equity**
  - EDUC 5111 Applications of International Experiences (3)
  - EDUC 5490 Seminars in Education (3)
  - EPSY 5170 (formerly SOCS 5170) Behavioral Management (3)

- **Environmental**
  - EFGS 5250 Child as Naturalist (3)
  - All three legs of Sustainability, TBD (3)
  - EFGS 5260 Topics-Sustainability (1-3)
  - EFGS 5270 Exploring Regions (2-3)
  - SCIC 5080 Energy Conservation (3)
  - SCIC 5270 Field and Forest Ecology (3)
  - SCIC 5260 Fresh Water Ecology for School Personnel (3)
  - SCIC 5280 Selected Topics in Biological Science (3)
  - SCIC 5240 Animal Form and Function for School Personnel (3)
  - SOCS 5040 Modern Asian Civilization: Global Issues in China (3)
  - SOCS 5240 Animal Form and Function for School Personnel (3)
  - SOCS 5740 Consumer Education (3)

- **Economics**
  - EFGS 5900 Reflections and Next Steps (1)
  - EPSY 5130 (formerly SOCS 5060) Assessment and Evaluation of Academic Performance (3)
  - EPSY 5110 (formerly SOCS 5110) Social and Personality Development (3)
  - EPSY 5150 (formerly SOCS 5150) Self-Concept Development (3)
  - EPSY 5160 (formerly SOCS 5160) Advanced Child Development (3)
  - EPSY 5170 (formerly SOCS 5170) Behavioral Management (3)
  - EPSY 5180 Advanced Educational Psychology (3)
  - EPSY 5290 (formerly SOCS 5290) Family Counseling (3)
  - EPSY 5570 (formerly SOCS 5570) Counseling (3)
  - EPSY 5510 (formerly SOCS 5510) Psychosocial Aspects of Migration (3)
  - EPSY 5520 (formerly SOCS 5520) Children, Culture, and Violence (3)
  - EPSY 5540 (formerly SOCS 5540) Psychology of Early Adolescence (3)
  - EPSY 5810 (formerly SOCS 5810) Adolescent Psychology (3)
  - SPED 5830 Evaluation (3)
  - EPSY 5880 (formerly SOCS 5880) Psychology of Memory and Learning (3)
  - EPSY 5890 (formerly SOCS 5890) Psychology of Stress (3)
  - EPSY 5980 (formerly SOCS 5980) Motivation in the Classroom (3)

**Goals for Educational Psychology Emphasis**

1. Demonstrate knowledge of psychology applied to education.
2. Understand, apply, and conduct educational research.
3. Demonstrate respect for diversity through responsive teaching that values individual differences and international understanding.
4. Develop self-assessment skills and the ability to reflect on roles educators can take as leaders of change.

Students seeking an emphasis in educational psychology should select EDUC 5800 Applied Research to fulfill the Multidisciplinary Studies major requirement.

**Required course**

- EPSY 5130 (formerly SOCS 5130) Educational Psychology (3 hours)

**Electives**

Three courses (minimum of 3 credit hours per course) pertaining to educational psychology from the following list:

- EPSY 5060 (formerly SOCS 5060) Assessment and Evaluation of Academic Performance (3)
- EPSY 5110 (formerly SOCS 5110) Social and Personality Development (3)
- EPSY 5150 (formerly SOCS 5150) Self-Concept Development (3)
- EPSY 5160 (formerly SOCS 5160) Advanced Child Development (3)
- EPSY 5170 (formerly SOCS 5170) Behavioral Management (3)
- EPSY 5180 Advanced Educational Psychology (3)
- EPSY 5290 (formerly SOCS 5290) Family Counseling (3)
- EPSY 5570 (formerly SOCS 5570) Counseling (3)
- EPSY 5510 (formerly SOCS 5510) Psychosocial Aspects of Migration (3)
- EPSY 5520 (formerly SOCS 5520) Children, Culture, and Violence (3)
- EPSY 5540 (formerly SOCS 5540) Psychology of Early Adolescence (3)
- EPSY 5810 (formerly SOCS 5810) Adolescent Psychology (3)
- SPED 5830 Evaluation (3)
- EPSY 5880 (formerly SOCS 5880) Psychology of Memory and Learning (3)
- EPSY 5890 (formerly SOCS 5890) Psychology of Stress (3)
- EPSY 5980 (formerly SOCS 5980) Motivation in the Classroom (3)

**Emphasis in Educational Technology**

Twelve credit hours, using at least two different course numbers from the following courses, are required:

- EDTC 5100 Teaching with Technology: Methods and Materials (2-3 hours)
- EDTC 5250 Programming Languages (any topic) (3 hours)
- EDTC 5290 Media Applications (any topic) (2-3 hours)
- EDTC 5330 Theoretical Perspectives (any topic) (2-3 hours)
- EDTC 5560 Internet Applications (any topic) (2-3 hours)
- EDTC 5630 Advanced Topics in Classroom Technologies (any topic) (2-3 hours)

**Emphasis in Humane Education and Character Development**

The emphasis in humane education and character development provides educators with coursework in the history, philosophy, and practice of humane education, character development, and environmental education. These movements have aimed to promote values such as empathy for all living beings and an appreciation and sense of stewardship for the natural environment.
Multidisciplinary Studies

The emphasis is designed to provide educators with the knowledge and skills necessary for instructional leadership in humane education and character development. Students will design, present, and evaluate curricula that integrates humane and environmental principles. Twelve credit hours, using 6 credit hours from the required list below and 6 credit hours from the elective courses listed below.

**Required Courses**

EDUC 5230 Foundations of Humane Education 3 hours  
SOCS 5050 Studies in Character Education 3 hours

**Electives**

COMM 5051 The Role of Narrative in Humane Education 3 hours  
EPSY 5110 Social and Personality Development 3 hours  
EFGS 5000 Foundations for Global Sustainability 3 hours

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**Graduate Certificate in Education for Global Sustainability (18 credit hours)**

The University Certificate in Education for Global Sustainability aims to provide professionals with the knowledge, skills, and tools for transforming schools, organizations and communities toward global sustainability. To attain the certificate, students must follow the guidelines for the emphasis and add an additional 6 credit hours (total of 18 hours). Prior approval of the chosen coursework is required by a departmental advisor.

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

The following courses are available for the emphasis and certificate electives:

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

**Course Descriptions**

**EDUC 5010 Introduction to Online Graduate Studies (3)**

This course provides (a) the technical vocabulary and skills for successfully participating in online (Internet-based) graduate courses; and (b) professional/academic library research skills. Participants learn to search and locate articles in electronic databases in professional education. They learn to conduct online collaboration through virtual teaming, discussion, and chat tools.

**EDUC 5020 Foundations of Education (3)**

This course provides an overview of social, historical, and philosophical bases of current school practice and organization. Analysis of issues and problems in schools is a focus of this course. This course is recommended for individuals with limited classroom experience and will include an embedded practicum.

**EDUC 5100 Multidisciplinary Education (3)**

Students select a curriculum area in which they wish to improve their skills; they proceed to examine ways in which the subject could be taught using ideas from mathematics, science, social studies, and language arts. This is followed with explanations and demonstrations that indicate the student is capable of teaching his or her selected curriculum using a multidisciplinary approach.

**EDUC 5111 Classroom Applications of International Experiences (1-3)**

This course enables teachers to build curriculum and instructional materials on the history, culture, language, literature, arts, religion, science, or politics of an international culture or country. Traditional sources (including books, journal articles and library resources), multimedia resources (web resources, photos, videos) as well as first hand immersion experiences (observations, interviews, travel journal experiences) at an international destination are integrated into curriculum units, multimedia presentations and other instructional materials. The course may be repeated for credit if the topic or international destination differs.

**EDUC 5200 Independent Study (1-3)**

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

**EDUC 5210 In-Service Education (1-4)**

Webster offers various graduate in-service courses that are not part of the existing MAT curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. Prerequisite: prior approval of the MAT advisor.

**EDUC 5220 Contemporary Educational Issues (3)**

This foundation course is an overview of important educational topics. It is designed to identify and analyze current educational issues through reading, writing, discussing, and presenting ideas. Individuals explore historical perspectives, philosophical theories, and sociologic influences that are related to contemporary educational concerns.

**EDUC 5230 Foundations of Human Education (3)**

This course focuses on the foundation of humane education including the definition, history, psychology, and development of the movement. The scope of humane education will be broadened by the study and appreciation of all animals (both human and non-human) and the environment. Students also integrate principles of humane education into classroom instruction.

**EDUC 5300 Methods of Teaching Elementary School Students (3)**

This course focuses on multiple factors affecting the elementary curriculum, including lesson planning, organizational strategies, instructional techniques, and student assessment. Competencies in the content areas of physical education, health, art, and music are addressed as well. Prerequisites: EDUC 5220 or COMM 5670 or EDUC 5020 (recommended for those individuals who have limited classroom experience)
EDUC 5410 In-Service Topics (3)
In-service courses are designed to provide MAT degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses may be approved for the MAT with prior written approval of the student's advisor. May be repeated for credit if content differs.

EDUC 5460 Curriculum Design (3)
This course is designed to help individuals plan learning experiences. Topics included are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to his or her particular teaching situation.

EDUC 5490 Seminars in Education (1-3)
Seminars are designed to focus on contemporary research and classroom application of these data. Different topic designations may be repeated for credit.

EDUC 5750 Special Institute (1-3)
Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the multidisciplinary program. For more specific and current information, contact the MAT Office. May be repeated for credit if content differs.

EDUC 5800 Applied Research (3)
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisites: advancement to candidacy and permission of the instructor. This course may be substituted for EDUC 5460 Curriculum Design.

EDUC 6000 Advanced Graduate Certificate Project (3)
The advanced graduate certificate (AGC) project is the culminating experience in the AGC program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an MAT class, a school district, a local board of education, or a community group; a paper or research project which might be published or distributed within an appropriate school, community group, or for a large audience; or an action project designed and implemented within the student's place of employment.

EFGS 5000 Foundations: Education for Global Sustainability (3)
This course will provide an understanding of Global Sustainability and guide participants in ways to incorporate the information into their classrooms. EFGS 5030 should be taken within the first 9 hours of the program. Content will provide understanding in addressing environmental issues and the relationship between the environment, economy and global community. Crucial for today's P12 students, this framework will also provide candidates with the tools to go beyond identifying environmental problems and prepare them to envision the path towards a healthier future for all sentient beings.

EFGS 5250 Child as Naturalist (3)
This course examines the phenomena of humanity's disconnection from nature, how this affects children, the ramifications of this global attitude, and ways to reverse the trend. Outdoor education methodology will be included. Through activities and discussions, the instructor will introduce techniques and experiences that encourage a conservation ethic and nurture environmental awareness in children. While a survey of environmental themes will be key, emphasis will be placed on the importance of nature experiences for children.

EFGS 5260 Topics in Education for Global Sustainability (1-3)
This course provides candidates with practical applications of contemporary research and methodology to improve classroom effectiveness while considering the goals and concepts of sustainability. The specific topic of this course will change depending on the instructor, but will always help teachers to better understand the relationships between a healthy natural environment, economic stability, and social justice. Different topic designations may be repeated for credit. Suggested topics: Human Rights; Hunger, Poverty, & Public Health; Educational Access (global); The Digital Divide; The Global Achievement Gap; The Watershed Project; Conflict Resolution & Peace Studies; Spirituality & Sustainability; Psychology of Sustainability; Curriculum & School Organization for Global Sustainability; Globalization (Interdisciplinary: History, Economics, Environmental, Political Science, Technology); Global Competence, Citizenship, & Leadership; Collaborative & Synergistic Organizations & Systems

EFGS 5270 Exploring Regions (3)
This course introduces students to techniques and resources for learning specifics about the natural history (nature, geography, and indigenous people) of a specific region. After learning these approaches, the group meets in a designated natural environment and spends a week applying the methods to unravel the mysteries and treasures of that region. This is an online course with one week face-to-face in the field.

EFGS 5900 Reflections and Next Steps (1)
After 17 hours of a variety of courses, the EFGS emphasis student will be eligible for university certification by taking this final course.

SCIC 5010 Introduction to Science and Science Teaching (3)
This course enables students to understand the major content and principles of the sciences and to apply them in the teaching of the sciences in the elementary and middle school. Emphasis is on examining and designing curriculum to help pupils discover the connections of science to real-world situations, to investigate patterns through inquiry, and to use the patterns to predict the answers to new questions about our world and sustainability. Participants become familiar with and apply state and national standards.

SCIC 5020 Adventure Education: Personal Development (2)
This course recognizes that personal development is a prerequisite to professional growth. Intensive challenge using both natural and urban environments is the vehicle for students to look at themselves; to learn to trust themselves and a group; to learn that some tasks require more than normal effort; and to learn that they have the resources to give.

SCIC 5080 Energy Conservation (1)
Data on U.S. and world energy consumption and reserves are presented with conservation activities for both personal and classroom use. The course provides discussion of the design of buildings for maximum use of solar energy and home energy conservation.

SCIC 5100 Adventure Education: Cooperation and Initiative Tasks (3)
This course focuses on group initiative games, ropes initiative courses, and orienteering. Students design and use group initiative games. They experience and develop group leadership skills on ropes initiative courses. The course includes the opportunity to earn Level I and Level II certification for use of ropes initiative courses in St. Louis area parks. (This certification involves an additional $5.00 fee.) Basic skills in orienteering will be emphasized. Students increase their abilities to take initiative, make decisions, and work cooperatively. NOTE: This course can be taken for CR/NC only.

SCIC 5120 Geology for School Personnel (1-3)
Students in this course look at a particular land area and the kinds of tools a geologist would use to gather information about the area. The
emphasis is on the kinds of tools the geologist uses so that the teacher is able to use these tools on a land area near the classroom.

SCIC 5240 Animal Form and Function for School Personnel (3)
This course covers the physiological processes as they concern the whole animal. Animals chosen are those that can be kept in elementary school classrooms. The experiments deal with animals and humans, and many are applicable to the student's classroom.

SCIC 5260 Fresh Water Ecology for School Personnel (3)
This course is designed to acquaint teachers with the fresh water environments of this area and how they may be used in the classroom. There are six required field trips (one all-day), with others optional. The emphasis is on making equipment, learning to use it, identifying organisms, field trip experiences, and human beings' effects on the fresh water environment.

SCIC 5270 Field and Forest Ecology (1-3)
This course is a field study of plant and animal organisms found in fields and forests. Students consider relationships to environment and population changes, and develop specific activities applicable to their classrooms.

SCIC 5280 Selected Topics in Biological Science (3)
Materials and content selected from the biological sciences apply directly to the student's classroom. The specific topics to be studied during any particular semester depend on the instructor's background, current interest, and materials available from curriculum projects. May be repeated for credit if content differs.

SOCS 5040 Modern Asian Civilization: Modern China (3)
Students examine the background of Western impact on traditional China, the revolution in China leading to the creation of the People's Republic of China, and current U.S. relations with China. The course focuses on 10 to 15 problem questions using readings and discussions. May be repeated for credit if content differs.

SOCS 5740 Consumer Education (3)
Designed to assist teachers in preparing students for consumer education, this course explores significant ideas concerning how and why one should become aware of issues in modern consumerism.
Reading

Program Description
The MA in Reading fits into the unit's overarching goals of developing knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. It is designed for teachers K-12 who want to increase their expertise in teaching reading or become master reading teachers, reading specialists or literacy coaches.

Coursework within the Reading MA, built upon cognitive, socio-constructivist and socio-cultural theories in language and literacy learning, integrates all aspects of literacy including reading, writing, thinking, listening, speaking, and viewing. The program is aligned with both state and national standards for the reading teacher and specialist/literacy coach role. Candidates engage not only in diagnostic teaching to develop strategic readers, but they learn to teach for critical literacy and social justice to develop responsive readers.

Reading Goals
The following are learning goals for this major:
1. develop a strong knowledge base in foundations of literacy and the reading process;
2. learn about and be able to demonstrate and use best practices drawn from theory and research;
3. become proficient in using a wide range of methods and materials, including visual media and technology, to meet needs of diverse learners;
4. 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;
5. become effective in creating positive literacy environments to motivate and engage all learners;
6. collaborate with teachers, school leaders, families and the community to enrich or reform practices;
7. serve as a coach or supervisor to support excellence in teaching reading and as a leader to develop and support reading initiatives;
8. engage in self-reflection and assessment for ongoing professional development.

Requirements
All reading majors take the following required courses:

Core courses
COMM 5280 Written Communication 3 hours
READ 5190 Language Development and Acquisition 3 hours
READ 5777 Literacy Coaching 3 hours
READ 5800 Applied Research 3 hours

Reading coursework
READ 5860 Review of Reading Research 3 hours
READ 5910 Investigations in Reading: Primary 3 hours
READ 5188 Comprehension Strategies 3 hours
READ 5940 Investigations in Reading: Grades 6-12 3 hours

Clinical coursework
READ 5950 Diagnosis and Correction of Reading Problems 3 hours
READ 5970 Practicum in Diagnosis of Reading Problems 3 hours
READ 5980 Practicum in Remediation of Reading Problems 3 hours

If candidates have extensive experience and prior graduate coursework in a specific area, advisors may approve alternatives, such as READ 5870 Supervision of Reading Programs or COMM 5900 Reading Seminar. Students may transfer up to 6 credit hours of prior graduate work not used for another degree. A total of 33 credit hours are required for completion of the program. A total of 6 hours are in a review of research and the research project.

Special Reading Certification
A valid Missouri teacher’s certificate and two years of classroom teaching experience are needed before Special Reading Certification, K-12, can be granted through Missouri’s Department of Elementary and Secondary Education. Coursework embedded within the MAT in Reading can count toward the Special Reading Certification and includes 21 hours of required coursework:

• three reading methods courses (READ 5910; 5188; 5940): 9 hours
• diagnosis and correction of reading problems (READ 5950): 3 hours
• language acquisition and development (READ 5190): 3 hours
• practicum in diagnosis of reading problems (READ 5970): 3 hours
• practicum in remediation (READ 5980): 3 hours

Thus, for candidates who choose this option, many of the courses in the reading major will also fulfill state requirements.

Additional courses for the state certification may have been taken in the undergraduate program or can be taken at the undergraduate or graduate level at Webster. These include:
• Child Psychology 2-3 hours
• Adolescent Psychology 2-3 hours
• Psychology of the Exceptional Child 2-3 hours
• Behavior Management Techniques 2-3 hours
• Counseling Techniques 2-3 hours
• Psychoeducational Assessment or Evaluation of Abilities and Achievement 2-3 hours

After an initial meeting with the Coordinator of the Reading Program, students interested in pursuing Special Reading Certification should have their transcripts evaluated upon admission by the Webster University Certification Office for prior coursework. Reading faculty members serve as mentors/advisors throughout the program.

After successfully completing 12 credit hours within the major, all MA degree-seeking students are required to be advanced to candidacy. An essay on professional goals is required along with the petition.

Course Descriptions
READ 5188 Comprehension Strategies (3)
Methods for teaching comprehension strategies to students (K-12) and for helping students understand instructional materials and concepts are areas emphasized. Strategies to improve reading, writing, listening, and studying are analyzed and applied to particular grade levels and for specific needs of diverse learners. Final project includes reviewing research and designing a classroom plan for using effective comprehension strategies in the participant's own classroom and for collaborating with other teachers. (Counts as Reading Methods)

READ 5190 Language Development and Acquisition (3)
This is a core course for the reading program. Focus is on normal language development in the areas of pragmatics, phonology, semantics, and syntax and the relationship of this development to reading and reading disabilities. A coaching project is included in projects for the course. (Required for Special Reading Certification.)

READ 5777 Literacy Coaching (3)
Core components of literacy coaching within a balanced literacy framework are introduced in this core course. Participants will understand exemplary practices and learn how to implement this knowledge in classroom environments using the literacy coaching model. The definition of and roles of the coach, the “coaching, continuum,” and collaboration will be studied in detail. Appropriate for classroom teachers, reading teachers, reading specialists, curriculum coordinators, and administrators.
READ 5800 Applied Research (3)
Students conduct classroom research projects in selected areas of literacy learning in order to develop strategies for problem solving and reflection that leads to effective instruction for all students. Candidates learn both quantitative and qualitative methods for conducting research. Prerequisite: Advancement to Candidacy.

READ 5860 Review of Reading Research (3)
Current research conducted and reported by teachers and other researchers will be reviewed. Along with studying various quantitative and qualitative designs, participants explore action research for discovering authentic foundations for classroom reading instruction. Each class member is expected to develop a research project and complete a literature search for the chosen project.

READ 5870 Supervision of Reading Programs (3)
Teachers who wish to become reading supervisors or consultants will benefit from this course. The class emphasizes demonstration teaching, designing in-service education models, and evaluating reading programs and materials.

READ 5910 Investigations in Reading, Primary (3)
This course has been designed for classroom teachers to become proficient in the teaching of reading and learning to read (preschool through third grade). Students focus on relevant topics such as balanced literacy, assessment of early literacy, guided reading, and reading workshops. In addition, students pursue particular topics of interest for projects in the classroom. A coaching project is required. (Counts for Reading Methods).

READ 5920 Investigations in Reading, Grades 6-12 (3)
Emphasis is on instructional strategies to expand students’ reading interests, motivation, engagement and abilities. Coaching students to use specific strategies for various reading purposes will be one focus along with using the coaching model to support the professional development of classroom teachers. Instruments for assessing reading abilities and materials for meeting diverse student needs are reviewed. Participants focus on current research and trends in middle school and high school reading programs. (Counts for Reading Methods).

READ 5950 Diagnosis and Correction of Reading Problems (3)
This course emphasizes effective use of formal and informal assessments for documenting strengths and determining needs; detecting, correcting and preventing reading difficulties; and matching instruction and leveled materials to all meet needs. Participants learn to choose and employ materials and methods for differentiated instruction, a student-centered approach that builds on strengths. The study of specific problems with possible corrective procedures will include a miscue analysis to determine a reader’s strategy use and a thorough assessment of all levels of comprehension. Each candidate will complete an extensive case study with teaching recommendations for home and school to share with parents and teachers. (Required for Special Reading Certification).

READ 5970 Practicum in Diagnosis of Reading Problems (3)
This practicum examines the place of testing, assessment, and evaluation. After exploring the related issues of testing and diagnosis, participants work with small groups and individuals on a regularly scheduled basis in a clinical setting. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs. Prerequisites: READ 5950 and 6 credit hours of READ reading methods courses. (Required for Special Reading Certification).

READ 5980 Practicum in Remediation (3)
This practicum in remediation is the complementary course to READ 5970 Practicum in Diagnosis of Reading Problems. It is a requirement for teachers working toward special reading certification. Participants focus on interpreting and recommending curriculum materials and methods to encourage and help readers become proficient. Strategies and activities are designed to meet the instructional needs of individual students who have been assessed and evaluated. A focus on the strengths as well as the needs of the student is the basis of the development of an individualized program. Prerequisites: READ 5950 and 6 credit hours of READ reading methods courses. (Required for Special Reading Certification).
Goals for the Social Science MAT Program

1. Based on inquiry and scholarship, graduate students demonstrate advanced knowledge of the specialty areas and their development as global citizens.
2. Based on content, current events, best practices, research, and theory, graduate students engage in continuous reflection of learning, content areas, and instructional strategies that are responsive to students’ thinking, experiences, and interaction in our world.
3. Through collaboration with colleagues, parents, counselors, and community resources, graduate students reflect on their roles as leaders of change and on how the social sciences impact these relationships and systems.
4. Approach learning and teaching with respect for and understanding of diversity.

Requirements

After completing 9 credit hours within an MAT major, all MAT degree-seeking students are required to be advanced to candidacy. Please refer to the Advancement to Candidacy section in this catalog for specific guidelines.

Social science majors are required to complete 33 credit hours, including at least 18 credit hours in social science courses. Successful completion of SOCS 5000 and EDUC 5460 or EDUC 5800 must be included in the 18-credit-hour social science requirement. If one of the emphasis areas below is also selected, those requirements must be met for completion of the program.

Emphasis in Educational Psychology

12 credit hours (3 credits of required coursework, and 9 elective credits)

Teaching is both an art and a science. It is the field of psychology that provides a significant source of scientific insights into teaching. Through the study of psychology applied to education, MAT students learn about theory and research pertaining to learning, development, and motivation. Educational psychology coursework develops skills in several areas including self-assessment, reflective teaching, interpreting and evaluating research studies in education, and conducting educational research.

The study of educational psychology helps current and future teachers appreciate differences in learning and to adapt teaching to individual learners’ needs. In keeping with the mission of Webster University, MAT students with an emphasis in educational psychology are encouraged to gain “international perspectives” and to develop “a life long desire to understand the role of the United States in an interdependent world.”

Goals for Educational Psychology Emphasis

1. Demonstrate knowledge of psychology applied to education.
2. Understand, apply, and conduct educational research.
3. Demonstrate respect for diversity through responsive teaching that values individual differences and international understanding.
4. Develop self-assessment skills and the ability to reflect on roles educators can take as leaders of change.

Students seeking an emphasis in educational psychology should select EDTC 5800 Applied Research to fulfill the Social Science major requirement. In addition to SOCS 5000 and EDUC 5800 the following course is required for the educational psychology emphasis:

Required Course

EPSY 5130 (formerly SOCS 5130) Educational Psychology 3 hours

Electives

Three courses (minimum of 3 credit hours per course) pertaining to educational psychology from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>EPSY 5060</td>
<td>(formerly SOCS 5060) Assessment and Evaluation of Academic Performance</td>
<td>3 hours</td>
</tr>
<tr>
<td>EPSY 5110</td>
<td>(formerly SOCS 5110) Social and Personality Development</td>
<td>3 hours</td>
</tr>
<tr>
<td>EPSY 5150</td>
<td>(formerly SOCS 5150) Resiliency and Self-Concept Development</td>
<td>3 hours</td>
</tr>
<tr>
<td>EPSY 5160</td>
<td>(formerly SOCS 5160) Advanced Child Development</td>
<td>3 hours</td>
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<tr>
<td>EPSY 5170</td>
<td>(formerly SOCS 5170) Behavioral Management</td>
<td>3 hours</td>
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<tr>
<td>EPSY 5180</td>
<td>Advanced Educational Psychology</td>
<td>3 hours</td>
</tr>
<tr>
<td>EPSY 5290</td>
<td>(formerly SOCS 5290) Family Counseling</td>
<td>3 hours</td>
</tr>
<tr>
<td>EPSY 5370</td>
<td>(formerly SOCS 5370) Counseling</td>
<td>3 hours</td>
</tr>
<tr>
<td>EPSY 5510</td>
<td>(formerly SOCS 5510) Psychosocial Aspects of Migration</td>
<td>3 hours</td>
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<tr>
<td>EPSY 5540</td>
<td>(formerly SOCS 5540) Psychology of Early Adolescence</td>
<td>3 hours</td>
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<tr>
<td>EPSY 5810</td>
<td>(formerly SOCS 5810) Adolescent Psychology</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPED 5830</td>
<td>Evaluation</td>
<td>3 hours</td>
</tr>
<tr>
<td>EPSY 5880</td>
<td>(formerly SOCS 5880) Psychology of Memory, Learning, and Problem-solving</td>
<td>3 hours</td>
</tr>
<tr>
<td>EPSY 5890</td>
<td>(formerly SOCS 5890) Psychology of Stress</td>
<td>3 hours</td>
</tr>
<tr>
<td>EPSY 5980</td>
<td>(formerly SOCS 5980) Motivation in the 21st Century Classroom</td>
<td>3 hours</td>
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</tbody>
</table>

Emphasis in Educational Technology

Twelve credit hours, using at least two different course numbers from the following courses, are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTC 5100</td>
<td>Teaching with Technology: Methods and Materials</td>
<td>2-3 hours</td>
</tr>
<tr>
<td>EDTC 5250</td>
<td>Programming Languages (any topic)</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDTC 5290</td>
<td>Media Applications (any topic)</td>
<td>2-3 hours</td>
</tr>
<tr>
<td>EDTC 5330</td>
<td>Theoretical Perspectives (any topic)</td>
<td>2-3 hours</td>
</tr>
<tr>
<td>EDTC 5560</td>
<td>Internet Applications (any topic)</td>
<td>2-3 hours</td>
</tr>
<tr>
<td>EDTC 5630</td>
<td>Advanced Topics in Classroom Technologies (any topic)</td>
<td>2-3 hours</td>
</tr>
</tbody>
</table>

Emphasis in Immigrant and Refugee Studies

The emphasis in immigrant and refugee studies provides educators with the knowledge and skills necessary to meet the educational, social, and emotional needs of children and families who are facing multiple challenges as they migrate to new cultures and countries. Most often these educators who work with immigrants and refugees are also second language teachers. In addition to language instruction, these teachers share cultural experiences and provide a “welcoming oasis” for newly arrived refugees and immigrants. Students who are not currently certified in teaching English as a second language or English as a foreign language may seek additional coursework in those areas.
Core Courses (12 hours required)
COMM 5350 Intercultural Communications 3 hours
EPSY 5510 Psychosocial Aspects of Migration 3 hours
EPSY 5520 Children, Culture, and Violence 3 hours
SOCS 5500 Practicum in Immigrant and Refugee Studies or COMM 5340 Language Arts Seminar: Practicum in ESOL 3 hours

International experience and the study of a second language are strongly recommended. Students may substitute the practicum requirement with an approved study abroad course.

Emphasis in Inclusive Education
The emphasis in inclusive education is designed to provide classroom teachers, regular and special educators at the preschool, elementary, and secondary levels, with the knowledge base, practical applications, and strategies necessary for implementing a successful inclusive education program, appropriate to the diverse needs of students in today’s regular classroom. This emphasis will enable practicing teachers to investigate issues and examine strategies that relate to the education of all students, regardless of ability, in their local school. In addition to the two required courses for the respective major, students must complete at least 9 credit hours of appropriate coursework related to inclusive education. The following two courses are required for the area of emphasis in inclusive education:
EDUC 5080 Planning for the Inclusive Classroom 3 hours
EDUC 5090 Curricular and Instructional Adaptations 3 hours

In addition, students select one course from the following courses:
SPED 5250 Behavior Management for Children with Special Needs 3 hours
SPED 5260 Career Preparation for Students with Special Needs 3 hours
SPED 5270 Advocating for Persons with Disabilities* 3 hours
SPED 5290 Collaboration and Cooperative Teaching* 3 hours
SPED 5300 Communicating with Families and Disabled Persons 3 hours
SPED 5330 Legal Issues in Special Education 3 hours
SPED 5370Educating Students with Physical and Health Impairments* 3 hours
SPED 5480 Learning and Behavior Problems in the Classroom 3 hours
* These courses are also offered as ECED 5830 Topics in Early Learning.

See Special Education for course listings and course descriptions.

Emphasis in the Middle School/Adolescent Cluster
This group of courses is designed for teachers and other educators who deal with the adolescent.
In addition to SOCS 5000 and EDUC 5460, the following courses are required for the middle school/early adolescent emphasis:
EPSY 5540 Psychology of Early Adolescence 3 hours
SOCS 5700 Middle School History and Philosophy 3 hours

Emphasis in Secondary Social Science
This group of courses focuses on the skills and knowledge necessary for teaching social studies in high schools, junior high schools, and middle schools. In addition to the two required courses, the following courses are required for the secondary social science emphasis:
SOCS 5030 Contemporary World Affairs 3 hours
EPSY 5810 Adolescent Psychology 3 hours

Emphasis in Humane Education and Character Development
The emphasis in humane education and character development provides educators with coursework in the history, philosophy, and practice of humane education, character development, and environmental education. These movements have aimed to promote values such as empathy for all living beings and an appreciation and sense of stewardship for the natural environment. The emphasis is designed to provide educators with the knowledge and skills necessary for instructional leadership in humane education and character development. Students will design, present, and evaluate curricula that integrates humane and environmental principles.

Twelve credit hours, using 6 credit hours from the required list below and 6 credit hours from the elective courses listed below:

Required Courses
EDUC 5230 Foundations of Humane Education 3 hours
SOCS 5050 Studies in Character Education 3 hours

Electives
COMM 5051 The Role of Narrative in Humane Education 3 hours
EPSY 5110 Social and Personality Development 3 hours
SCIC 5090 Experiments in Environmental Education 3 hours

Gifted Education Certification
A valid Missouri teacher’s certificate and the following listed courses are needed before a certificate can be granted in gifted education. State certification is issued through Missouri’s Department of Elementary and Secondary Education.

Psychology of the Exceptional Student 2-3 hours
9 credit hours from the following (minimum of 2 credit hours per course):
- The Gifted Learner
- Program Planning and Evaluation: Administration and Supervision
- Screening, Assessing, and Evaluating Gifted Students
- Curriculum and Instruction for the Gifted
- Meeting the Affective Needs of Gifted Children
- Graduate Research course 3 hours
- Practicum 3 hours

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

Course Descriptions
Note: Other MAT courses with the EDUC prefix are listed under Multidisciplinary Studies and Special Education. Undergraduate EDUC courses (those with a number below 5000) are listed in the Undergraduate Studies Catalog.

EDUC 5460 Curriculum Design (3)
This course is designed to help individuals plan learning experiences. Topics included are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to his or her particular teaching situation.

EDUC 5800 Applied Research (3)
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisites: advancement to candidacy and...
Social Science

permission of the instructor. This course may be substituted for EDUC 5460 Curriculum Design.

EPSY 5060 Assessment and Evaluation of Academic Performance (3)
Students explore the use of assessment methods to evaluate student achievement and instructional effectiveness. Topics include descriptive statistics, measurement, and assessment methods used in standardized achievement tests. Curriculum-based evaluation devices (oral and written tests, scoring rubrics, grading practices, etc.) as well as informal teacher assessment and evaluation of student learning and behavior are reviewed.

EPSY 5110 Social and Personality Development (3)
The content of this course focuses on the theories that explain the growth of social concepts (e.g., responsibility, sharing, friendship, rules, sex roles); the development of values and conscience; and the emerging personality of children and adolescents. Students explore ways of working with children and youth in enhancing the development of these concepts.

EPSY 5130 Educational Psychology (3)
Students explore the nature of human growth and development from the perspective of learning, examine how individuals function within schools, and consider the manner in which self-image impacts on the learning process. Theoretical knowledge and practical applications are stressed.

EPSY 5150 Resilience and Self-Concept Development (3)
The purpose of this course is to provide theoretical frameworks, specific concepts, and teaching strategies that help enhance student engagement, self-concept development, interpersonal understanding, and psychosocial resilience in the classroom.

EPSY 5160 Advanced Child Development (2-3)
Child development is the scientific study of the physical, cognitive, social, and personality changes that occur throughout the childhood years. This course is based on recent research in education and child development that aids the teacher in guiding learning activities of children of preschool age through early adolescence.

EPSY 5170 Behavioral Management (3)
Teachers are acquainted with techniques to understand and change student behavioral patterns, and learn to observe and interpret classroom behavior, drawing from psychodynamic, ecological, humanistic, and behavioral models. Participants explore various intervention and prevention strategies.

EPSY 5180 Advanced Educational Psychology (3)
In Advanced Educational Psychology students will investigate psychological research pertaining to education, employ researcher's observational skills and hypothesis testing methods, and discover how the scientific method can be used to improve teaching and learning in schools.

EPSY 5290 Family Counseling (3)
This course is designed for the educator who is interested in providing the student and family with specialized individual attention. Special emphasis is placed on basic communication skills for individual and group work and on various educational and community services that are available to individuals and families. May be repeated for credit if content differs.

EPSY 5350 Intercultural Communications (3)
In order to function effectively in an interdependent world, we need to get along with and understand people vastly different from ourselves. In this course, students explore the values of their own culture, the extent to which thoughts and perceptions are shaped by cultures, and the expression of cultural differences in education.

EPSY 5370 Counseling (3)
This course focuses on the communication skills teachers can use in working with students, parents, and administrators. The theory and application of at least one counseling approach are examined in depth. The emphasis is on the practical applications of communication skills. May be repeated for credit if content differs.

EPSY 5510 Psychosocial Aspects of Migration (3)
This course examines the psychosocial aspects of migration. Students learn to identify the needs of immigrant and refugee children and families, and how to help these families adapt to living in new environments.

EPSY 5520 Children, Culture, and Violence (3)
Students in this course will research and debate the psychological impact of violence on children. Topics include the effects of violent toys, games, and television and the impact of community violence on the lives of young people. How war or the threat of war affects children's development is studied. Students will critically evaluate violence prevention programs and discover ways to promote peaceful classrooms.

EPSY 5540 Psychology of Early Adolescence (3)
This course focuses on the psychological growth and development of the early adolescent (ages 9-15). Participants examine the physical, intellectual, personality, and emotional development; sexuality; and the social adjustment of the preadolescent child. The course also explores the relationship of the school environment to the child's development.

EPSY 5580 Applied Research (3)
This is an introductory course in educational research methodology; basic concepts of research design, strategies of qualitative and quantitative research, and basic statistical procedures are introduced. This course enables students to read, interpret, and evaluate educational and psychological research and to plan research. Students will learn to analyze the purposes and requirements of designing and developing a proposal for a research study and become familiar with Webster University's IRB.

EPSY 5810 Adolescent Psychology (3)
This course involves the theoretical and empirical study of adolescence. Topics addressed include physical development, intellectual development, values and moral development, social problems, sexuality, and discipline. Students examine the educational applications for each topic.

EPSY 5880 Psychology of Memory, Learning and Problem-solving (3)
Students examine current research concerning cognitive psychology, memory, reasoning, problem-solving, and learning systems. Emphasis is placed on studying metacognitive strategies and the development of expertise.

EPSY 5890 Psychology of Stress (3)
This course focuses on the biological and psychological foundations of stress. Specific techniques for handling school- and classroom-related stressors and tensions are examined.

EPSY 5980 Motivation in the 21st Century Classroom (3)
This course examines current thinking, theory, and practice regarding achievement motivation. Students will review theories of motivation, including social cognitive, self-determination, goal orientation, and "flow" theory. Implications of these theories for the classroom will be studied, and practices that derive from these theories and concepts will be developed in a course project.

SOC 5000 Interdisciplinary Course
Students entering the program are required to take the interdisciplinary course. There are opportunities to work across discipline lines with faculty from other departments, to help develop mini-courses to meet specific needs, and to work with teachers from all educational levels in a cooperative manner that encourages sharing of knowledge. May be repeated for credit if content differs.

Global Awareness (2-3)
Students explore the issues, philosophies, and methodologies in teaching global awareness education in grades K-12. Topics arising from the present nuclear-age, interdependent civilization, including population, values, the environment, diplomacy, and international economics are addressed. The inclusion of these issues in elementary and secondary school curriculum is also examined.
Multietnic Education (3)
This course examines issues arising from the debate as to the manner in which curriculum reflects the diversity of American society. This course explores various viewpoints regarding minority and gender curriculum issues, as well as the meaning of Eurocentric approaches to the past and present.

SOCS 5010 Social Studies for Secondary Schools (2-4)
This course is designed to assist participants in gaining an overview of significant social studies curricula being used at the secondary level. It also introduces students to the area of historiography, which enables them to understand specific ways students can grasp the historical process.

SOCS 5030 Contemporary World Affairs (2-3)
A crucial feature of the twentieth century has been the globalization of human society. Participants in this course examine the key world issues affecting us, including their origins, current status, and prospects for the future. Particular emphasis is on global survival issues and their interrelationships. May be repeated for credit if content differs.

SOCS 5040 Modern Asian Civilization: Modern China (3)
Students examine the background of Western impact on traditional China, the revolution in China leading to the creation of the People’s Republic of China, and current U.S. relations with China. The course focuses on 10 to 15 problem questions using readings and discussions. May be repeated for credit if content differs.

SOCS 5050 Studies in Character Education (3)
This course examines the psychology and application of character and values education as it relates to humane education. Students reflect on the developmental perspectives of prosocial behaviors such as cooperation and compassion. Research on programs that aim to instill student values (e.g., responsibility, prosocial behavior, kindness) are evaluated. Classroom applications of character education programs are explored.

SOCS 5070 Teaching Methods for Adolescents (3)
The focus of this course is teaching strategies, curricular approaches, classroom methods, resources, and materials for working with middle school, junior high, and senior high school students. Discussion covers the practical classroom applications of various theories and research in adolescent development.

SOCS 5080 Topics in Classroom Computing (1-3)
Participants examine a specific topic, programming language, or application methodology for using computers in the classroom, especially in the language arts and the social studies. May be repeated for credit if content varies.

SOCS 5180 Gifted Education Practicum (2-4)
This practicum provides supervised field experience in programs for gifted children. In the summer, students work in various programs. During the school year, students work in classrooms for the gifted. Students must complete an application with the University School Programs Office. Prerequisite: permission of the advisor and University School Programs Office.

SOCS 5190 School as a Workplace for Teacher Leaders (3)
This course focuses on the role of the teacher as a leader in the classroom, school and wider community. Students examine the different ways in which teachers provide leadership both inside and outside the classroom. The positive effects of teacher leadership in areas such as instructional coaching, adoption of technological innovations, service through school committees as well as local and national advisory boards will be explored. Evidence based approaches to teacher leadership and their effect on student learning will also be examined.

SOCS 5200 Independent Study (1-3)
MAT students with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. In no case is an independent study set up when an existing course already covers the subject. May be repeated for credit if content differs.

SOCS 5210 In-Service Education (1-4)
Various graduate in-service courses are offered that are not part of the existing MAT curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. Prerequisite: prior approval of the MAT advisor. May be repeated for credit if content differs.

SOCS 5250 Topics in Economic Education (3)
Students work with new materials in economics education and study selected topics in economics. May be repeated for credit if content differs.

SOCS 5260 Topics in Geography (3)
A combination of work with experimental units in geography as well as geographical concepts, the course is of interest to teachers seeking ways to make geography more relevant to the lives of students. May be repeated for credit if content differs.

SOCS 5270 Westward Expansion in the United States (1-3)
This course examines significant developments in the expansion of the United States into the western territories. Events such as The Louisiana Purchase, The Lewis & Clarke Expedition; The Missouri Compromise and the California Gold Rush will be explored. May be repeated for credit if content differs.

SOCS 5280 Early Civilizations of the Americas (3)
This course uses multimedia and virtual field trips to explore early American civilizations throughout the Americas. It utilizes a problem-based inquiry approach to examining the archeological record of prehistoric civilizations in the Americas from the first origins of agriculture to European contact and interaction. May be repeated for credit if content differs.

SOCS 5400 Issues in Education
This course provides an opportunity to examine a selected issue area in education through readings, discussion, and individual projects. May be repeated for credit.

Family Transitions (3)
Students in this course examine the impact of modern family dynamics on young children and adolescents. Topics include family stress, blended family dynamics, and single-parent families. Emphasis is placed on the teacher’s role in working with parents and students experiencing these transitions.

St. Louis History (2-3)
Students are engaged in a chronological, thematic approach to teaching St. Louis history within the content of national American history. Use of primary materials and material culture in the classroom is emphasized. Students are expected to produce and teach a St. Louis history lesson plan based on primary materials and to write short papers (two to three pages) based on assigned readings/discussion questions during the course.

Urban Education (3)
This course examines contemporary issues in education through means of discussion, reading, and individual projects. Participants study key controversies, such as busing, open enrollment, the urban school, and teacher movements.

SOCS 5410 In-Service Topics (1-3)
In-service courses are designed to provide MAT degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the MAT with prior approval of the student’s advisor. May be repeated for credit if content differs.
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SOCS 5490 Seminars in Social Sciences (1-3)
Seminars are designed to focus on contemporary research and classroom application of these data. May be repeated for credit if content differs.

SOCS 5500 Practicum in Immigrant and Refugee Studies (3)
After exploring the educational, social, and emotional needs of immigrants and refugees, students enrolled in this practicum will work with children and families on a regularly scheduled basis in a community setting. Prerequisite: permission of the instructor.

SOCS 5680 Historical Biography (3)
This course examines the lives and influences of one or more persons in American society who have shaped historic events in the 19th and 20th centuries. Focus is on how historic personalities contributed to the dialog and activities which have supported the advancement of individual rights and freedoms in the struggle for equal access and participation in the United States. May be repeated for credit if content differs.

SOCS 5690 American Government (2-3)
This course focuses on the decision-making process in American government by examining several case studies. There will be extensive class discussions and advanced level examination of the dynamics of government in the United States. May be repeated for credit if content differs.

SOCS 5700 Middle School History and Philosophy (3)
Students examine the history of the middle school movement and its evolving philosophy. Implications for school design, organization, and curricula are also studied.

SOCS 5740 Consumer Education (3)
Designed to assist teachers in preparing students for consumer education, this course explores significant ideas concerning how and why one should become aware of issues in modern consumerism.

SOCS 5750 Special Institute
Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the social science program. May be repeated for credit if content differs. For more specific and current information, see the current course offerings.

Eighteenth Century Tidewater Virginia (3)
Explores the social and material culture of eighteenth-century tidewater Virginia. Emphasis areas include gender issues, Native American, European, and African interactions that helped shape and define the American character.

Colonial Williamsburg Field Study (3)
Enjoy a field based course where Pre-service students will be engaged in the Living History museum at Colonial Williamsburg, Virginia, and will be exposed to new pedagogical practices in the field of the social sciences. Theoretical paradigms from multiple intelligences, constructivism, living history, and museum interpretation will be explored. Students will live in the historic museum for 4 days/3 nights and immerse themselves in eighteenth-century Virginia culture. Expert historians, interpreters, social studies educators, archivists, and curators along with a professor and master teacher will lead the course. This course will meet certification methods requirements for elementary, middle, and secondary certification in social studies.

Understanding the African-American Child (2-3)
This course is intended to provide students with research and data about issues in the black experience that affect motivation, discipline, and cognition. Information is shared about learning styles, the psychology of performance, curriculum materials, and teaching strategies that can be applied to classroom instruction.

SOCS 5760 Middle School Curriculum and Instruction (3)
Students examine curricular and instructional strategies for the middle school. Interdisciplinary curricula, evaluation of instruction and learning, instructional technologies, and personalization of learning are discussed.

SOCS 5840 Comparative Educational Systems (3)
Comparing educational systems from various countries increases international understanding and provides insights into our own education methodology and values. Each participant is responsible for researching a particular system and providing an abstract for class evaluation and discussion.

SOCS 5910 Curriculum and Instruction for the Gifted (3)
Students study the basic premises of curriculum design and classroom structure appropriate for gifted and talented students. A variety of curriculum models and strategies for teaching the gifted are discussed.

SOCS 5920 Meeting the Affective Needs of Gifted Children (3)
This course reviews the affective needs of gifted students and ways to provide services to meet those needs. Students study the social and emotional development of the gifted child. They address the issues of self-esteem, underachievement, leadership, and social relationships, and discuss helping the families of gifted children.

SOCS 5930 Screening, Assessing, and Evaluating Gifted Students (3)
This course is for graduate students who are pursuing certification in gifted education. Theory of testing, analysis of standardized tests, development of testing procedures, and analysis of test data for the gifted are covered. Emphasis is on intelligence testing, assessment of creativity, and interpretation and integration of test data.

SOCS 5940 Gifted Program Planning and Evaluation (3)
This course offers an understanding of administration and supervision of gifted programs and provides students already familiar with the educational theory and models in gifted education with an overview of the skills needed to plan and supervise a defensible program for gifted and talented students. Topics in identification, curriculum design, in-service preparation, grant writing, and community relations are covered.

SOCS 5970 The Gifted Learner (3)
Participants in this course examine current issues in the field of education for the gifted. Programs, teaching methods, and curriculum for the gifted are presented in the course.

SOCS 5990 Independent Scholar (1-3)
MAT graduates with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. In no case can an independent study be set up when an existing course already covers the subject. Prerequisite: must be an MAT graduate. May be repeated for credit if content differs.

SOCS 6000 Advanced Graduate Certificate Project (3)
The advanced graduate certificate (AGC) project is the culminating experience in the AGC program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an MAT class, a school district, a local board of education, or a community group; a paper or research project which might be published or distributed within an appropriate school, community group, or for a large audience; or an action project designed and implemented within the student’s place of employment. Prerequisite: permission of the AGC coordinator.
Programs Offered

• MA in Special Education
• MAT in Mild/Moderate Disabilities

MA in Special Education

Program Description

The Master of Arts (MA) program with a major in Special Education provides practicing educators, related professionals and other qualified individuals opportunities to study and research special education practices and services. Current issues and emerging trends are explored on a global level, with a strong focus on social justice and ethical themes at the local, national and or international level. The program emphasizes developmentally oriented theory and research in the areas of cognitive and socio-emotional development, and students are expected to use this knowledge to design and promote evidence-based interventions and instructional practices to enhance pupil learning. Candidates explore opportunities for collaboration and advocacy within their educational settings that are designed improve the quality of life of individuals with disabilities in general. The program of study recognizes the rapidly changing dimensions of special education and promotes the philosophy of integrated and inclusive learning experiences for all children and youth.

The program offers students opportunities to individualize professional development by specializing in unique area of study. The emphasis areas are designed to provide flexibility within a structured sequence of coursework. Students may choose to specialize in inclusive education, core academic instruction, mild/moderate disabilities, severe disabilities, emotional & behavioral disorders, academic and learning disorders, or PBIS. These emphases are designed to:

• promote efforts to advocate for inclusive education for persons with disabilities.
• provide certain special educators who are currently teaching academic subjects increased expertise in teaching core academic subjects.
• offer practicing educators the learning opportunities that support teaching students with mild/moderate or severe developmental disabilities.
• lead to increased understanding of specific educational disabilities in relation to the identification, assessment and evidence-based interventions.

The Master of Arts in Special Education program does not lead to initial certification in special education. For more information about initial certification in special education (Mild/Moderate Disabilities), please refer to the Teacher Certification section under the MAT Mild/Moderate Disabilities section in the catalog.

Goals

Graduates of this program are able to:

• analyze current issues and trends in special education on a global level.
• promote legal and ethical policy and practice that supports high quality education in inclusive settings (as is appropriate to the individual student's needs) and improves outcomes for individuals with disabilities, at a local, national, and international level.
• actively design and improve effective, evidence-based instructional, curricular, and classroom management programs on an individual, school-wide, and systems level, based on a thorough understanding of up-to-date research in cognitive, social and emotional development of students with disabilities.
• use scientifically-based methodology to research, evaluate and improve curriculum, instruction and interventions for students with disabilities.
• use valid tools to evaluate progress of pupils in the general education curriculum and towards IEP goals.
• advocate for and safeguard the human and civil rights of individuals with disabilities and their families, engage in professional and ethical practices and behavior, reflect on individual strengths and weaknesses as professionals, and pursue continuing professional development to refine skills and expertise in teaching and learning.
• collaborate with families, colleagues and the community to improve programs and services.

Requirements

Admission requirements

Prior to admission to the program, candidates are expected to have successfully completed with a grade of B or better, a three-credit course in the Psychology of Exceptional Students, or its equivalent. Those applicants who have not completed this requirement prior to admission will be required to successfully complete the course in order to advance to candidacy. Students may not use the credits from Psychology of Exceptional Students towards graduation requirements for the MA in Special Education.

Advancement to candidacy

After completing 9 credit hours within a MA and before fifteen (15) hours, all MA degree-seeking students with a major in Special Education are required to advance to candidacy. Advancement to candidacy is expected to result in the selection of an emphasis area for completion of the requirements for the degree program. Please refer to the Advancement to Candidacy section in this catalog for other specific guidelines.

Transfer of credit

Students may transfer no more than six (6) hours of Webster University 4000 level coursework towards the MA in Special Education, if the coursework did not apply towards the requirements for another degree. Students may transfer no more than six (6) credits of graduate coursework from another accredited institution of higher learning. Students may apply no more than six (6) credits of SPED 5210 to satisfy the requirements of the MA. Degree. Requests to transfer credit must be approved by the Special Education program coordinator.

The course(s) being transferred must meet the following criteria:

1. The course is required to achieve the program goals and is relevant to the student's major.
2. The course carries graduate credit toward an accredited master's degree program at the sponsoring institution.
3. The course carries graduate credit toward an accredited master's degree program at the sponsoring institution.
4. The course must carry a grade of A, B, or Credit.
5. The course must have been completed within five years before admission into the program.

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

1. Prior approval by an advisor and relevant area coordinator must be granted on "prior permission form" before the course is taken.
2. The course does not duplicate one offered at Webster University.
3. The student fills out a Request for Transfer of Credit form (available in the School of Education Office) and submits it, along with an official transcript of the course(s) being requested, to the School of Education Office. When the transfer hours have been approved and processed, the student will be notified.

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

Emphasis Areas in Special Education

Upon successful Advancement to Candidacy, candidates are expected to declare an emphasis in one of the following areas of special education.

Program Curriculum

The MA special education majors are required to complete a minimum of 33 credit hours, 24 of which must be in special education. Students considering graduate study at the doctoral level are encouraged to complete six (6) credits of field research, and complete a thesis, for a program total of 36 credit hours.

Required Coursework:

The following courses are required, with a minimum grade of B- in each course, for all Special Education majors:

Global Citizenship, Teacher Leadership, and Policy
- SPED 5318 Global Issues in Special Education 3 hours

Program Development and Organization
- SPED 5500 Socio-emotional Development: Child with Special Needs* 3 hours
- and
- SPED 5660 Cognitive Development: Child with Special Needs* 3 hours
- and
- 9 hours of emphasis or graduate level (5000) coursework

Assessment and Evaluation
- One course from the following list:
  - SPED 5413 Assessment of Learning Problems 3 hours
  - SPED 5850 Evaluation 3 hours
- Professional and Ethical Practice
- One course from the following list:
  - SPED 5270 Advocating for Persons with Disabilities 3 hours
  - SPED 5330 Legal Issues in Special Education 3 hours
  - SPED 5319 Ethics and Disabilities 3 hours
- Collaborative Practice
- One course from the following list:
  - SPED 5880 Integrating Resources: Community, School, and Family 3 hours
  - SPED 5290 Collaboration and Cooperative Teaching 3 hours
- Research and Inquiry
- SPED 5800 Applied Research, or EDUC 5460 Curriculum Design* 3 hours
- and
- SPED 6000 Applied Field Research* 3 hours
- minimum 3 hours
- Total coursework: **33 hours**

* Required coursework from Webster University only

** Core course requirement or substitute

Emphasis in Core Academic Instruction

The emphasis area in core academic instruction is designed for special educators who are providing direct instruction in core academic subjects, typically in middle or secondary schools. The emphasis offers candidates an opportunity to pursue advanced studies in specialized instruction of core academic subjects for middle school or secondary pupils with special needs. Candidates choose a subject area in which they desire to demonstrate advanced proficiency from the graduate education program offerings, such as communication arts, reading, social studies, mathematics, or science.

The following coursework is required for an emphasis in Core Academic Instruction and Remediation:

- 9 hours in a core academic area (such as Communication Arts, Reading, Mathematics, Social Sciences), selected with advisor permission

Emphasis in Emotional and Behavioral Disorders

The emphasis area in emotional and behavioral disorders, in partnership with a local children's residential treatment center, is designed for school-based mental health specialists, practicing teachers, counselors and other related services professionals, and advocates who are interested in expanding their expertise in working with children who require specialized, targeted, or one-to-one services. It offers an advanced program of study in the identification, assessment and evaluation, psycho-educational intervention and instruction of children and youth with severe emotional and behavioral disorders (both internalizing and externalizing). The following coursework is required for an emphasis in emotional and behavioral disorders:

- SPED 5314 Children and Youth with Emotional and Behavioral Disorders 3 hours
- SPED 5315 Assessment, Evaluation, and Diagnosis of Emotional and Behavioral Disorders** (may substitute for SPED 5413) 3 hours
- Two of the following:
  - SPED 5316 Instructional Methods for Students with Emotional and Behavioral Disorders 3 hours
  - SPED 5250 Behavior Management for Children with Special Needs 3 hours
  - SPED 5317 Therapeutic Interventions for Disturbed Students in Children with Special Needs 3 hours

** Core course requirement or substitute

Emphasis in Inclusive Education

The emphasis in inclusive education is designed to provide inclusion facilitators, regular and special educators at the preschool, elementary, and secondary levels, and other qualified individuals with the knowledge base, practical applications, and strategies necessary for implementing a successful inclusive education program appropriate to the diverse needs of students in today's regular classroom. This emphasis enables practicing teachers to investigate issues and examine strategies that relate to the education of all students, regardless of ability, in their local school.

The following courses are required for the area of emphasis in inclusive education:

- EDUC 5080 Planning for the Inclusive Classroom 3 hours
- EDUC 5090 Curricular and Instructional Adaptations 3 hours
- SPED 5290 Collaboration and Cooperative Teaching** 3 hours
- SPED 5270 Advocating for Persons with Disabilities** 3 hours
- One three (3) hour SPED 5000 course

** Core course requirement or substitute

Emphasis in Learning and Academic Disorders

The emphasis area in learning and academic disorders offers an advanced program of study in the identification, assessment and evaluation, programming, and instruction of children and youth with specific learning disabilities, and/or cognitive impairment. The program is designed to develop a specialized knowledge base of effective instructional practices for
special educators, and educational consultants who are responsible for the education of students with learning disabilities and academic disorders.

The following coursework is required for an emphasis in Learning and Academic Disorders:

- **SPED 5414 Children and Youth with Learning and Academic Disorders** 3 hours
- **SPED 5413 Assessment of Learning Problems** 3 hours

Six hours (6) of SPED coursework, with a focus on instructional strategies for students with learning disorders, such as:
- **SPED 5320 Learning Strategies: A Cognitive Approach to Exceptional Learners** 3 hours
- **EDUC 5090 Curricular and Instructional Adaptations** 3 hours

**Core course requirement or substitute**

### Emphasis in Mild/Moderate Disabilities

The emphasis in Mild/Moderate disabilities is intended for certified educators who are interested in developing expertise in teaching students with mild/moderate (cross-categorical) disabilities. While the emphasis does not lead to an initial teacher certificate in Mild/Moderate Disabilities, the program of study offers currently certified teachers an opportunity to acquire the foundational knowledge in preparation for an endorsement in Mild/Moderate Disabilities: Cross-Categorical.

The following coursework is required for an emphasis in Mild/Moderate Disabilities:

- **SPED 5030 Students with Mild/Moderate Disabilities** 3 hours
- **SPED 5240 Psycho-educational Assessment I** (may substitute for SPED 5413) 3 hours
- **SPED 5380 Methods for Students with Mild/Moderate Disabilities I** 3 hours

**One course from:**

- **SPED 5250 Behavior Management for Children with Special Needs** 3 hours
- **SPED 5010 Methods of Teaching Mathematics for Disabled Learners** 3 hours
- **SPED 5040 Analysis and Correction of Reading Disabilities** 3 hours
- **SPED 5260 Career Preparation for Students with Special Needs** 3 hours
- **SPED 5300 Communicating with Families and Disabled Persons** 3 hours
- **SPED 5050 Language Development for Students with Special Needs** 3 hours
- **SPED 5020 Assistive Technology for Students with Special Needs** 2-3 hours

**Core course requirement or substitute**

### Emphasis in Positive Behavioral Interventions and Supports (PBIS)

The emphasis in PBIS is designed to provide educators with the knowledge and expertise to design, implement and evaluate individual, small group, and systemic strategies that improve social behavior and learning outcomes for K-12 students. The conceptual framework for PBIS is based in “Tiered Systems” approaches to improving academic and social outcomes for all students. This program is targeted to educators who are interested in pursuing careers as behavior specialists and/or school-wide PBIS consultants.

The following coursework is required for an emphasis in PBIS:

- **SPED 5700 School-Based Prevention/Intervention:**
  - **RTI and PBIS** 3 hours
- **SPED 5701 Universal School-Wide PBIS** (may substitute for SPED 5413) 3 hours
- **SPED 5702 Secondary Prevention: Targeted Group Interventions** 3 hours
- **SPED 5703 Applying PBIS: Functional Behavior Assessment and Behavior Support Planning** 3 hours

**Core course requirement or substitute**

### Emphasis/Certification Endorsement in Severe Developmental Disabilities

The emphasis in severe developmental disabilities offers a concentrated program of study in the assessment and instruction of children and youth with severe developmental disabilities. The program builds on the knowledge base of special educators who are qualified to teach students with mild and moderate disabilities, and extends the capabilities of special educators to provide individualized and appropriate educational opportunities to all children.

In order to apply for the advanced certification endorsement program in severe developmental disabilities, the applicant must hold a valid Missouri Teacher’s Certificate in Mild/Moderate: Learning Disabilities, Mental Retardation, Behavior Disorders, Physical and Other Health Impairments, or Cross-Categorical Disabilities.

The following courses are required for an emphasis in Severe Developmental Disabilities:

- **SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities** (may substitute for SPED 5413) 3 hours
- **SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities** 3 hours
- **SPED 5313 Augmentative and Alternative Communication for Students with SDD** 3 hours
- **SPED 5090 Special Education Practicum:**
  - **Severe Developmental Disabilities** 3 hours

**Core course requirement or substitute**

### Advanced Graduate Certificate: Positive Behavioral Interventions and Supports (PBIS)

This program is targeted to educators and other qualified professionals who are interested in pursuing careers as state-wide, regional, or district-wide PBIS developers and consultants. The focus is on building capacity of school districts, regional consortia, and state agencies to plan and implement tiered prevention systems to improve social behavior and learning outcomes for K-12 students. The advanced graduate certificate in PBIS may be issued alone or in conjunction with the MA degree. Students seeking this advanced graduate certificate must have earned a recognized baccalaureate degree and meet all of the admission and acceptance criteria as outlined in the graduate program’s Academic Policies and Procedures. The grading system in the advanced graduate certificate program is the same as that described in the Grades section of this catalog.

Students may receive the graduate certificate by completing a minimum of 18 credit hours from the SPED courses listed below.

- **SPED 5700 School-Based Prevention/Intervention:**
  - **RTI and PBIS** 3 hours
- **SPED 5701 Universal School-Wide PBIS** 3 hours
- **SPED 5702 Secondary Prevention: Targeted Group Interventions** 3 hours
- **SPED 5703 Applying PBIS: Functional Behavior Assessment/ and Behavior Support Planning/ Implementation** 3 hours
- **SPED 5704 PBIS/Systems Leadership:**
**Special Education**

**MAT in Mild/Moderate Disabilities**

**Program Description**
This is a graduate degree program designed to provide the foundation for teacher preparation leading to initial Missouri teacher certification in Mild/Moderate Disabilities: Cross-Categorical. Coursework is specifically directed towards special education practice. The culminating project is a portfolio developed during SPED 5091, Student Teaching.

**Learner Goals and Outcomes**
The goal of the mild/moderate disabilities major is to cultivate graduates who are:

1. knowledgeable of the history of special education, characteristics of students with disabilities, and principles and foundations underlying best practices;
2. proficient in designing, adapting, and modifying effective assessment plans, instructional strategies and curricula, and/or intervention plans based on current research regarding cognitive, social, and emotional development in students with disabilities;
3. reflective about their roles as educators to improve learning outcomes, and who collaborate with families and other members of the community in order to advocate for inclusive and equitable educational opportunities for persons with disabilities; and
4. capable of recognizing, valuing, and responding to the unique individual abilities and differences of students with special needs.

**Program Requirements**

**Requirements for Admission into MAT Mild/Moderate Disabilities program:**

- Undergraduate G.P.A of 2.75
- B- or better in a college-level math course
- B- or better in college level composition course

**Advancement To Candidacy**
After completing 9 credit hours in the major, and before twenty-one hours (21), all MAT students majoring in Mild/Moderate Disabilities are required to advance to candidacy. Students are required to have successfully completed with a grade of B- or better, one of SPED 5860 Psychology of Exceptional Students (or its equivalence) or EDUC 5220 Contemporary Educational Issues (or its equivalence), and SPED 5030, Students with Mild/Moderate Disabilities. Students must be accepted into the Mild/Moderate Disabilities Teacher Certification program (contact the School of Education Teacher Certification Office for more information). Students may be restricted from registering in further coursework, until advanced to candidacy. Please refer to the Advancement to Candidacy section in this catalog for specific guidelines.

**Transfer of Credit**
Students may request to transfer up to twelve (12) hours of graduate-level credit from another accredited graduate institution. Students who have graduated from Webster University may transfer up to twelve (12) hours of 4000 level coursework in special education. The course(s) being transferred must meet the following criteria:

- The course is required to achieve the program goals and is relevant to the student's major.
- The course carries upper division (4000) or graduate credit toward an accredited master’s degree program at the sponsoring institution.
- The course was not used to fulfill requirements for another degree.
- The course must carry a grade of A, B, or Credit.
- The course must have been completed within five years before admission into the program.

- The course is not on the list of required courses to be taken while in residence at Webster University.

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

**Requirements for Missouri Initial Teacher Certification in Mild/ Moderate Disabilities**

Students are advised to contact Webster University's Teacher Certification Office for a transcript evaluation and information regarding teacher certification. Successful completion of a portfolio may be required prior to a recommendation for an initial teacher certification from the university to the Missouri Department of Elementary and Secondary Education.

Successful completion of the MAT degree program in Mild/Moderate Disabilities does not guarantee the issuance of a Missouri teacher certificate in Mild/Moderate Disabilities.

**Program Curriculum**
The MAT in Mild/Moderate Disabilities requires a minimum of forty (40) hours of coursework in Special Education, including successful completion, with a B- or better, of eight (8) hours of SPED 5091, Student Teaching. Students are advised that the full initial certification in Mild/Moderate Disabilities: Cross Categorical (K-12) may require more than the forty hours required for the MAT degree.

**Required Coursework**
The following SPED courses, for a total of nineteen (19) hours, are required for the MAT in Mild/Moderate Disabilities and must be taken while in residence with Webster University:

- SPED 5091 Student Teaching (8) (may be fulfilled by Credit by Examination)
- SPED 5090 Practicum: Mild/Moderate Disabilities: Cross-Categorical (2)
- SPED 5030 Students with Mild/Moderate Disabilities (3)
- SPED 5380 Methods for Students with Mild/Moderate Disabilities I (3)
- SPED 5381 Methods for Students with Mild/Moderate Disabilities II (3)

In addition to the above coursework, a minimum of twenty one (21) semester hours of coursework from the following special education courses* are required to complete the MAT degree requirements:

- SPED 5860 Psychology of the Exceptional Student (3)
- SPED 5500 Socio-emotional Development: Children w/ Special Needs (3)**
- SPED 5660 Cognitive Development: Children w Special Needs (3)**
- SPED 5300 Communicating with Families and Disabled Persons (3)
- SPED 5240 Psycho-educational Assessment I (3)
- SPED 5050 Language Development for Exceptional Students (3)
- SPED 5010 Methods of Teaching Mathematics for Disabled Learners (3)
- SPED 5040 Analysis and Correction of Reading Disabilities (3)
- SPED 5250 Behavior Management for Students with Special Needs (3)
- SPED 5260 Career Preparation for Students with Special Needs (3)
- SPED 5820 Assistive Technology for Students with Special Needs (3)
- SPED 5410 Computer Software Adaptations (3)
- EDUC 5080 Applied Field Experience 3 hours
- SPED 6000 Applied Field Experience 3 hours

*All of the above courses are required to complete the requirements for initial Missouri teacher certification in Mild/Moderate Disabilities: Cross-Categorical.

**Both courses are approved substitutes for Child Psychology, Adolescent Psychology, and Educational Psychology.
The following courses (or equivalent courses) are also required for a Missouri initial teacher certificate in Mild/Moderate Disabilities: Cross Categorical.

EDUC 5220 Contemporary Educational Issues
MATH 4310 Methods and Materials for Teaching Mathematics

***May not be used to meet the requirements of a MAT degree.

Two courses from the following (minimum of 5 hours):
COMM 5820 Foundations in Reading Instruction
COMM 5830 Emergent Literacy
COMM 5840 Reading and Writing as Cognitive Processes
COMM 5920 Teaching Reading in Content Fields
COMM 5960 Differentiated Reading Instruction

Methods II Review and Application to SPED 5090, Practicum
Immediately following SPED 5381, Methods for Students with Mild/Moderate Disabilities II and prior to registration in SPED 5090 Special Education Practicum (Mild/Moderate Disabilities: Cross-Categorical), students are required to demonstrate proficiency in the pedagogical competencies required for Missouri initial teacher certification in Mild/Moderate Disabilities, based on Missouri Standards for Teacher Education Programs, and the Council for Exceptional Children Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculums. Students are advised to contact their advisor for more information regarding the Methods II review. Registration in SPED 5090, Special Education Practicum (Mild/Moderate Disabilities: Cross-Categorical) must be approved by the student's advisor.

Application to SPED 5091, Student Teaching
Successful completion of SPED 5091, Student Teaching, is required to meet the graduation requirements of the MAT in Mild/Moderate Disabilities. This requirement may be completed by registration in a traditional 16-week apprentice teaching experience. Students who are full-time paraprofessionals or teachers in an approved educational setting may be awarded credit through credit by experience. Application and registration in SPED 5091 must be approved in writing by the student's advisor and the program coordinator.

Eligibility requirements for acceptance to SPED 5091, Student Teaching
1. Students must have successfully completed all but two required courses for initial teacher certification in Mild/Moderate Disabilities.
2. Students must have passed with a score equal to or greater than the Missouri qualifying score the Praxis II Content Knowledge examinations in Mild-Moderate: Cross-Categorical Disabilities (K-12) (#0353 & #0542) prior to registration in SPED 5091, Student Teaching. Students are limited to no more than two opportunities to pass either of the examinations.
3. Students must have successfully completed, with a grade of B or better, the requirements of SPED 5090, Practicum (Mild/Moderate Disabilities).

Course Descriptions
Note: Other MAT courses with the EDUC prefix are listed under Multidisciplinary Studies; courses with the SPED prefix are listed under Special Education. Undergraduate EDUC courses (those with a number below 5000) are listed in the Undergraduate Studies Catalog.

EDUC 5080 Planning for the Inclusive Classroom (3)
This course introduces the key factors underlying successful planning for the inclusive classroom. Following an examination of the philosophical and legal bases underlying inclusion, students explore issues related to change and educational reform, increasing disability awareness, team building, action planning, using natural supports, and problem-solving strategies.

EDUC 5090 Curricular and Instructional Adaptations (3)
This course offers a framework for adapting the regular classroom environment to meet the diverse needs of students, including those with disabilities. Curriculum adaptations, instructional modifications, and environmental accommodations are explored as strategies to support students with special needs in the regular classroom.

EDUC 5460 Curriculum Design (3)
This course is designed to help individuals plan learning experiences. Topics included are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to his or her particular teaching situation.

SPED 5010 Methods of Teaching Mathematics for Disabled Learners (3)
This course focuses on the development of mathematics instruction for students with special needs. Prerequisites: MATH 4310 and SPED 5860.

SPED 5020 Assistive Technology for Students with Special Needs (2-3)
This course focuses on hardware and software designed for persons with disabilities. Students will carry out a hands-on project designed to provide educators with the tools needed to evaluate hardware and software in relation to a student's specific disability.

SPED 5030 Students with Mild/Moderate Disabilities (3)
This course focuses on the identification and characteristics of students with mild/moderate disabilities, including learning disabilities, mental retardation, emotional and behavioral disorders, physical disorders, and other health impairments. Prerequisite: SPED 5860.

SPED 5040 Analysis and Correction of Reading Disabilities (3)
This course focuses on the identification and characteristics of students with significant reading disabilities requiring special education services. The focus is on the course in informal and formal assessment procedures, diagnosis and intervention. Prerequisites: COMM 5820 or COMM 5830 and SPED 5240.

SPED 5050 Language Development for Students with Special Needs (3)
This course focuses on language development in children and youth with special needs. Using case studies, students will examine informal and formal evaluation techniques, review language arts strategies, and develop interventions appropriate for students with language impairments. Prerequisite: SPED 5240 Psychoeducational Assessment I.

SPED 5090 Special Education Practicum (1-3)
All practicum assignments are to be made with prior approval from the instructor. Students should request a practicum application from their advisor at the time of registration. Location, field experience, and identity of the practicum supervisor will be decided upon in each practicum situation. Prerequisites: permission of the instructor; completion of coursework in the specific area of the practicum, including a minimum of 3 credit hours from the Webster University School of Education. May be repeated for credit if content differs.
Practicum: Learning Disabled 1-3 hours
Practicum: Behavior Disorders 1-3 hours
Practicum: Mentally Handicapped 1-3 hours
Practicum: Severe Developmental Disabilities 1-3 hours
Practicum: Cross-Cat 1-3 hours
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SPED 5091 Student Teaching (8-10)
This supervised field experience is required for candidates pursuing initial teacher certification in Mild/Moderate Disabilities: Cross-Categorical (K-12). During student teaching, the preservice teacher is given an opportunity to analyze pedagogical competencies and to build his/her own personal strategies for teaching and learning. Reflective thought, observation, discussion, and actual teaching will be used to expand his/her skills. The student teacher is expected to conduct informal assessment, design and teach instructional programs and thematic units, write lesson plans on a daily basis, observe practicing teachers in other settings, and identify and develop goals for a professional development plan. This field experience requirement can be satisfied by a semester experience through a university sponsored placement in an approved educational setting. Paraprofessionals or provisionally certified teachers working in approved special education settings may satisfy this requirement through credit by examination, with prior approval of the advisor and SPED program coordinator. Prerequisite: B or better in SPED 5090; permission of advisor and SPED program coordinator.

SPED 5200 Independent Study (1-3)
MAT students with special interests or needs not met by existing curriculum may request that a faculty member supervise an independent study. Together the student and faculty member decide the content of the study and the criteria for evaluation. In case no an independent study be set up when an existing course already treats the subject. Prerequisite: permission of the coordinator. May be repeated for credit if content differs.

SPED 5210 In-Service Education (1-4)
Webster offers various graduate in-service courses that are not part of the existing MAT curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. Prerequisite: prior approval of the MAT advisor. May be repeated for credit if content differs.

SPED 5220 Topics in Special Education (1-3)
Students in this course explore, in depth, specific topics in the education of children with special needs. Topics are selected that promote the integration of these children into the mainstream of education. Topics vary. May be repeated for credit if content differs.

SPED 5230 Program Models in Special Education (3)
This course focuses on programs developed for the population of students receiving special education services. The content explores philosophy, theoretical framework, curriculum, methodology, learning environment, teacher and student roles, and parent involvement. Students replicate portions of specific models and develop teaching strategies that would be characteristic of particular models. Special attention is given to mainstreaming approaches.

SPED 5240 Psychoeducational Assessment I (3)
This course examines assessment of students with learning difficulties. A review of the statistical properties of standardized instruments and the social and legal issues in testing is presented to provide a framework from which students examine instruments of intelligence, language, perception, motor skills, academics, and behavior. The information derived from these instruments is used to determine specific strengths and weaknesses in individual students using a case-study approach.

SPED 5250 Behavior Management for Children with Special Needs (2-3)
Students are introduced to the principles and techniques of behavior management appropriate to the needs of individual students with disabilities. Content includes identifying problem behaviors, functional behavior assessment, direct and indirect observational techniques, pre-ventative and pre-correction techniques, methods to strengthen, replace or weaken behavior, measurement techniques, and program evaluation. Students develop a case study and behavior intervention plan.

SPED 5260 Career Preparation for Students with Special Needs (3)
This course presents teachers with career development concepts and techniques for preparing students with special needs to make the successful transition from school to working and living in the community. Career education models and programming strategies are presented for elementary through secondary educational levels, with emphasis on adolescents. Prerequisite: SPED 5860.

SPED 5270 Advocating for Persons with Disabilities (3)
Students examine the role of teachers, parents, and professionals in advocating for appropriate services for persons with disabilities. Special emphasis is on the parent-professional relationship, civil rights, due process, participation in educational planning, and advocating for fuller inclusion.

SPED 5280 Attention Deficit Disorder (2-3)
Students examine in depth the characteristics of attention deficit disorder and review educational strategies and interventions that can be implemented within educational settings.

SPED 5290 Collaboration and Cooperative Teaching (3)
This course focuses on professional collaboration, including teachers working together (collaborative consultation, cooperative teaching, or class within a class, teacher teams, and peer coaching) as well as students working together (classwide peer tutoring and cooperative learning). Participants will learn to use various collaborative structures, effective cooperative teaching techniques, problem-solving methods, and content enhancement devices.

SPED 5300 Communicating with Families and Disabled Persons (3)
The course focuses on counseling and communication techniques appropriate to the needs of the exceptional individuals and their families.

SPED 5310 Education for Adolescents with Special Needs (3)
Participants explore the needs of adolescents with special needs. Emphasis is on academic planning, social and emotional needs, career and vocational planning, and program models.

SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities (3)
This course examines the use of standardized and ecologically based assessments in all areas of skill development. Coursework includes the opportunity to examine and use a number of different assessments.

SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities (3)
This course examines the development and implementation of chronologically age-appropriate functional curriculum for students with severe developmental disabilities in integrated settings. Curriculum and instructional strategies in the areas of domestic skills, vocational skills, leisure skills, and community access skills are covered as well as skills in the embedded areas of communication, social, motor, and functional academics.

SPED 5313 Augmentative and Alternative Communication for Students with SDD (3)
This course introduces strategies for enhancing the functional communication skills of students with severe developmental disabilities. The use of aided and non-aided augmentative strategies are addressed as well as alternative communication systems with an emphasis on using a multi-modality approach.

SPED 5314 Children and Youth with Emotional and Behavioral Disorders (3)
This course examines current knowledge and theory of the educational, sociocultural, psychological, and biological factors that influence children and youth with, or at risk for, emotional and behavioral disorders. The course content focuses on current issues and practices regarding
characteristics, identification, and assessment procedures specific to this population of students with disabilities.

SPED 5315 Assessment, Evaluation, and Diagnosis of Emotional and Behavioral Disorders (3)
Students explore a variety of behavioral and psychoeducational assessment techniques that are relevant to the evaluation of children and youth with suspected emotional and behavioral disorders. Functional behavior assessment and analysis, behavior checklists and rating scales, questionnaires, and interviews will be examined in depth.

SPED 5316 Instructional Methods for Students with Emotional and Behavioral Disorders (3)
Focuses on educational programming of students with emotional and behavioral disorders including IEP development, instructional techniques, curricular modifications, scheduling, classroom management tactics, individual behavior management plans, and psychoeducational strategies. Prerequisite: SPED 5240.

SPED 5317 Therapeutic Interventions for Disturbed Students (3)
This course examines a variety of psychoeducational and cognitive-behavioral interventions applicable to students with emotional and behavioral disorders. Intervention strategies include life space intervention, group meetings, bibliotherapy and mutual storytelling, self-management, rational emotive therapy and education, stress inoculation, anger control, and self-instructional training. Students are expected to design and implement a selected intervention.

SPED 5318 Global Issues in Special Education (2-3)
This required course will introduce students to current issues in special education on a global level. Students select and explore a current issue in special education, based on a focused review of published literature. Examples of issues may include: inclusion, discipline, identification and classification, national assessments, curriculum standards. International perspectives to the selected issue are researched using published literature and reports, electronic contacts and the Internet. Students are expected to culminate their coursework by developing a reflective plan for further specialization in their graduate studies.

SPED 5319 Disability and Ethics (3)
This course will explore the topic of ethics and situations involving disability. Modern moral philosophical theories will be reviewed and applied to specific cases. Both margin of life issues and quality of life issues will be discussed.

SPED 5320 Learning Strategies: A Cognitive Approach to Exceptional Learners (3)
This course focuses on the theoretical basis and the application of metacognitive approaches to the education of exceptional students.

SPED 5330 Legal Issues in Special Education (3)
Students review the laws governing special education at the federal and state levels. The course covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion.

SPED 5331 Working with Difficult Students (3)
This course focuses on students who are difficult to teach, "inflexible and explosive" (Greene, 2005). Students examine the characteristics and features of students with disruptive behavior disorders, such as oppositional disorders, conduct disorders, and attentional disorders. Students read professional literature, review case studies, interview professionals and family members who are familiar with these youngsters, survey intervention approaches, and summarize findings into class presentations.

SPED 5340 Planning Transition (3)
Class members explore techniques and policies that enable children with special needs to make a successful transition into less restrictive educational or vocational environments.

SPED 5350 Enhancing Social Competency in Children with Special Needs (3)
Students examine a variety of strategies and curricula designed to promote social competency and self-regulation in children and youth. Examples of curricula that focus on social skills, problem solving, cooperation, friendship, and self-awareness are studied critically. Students are expected to select and instruct a specific curriculum with students with special needs.

SPED 5360 Psychoeducational Assessment II (2)
This course is designed to provide students with skills in administering, scoring, and interpreting individual assessment instruments. With the consent of the instructor, each student selects one or more assessment tools to administer and score. Interpretation focuses on the information provided by the instrument(s) administered and how this information fits into a total assessment battery. Prerequisite: SPED 5240.

SPED 5370 Educating Students with Physical and Health Impairments (3)
This course explores the academic, psychosocial, and physical needs of individuals with a variety of physical and health impairments, including chronic illnesses. Emphasis is on adaptations for the general education classroom.

SPED 5380 Methods for Students with Mild/Moderate Disabilities I (3)
This course is designed to prepare the teachers of students with mild/moderate learning disabilities, behavior disorders, mental retardation, and physical and other health impairments to develop instructional strategies and curricula to provide an effective program in a range of placement settings, with an emphasis on inclusive placements. It emphasizes a metacognitive approach to instruction based on the functional analysis of the learning behaviors. It focuses on team model of planning and delivery, including the parents, regular education teachers and administrators, and support specialists. Prerequisite: SPED 5240.

SPED 5381 Methods for Students with Mild/Moderate Disabilities II (3)
This course is designed to prepare the teachers of students with mild/moderate disabilities 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 5410 In-Service Topics (1-3)
In-service courses are designed to provide MAT degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the MAT with prior approval of the student’s advisor. May be repeated for credit if content differs.

SPED 5411 Instructional Methods for Students with Mental Retardation (3)
Focuses on educational programming of students with mental retardation, including IEP development, instructional techniques, curricular adaptations and modifications, scheduling, classroom management tactics, and metacognitive strategies. Prerequisite: SPED 5240.

SPED 5412 Instructional Methods for Students with Learning Disabilities (3)
Focuses on educational programming of students with learning disabilities, including IEP development, instructional techniques, curricular...
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adaptations and modifications, scheduling, classroom management
and the cognitive and metacognitive strategies. Prerequisite: SPED
SPED 5413 Assessment of Learning Problems (3)
Students explore a variety of academic and psychoeducational assessment
techniques that are relevant to the evaluation of children and youth
with suspected academic disorders. Functional behavioral assessment
and analysis of academics, task analysis, and ecobehavioral assessment
will be examined in depth. Students are expected to work intensively.

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 chil-
dren 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 behav-
ior problems. Focus is placed on strategies that enhance the success of all
students in the regular education setting, including elementary, middle,
and high school.

SPED 5500 Socioemotional Development: Child
with Special Needs (3)
This course addresses the implications of theories and research in the
areas of social and emotional development of children with special needs.

SPED 5560 Cognitive Development: Child with Special Needs (3)
This course focuses on the implications of current research in the area
of cognitive development and learning theory on the education of chil-
dren with special learning characteristics. Students examine advances in
research on metacognition, executive control strategies, and psycholin-
guistics, and explore applications to individualized education.

SPED 5700 School-based Prevention/Intervention: RTI/PBIS (3)
Education is changing, due to the implementation of response to inter-
vention (RTI) procedures within our schools. Response to Intervention
is the practice of providing high quality instruction and interventions
matched to student need, monitoring progress frequently to make
decisions about changes in instruction or goals and applying child
response data to important educational decisions. Positive Behavioral
Interventions and Supports (PBIS) is the largest exemplar of RTI in
the nation. The emphasis of this course is the understanding of the
RTI/PBIS procedures and the various applications of RTI/PBIS within
schools and individual classrooms.

SPED 5701 Universal School-Wide PBIS (3)
This introduction to the concepts and processes of PBIS will focus on
school-wide implementation. School-Wide Implementation includes
understanding roles and functions of the PBIS Universal Team, action
planning for sustainable practices, data collection systems and tools, and
the process for aggregating and analyzing data for decision making and
action planning. Additionally, this course will provide an overview of the

SPED 5702 Secondary Prevention/Targeted Group Interventions (3)
Secondary Prevention is designed for use in schools where there are stu-
dents who are at risk of chronic problem behavior, but for whom high
intensity interventions are not essential. In this course, students will
learn about different secondary prevention interventions, how to deter-
mine who needs secondary level interventions, how to implement them
and how to measure progress, fidelity, and social validity.

SPED 5703 Applying PBIS: Functional Behavioral Assessment and
Behavior Support Planning (3)
Students will gain broad foundation skills in applied behavioral tech-
nology principles for the purpose of solving academic and behavior
problems. Principles will include: problem identification and defining,
functional assessment, selection of quantitative measurement systems,
development of systematic behavioral interventions, and progress evalu-
ation through repeated (ongoing) measurement and use of single subject
designs.

SPED 5704 PBIS/Systems Leadership: Staff Development &
Coaching (3)
The purpose of this class is to give the tools necessary to implement
school-wide PBIS or any research-based classroom management practices
through presentations and coaching. The role of the coach is to provide
collaborative and non-evaluative communication and feedback to teach-
ers 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 develop-
ment.

SPED 5800 Applied Research (3)
This course introduces students to principles of research methodology
and design. Students are enabled, through action research projects, to
develop strategies for problem solving within their classrooms and pro-
cedures for conducting self-study as it relates to, but is not limited to,
teacher behaviors, learning outcomes, curriculum, policy development,
and behavior management. Prerequisites: advancement to candidacy and
permission of the instructor. This course may be substituted for EDUC
5460.

SPED 5830 Evaluation (3)
This course is designed for all educators who wish to explore the impor-
tance 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, teach-
ing and decision making, and explore issues such as national standards,
functional curriculum and behavior assessments, and social/cultural
transformations in education as related to the ethics of evaluations.

SPED 5860 Psychology of the Exceptional Student (3)
This course focuses on students gaining an understanding of the abilities
and disabilities of children who are commonly identified as exceptional
or handicapped. Attention is given to the psychological and educational
needs of these children and the instructional organization employed to
meet such needs.

SPED 5880 Integrating Resources: Community,
School, and Family (3)
This course is designed to help students identify changing family and
community structures, patterns, and relationships. Students determine
how these influence children and their educational needs. Methods of
assessing family needs and interests, identifying and utilizing commu-
nity resources, and responding to family needs through education and
partnerships are addressed as well as models of consultation and case management in regard to children and families with special needs. They explore and simulate techniques for interacting with parents, and they examine collaboration strategies for interdisciplinary team efforts.

**SPED 6000 Applied Field Research (1-6)**
This course offers students an opportunity to engage in applied research to evaluate and improve curriculum, instructional strategies and programs and services for students with disabilities. Students conduct field research, and implement the proposed applied research project, or curriculum unit. Research projects and findings are conducted and analyzed using scientifically based methodology and principles. Students are expected to work independently, with the guidance from the instructor of record and/or mentor. Students may register for a minimum of one credit, up to a maximum of six credits, depending on the extent and scope of the field research. Students considering graduate study at the doctoral level are encouraged to complete 6 credits of field research.
Crisis in Schooling: Courageous Leadership.
The need for courageous school leaders is more important than ever. To know what one believes to be true about teaching, learning, and justice, and why one believes it is an essential of leadership. Leaders must have the vision and courage to carry out ideas in spite of overwhelming obstacles. Relationships are the key to change in the learning community. The foundations of school improvement are trust, knowledge, and skill. Courageous leaders find the courage to step out and do what is best for each and every child.

Vision
Teaching and reaching learners throughout the world through global leadership.

Mission
To develop exemplary leaders today for tomorrow’s schools in our global community.

Goals
1. The educational leader/candidate/graduate will demonstrate and model scholarship and lifelong learning skills.
2. The educational leader/candidate/graduate will demonstrate effective teaching, learning, and leadership based on sound theory and practice and ethical decision-making to create an optimal learning environment.
3. The educational leader/candidate/graduate will reflect upon his/her own practice in order to become an agent of change in classrooms, schools and communities.
4. The educational leader/candidate/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues and families.

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

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

- 5.1 Acts with Integrity
- 5.2 Acts Fairly
- 5.3 Acts Ethically

Program Description
The education specialist (Ed.S.) degree offers two majors: Educational Leadership and School Systems, Superintendency and Leadership.

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

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

General Requirements
The Ed.S. requires satisfactory completion of 33 credit hours of curriculum combined with a master's degree in education or a related field. Students seeking administrative certifications must also hold valid teacher certification for the appropriate grade level or specialty area.

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

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

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

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

EdS In Educational Leadership
The following are required courses for the Ed.S. program in educational leadership:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 6001</td>
<td>Foundations in Educational Leadership</td>
<td>1 hour</td>
</tr>
<tr>
<td>LEAD 6002</td>
<td>School Administration and Resource Management</td>
<td>5 hours</td>
</tr>
<tr>
<td>LEAD 6003</td>
<td>Instructional Leadership</td>
<td>5 hours</td>
</tr>
<tr>
<td>LEAD 6004</td>
<td>Leadership and Collaboration</td>
<td>5 hours</td>
</tr>
<tr>
<td>LEAD 6005</td>
<td>Internship in Educational Administration</td>
<td>4 hours</td>
</tr>
<tr>
<td>LEAD 6006</td>
<td>Advanced Internship (optional)</td>
<td>3 hours</td>
</tr>
<tr>
<td>LEAD 6007</td>
<td>Topics in Educational Leadership</td>
<td>3 hours</td>
</tr>
<tr>
<td>LEAD 6008</td>
<td>Foundations in Special Education Administration</td>
<td>3 hours</td>
</tr>
<tr>
<td>LEAD 6009</td>
<td>Leadership Seminar</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

LEAD 6000, 6007, and 6008 may be taken as electives in other School of Education graduate programs if approved by the program advisor. Students may not register for LEAD 6001, 6002, 6003, or 6004 unless they are formally admitted to the Ed.S. program. Program description materials providing additional information on course requirements for specific certification can be obtained from an Ed.S. advisor.
Education Specialist (Ed.S.)

Education Specialist in School Systems, Superintendency and Leadership

SSSL (School Systems, Superintendency and Leadership) focuses on the district level leadership and LEAD (Educational Leadership) focuses on building level leadership. LEAD courses that have numbers in the 6100s have been created to be cross listed with SSSL courses. The content is the same as our original LEAD program—only the format is different. The original LEAD program will continue to be offered as well.

The following courses are required for the Ed.S. in school systems, superintendency and leadership:

SSSL 6019: School Systems, Superintendency and Leadership: Educational Foundations 3 hours
SSSL 6020: Research I 2 hours
SSSL 6021: Research II 2 hours
SSSL 6022: School Systems, Superintendency and Leadership: Special Education Law and Legal Issues must be taken with Internship 6136 3 hours
SSSL 6024: School Systems, Superintendency, and Leadership: Law 2 hours
SSSL 6025: School Systems, Superintendency and Leadership: Administration 3 hours
SSSL 6026: School Systems, Superintendency and Leadership: Finance/Management 2 hours
SSSL 6027: School Systems, Superintendency and Leadership: Personnel Administration 2 hours
SSSL 6028: School Systems, Superintendency and Leadership: Facilities 1 hour
SSSL 6029: School Systems, Superintendency and Leadership: Curriculum 2 hours
SSSL 6030: School Systems, Superintendency and Leadership: Supervision 2 hours
SSSL 6031: Seminar in School Systems, Superintendency and Leadership: School and Community Relations 2 hours
SSSL 6032: Seminar in School Systems, Superintendency and Leadership: Issues/Politics 2 hours
SSSL 6123: Action Research Internship Step One 1 hour
SSSL 6133: Action Research Internship Step Two 1 hour
SSSL 6134: Optional Topics for Internship I 1 hour
SSSL 6135: Optional Topics for Internship II 1 hour
SSSL 6136: Special Education Internship 1 hour
Total: 33 hours

Course Descriptions

Students must have completed the Ed.S. application process and conferred with an Ed.S. advisor in order to register for Ed.S. courses.

LEAD 6000 Introduction to Educational Leadership (1)

This course provides an overview of theories and research in education leadership. Students will actively participate in self-assessment activities and use the outcome information for setting strategic goals for their own professional development while pursuing the EdS degree goals.

LEAD 6001 Foundations in Educational Leadership (5)

This course helps students understand how the educational process occurs in the context of modern society and is influenced by the forces of the larger community. Students analyze the complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact the education leadership process. They employ active inquiry, experimentation, and reflection to investigate issues of race, ethnicity, gender, disability, equity, social justice, and ethics examining the impact of these issues in urban, rural, and suburban contexts.

Prerequisite: Students must be concurrently enrolled in the appropriate LEAD Internship in Educational Administration.

LEAD 6002 School Administration and Resource Management (5)

Students will study theories, concepts, and models utilized in supervising school personnel and resources. They will identify and analyze legal issues, school policies, state and federal statutes, and case law that form the framework for the daily operation of a school system. Research and professional discourse will guide inquiry into strategies for problem solving, conflict resolution, decision making, and team building. Students will simulate and evaluate techniques used in policy development and implementation. They will also investigate techniques used for successful staff recruitment, training, and performance-based improvement programs. Exemplary practices for sound business and facilities management will also be articulated.

Prerequisite: LEAD 6000 Introduction to Education Leadership. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

LEAD 6003 Instructional Leadership (5)

This block is designed to provide students with content and site-based experience related to multiple aspects of effective instructional leadership. Topics will include: qualitative and quantitative research; curriculum analysis and evaluation; diversity and multiculturalism; problem solving and decision making; utilizing data for curriculum alignment and instructional improvement; characteristics of effective instructional leaders; role of technology in education; services for special populations such as the disabled, gifted, and vocational students. Focus will be placed on the complex roles and responsibilities of the educational leader at the elementary, middle, and secondary levels while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group discussions and simulations, electronic communications, research studies, identification of effective practices, interaction with practitioners in administration, and personal reflection.

Prerequisites: Competency in statistical analysis. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

LEAD 6004 Leadership and Collaboration (5)

In this course students will explore a variety of theories, concepts, and models utilized when implementing partnerships. They will investigate the uses and applications of community and school resources in supporting families and children through research, field visits, and professional discourse. Students will analyze techniques for interacting with stakeholders and examine collaboration in interdisciplinary team efforts. Emphasis will be placed on models of communication, problem solving, conflict resolution, decision making, and team building principles and skills. Emphasis will also be placed on exemplary practices in the development of community information, networking, support systems, public relations, and media. Issues of grant identification, proposals, implementation, and evaluation will also be explored in relation to their impact on collaborative processes.

Prerequisite: Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

LEAD 6005 Internship in Educational Administration (1)

The Internship in Educational Administration is a clinical experience that is supervised, supported, individualized, advanced professional study. It offers opportunities for interns to integrate practice with philosophy, theory, and research. The Interstate School Leaders Licensure Consortium (ISLLC) standards and the Missouri Standards for Teacher Education Programs (MoSTEP) require entry-level administrators to demonstrate competence related to specific knowledge, disposi-
LEAD 6000 Advanced Internship (1–3)
This course offers students the opportunity to extend or add to site-based application experiences. Students may continue previous experiences to include advanced projects or action research. Students may also choose new internship experiences that can strengthen their leadership skills. Students must receive approval from a faculty mentor to enroll in this course. Examples of offerings in this area are:

Advanced Internship: Early Childhood Administration
Participants will develop skills and strategies for administering early childhood programs and curricula.

Advanced Internship: Writing Grants
Participants will develop skills and strategies for obtaining funding from public and private sources during a site-based internship.

Advanced Internship: School-Community Partnerships
This internship focuses on collaborative leadership in partnerships that support effective schools. Professional development schools, school-business partnerships, collaboratives, and networks across schools will be examined through site-based experiences and student-mentor relationships. Prerequisite: approval of faculty mentor.

LEAD 6007 Topics in Educational Leadership (1–3)
These courses focus on current issues in educational leadership. Students will conduct inquiry into specific topics of professional and personal interest. Additional topics will be added as new challenges for leaders and issues are identified. This course may be repeated for credit with different topic designations. Examples of offerings in this area are:

Topics in Leadership: The Politics of Poverty, Race, Ethnicity, and Gender
This course focuses on the work of social leaders in addressing issues of poverty, race, ethnicity, and gender. Practical strategies to pursue equity, diversity, and social justice will be addressed.

Topics in Leadership: Special Education Administration, Issues and Law
This course examines the role and responsibility of the school principal for special education services, students with disabilities, and focuses on the perceptions of family. The course will focus on current legal issues in special education, statutory requirements, fiscal policy, organizational structures, and related services. Students will review laws governing special education and examine issues emanating from legal requirements from various points of view.

LEAD 6008 Foundations in Special Education Administration (3)
This course examines the roles and responsibilities of the administrators of special education at the school district, state, and federal levels. Statutory requirements, fiscal operations, organizational structures, relationships to general school administration, instructional, and related service delivery systems are investigated. Principles, processes, competencies, and skills in the areas of planning/programming, staffing, coordination/communication, and administration will be explored.

LEAD 6009 Leadership Seminar (2)
The Leadership Seminar is the culminating experience of the Ed.S. degree in educational leadership. This course is an individualized learning experience that supports the prospective school administrator in: integrating learning from coursework, internships, and other professional experiences; completing a professional portfolio that documents knowledge, skills, and dispositions required for administrator certification; and preparing for the state assessment required for administrator certification. This course begins with an informal presentation and review of the student's portfolio related to School of Education goals and state certification standards. Based on this evaluation, the student and instructor will develop an individual course of study addressing competencies that have not yet been documented. The formal presentation of the professional portfolio that documents all required competencies is the culminating experience of both the course and the program. Prerequisite: 27 credit hours in the Ed.S. program.

LEAD 6119 through 6136 have been created to be cross listed with SSSL courses to allow online students, who need a building level certificate, the opportunity to access courses worldwide. This format may also be employed for small face-to-face cohorts.

LEAD 6119 Educational Foundations of Administration (2)
This course assists leaders of the school district in understanding the historical aspect of school districts and how the beginning influences education today. Leadership at the building level will be examined. The school leadership student will study the role of the principal as an educational leader. Students will develop an understanding of the theory and research that describe the effective school and will identify specific strategies to implement that knowledge in order to lead a high performing learning community. Students will employ active inquiry, experimentation, and reflection to investigate issues of ethnicity, gender, disability, equity, social justice, and ethics. Students will consider the impact of these issues in urban, rural and suburban contexts.

Prerequisites: Acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

LEAD 6120 Research I (2)
This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning in the area of educational research. Students will evaluate educational research methodology; compare various types of research: action research, qualitative and quantitative educational research, examine internal and external validity, sampling methods, data analysis, and components of research reports. The course will include a discussion and procedures and skills necessary for the critical review of educational research. Students will have an increased knowledge of educational research, and how it applies to education and the school improvement process. Students will also have opportunities to interpret and analyze test results and data and develop strategies for improvement of academic achievement.

Prerequisites: Acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

LEAD 6121 Portfolio Based Analysis (2)
The Leadership Seminar is the culminating experience of the Ed.S. degree in educational leadership. This course is an individualized learning experience that supports the prospective school administrator in: integrating learning from coursework, internships, and other professional experiences; completing a professional portfolio that documents knowl-
LEAD 6122 Special Education and Law (3)

Students review the laws governing special education at federal and state levels and address these issues from an administrative perspective. The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion. Topics to be covered include: American Legal System, Federal Policy and Disability, Safe Schools Act, IDEA, Zero Reject, Testing, Classification, Placement, Appropriate Education, IDEA, 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.

Prerequisites: Acceptance into the Ed.S program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

LEAD 6123 Action Research Internship Step One (1)

Action Research Internship Step One is the first semester internship. It is Step One in the Action Research sequence. In this course the student focuses on understanding action research, developing the action research design and beginning the action research project. Students must fill out an IRB to conduct research. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This course is 16 weeks for 1 credit (67.5 contact hours).

Prerequisites: Acceptance into the Ed.S program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

LEAD 6124 Schools and Leadership Law (2)

This course is designed to provide intense opportunities for both theoretical and practical learning in the following areas:
1. Knowledge of structure/function of the United States Court System
2. How statutory/case law impact public schools
3. Litigation in regard to FERPA and NCLB
4. Gender based decision making
5. Student rights
6. First and fourth amendments
7. High stakes testing

Prerequisites: Acceptance into the Ed.S program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

LEAD 6125 Building Level Administration (3)

This course is an overview of the principalship in rural, suburban, and urban education, school community relations, and school politics: principles, concepts, and issues at the federal, state, and local levels. The course will address organizational development and the benefits of mobilizing resources of time, money and people. It will include techniques of structuring a building environment that identifies institutional needs for diversity and concerns the leadership and administrative tasks of the superintendent. The course focuses on the following areas:
1. Strategic plans and system theories.
2. Organizational development and operational procedures as it relates to the building level.
3. Collaborative skills in regard to working with building level stakeholders and responding to and mobilizing community support.
4. Understand the need to promote the success of all students by responding to and influencing the larger political, social, economic, legal, and cultural context.

Prerequisites: Acceptance into the Ed.S program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

LEAD 6126 School Building Finance (2)

Emphasis will be placed on the role of federal, state, and local governments in funding public schools, the impact of taxation, and an overview of school funding formulas. Focus will be placed on the use of finance to impact student achievement. The successful student will:
1. Demonstrate and apply a basic understanding of the principles of sound financial management.
2. Identify the contribution of education to the economy.
3. Identify the major components of developing, implementing, changing and evaluating a building level budget.
4. Identify and apply the processes of financial accounting, auditing, and reporting.
5. Identify and apply the processes of financial accounting, auditing, and reporting by developing a building level budget.
6. Evaluate and reallocate financial resources to improve student results.

Prerequisites: Acceptance into the Ed.S program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

LEAD 6127 Personnel (2)

This course focuses on identifying, analyzing, and developing effective methods of systems/building personnel administration and facilitation. Topics include: statutory and procedural issues, human resources plan-
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Prerequisites: Acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

LEAD 6128 Facilities & Building Level Management (1)
This course presents a practical 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:
1. Be knowledgeable of the foundations, techniques, and principles related to educational facility planning.
2. Learn the role of the building level administrator in modernizing, maintaining, and operating an existing facility.
3. Explore the role of the building level administrator in building a new facility. Have hands on opportunities to plan for forecast enrollment.

Prerequisites: Acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

LEAD 6129 Curriculum (2)
This course is designed to increase theoretical and practical knowledge about curriculum assessment, evaluation, and revision cycle across a school. The goals of curriculum inquiries should always be to improve teaching/learning and increase student performance. During this course, students will create a comprehensive curriculum plan for a building that includes but is not limited to the following: narrative description of demographics of attendance area, building assessment plan, curriculum plan, evaluation cycle and revision plan. The final project will be to develop a school improvement plan. Students will:
1. Understand broad application/impact and results of curriculum across a school district.
2. Assess and analyze core data in relation to schools and district goals, performance, and learner outcomes.
3. Connect learner outcomes to professional development, teacher training and performance.

Prerequisites: Acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

LEAD 6130 Supervision (2)
This course will expand the student's knowledge and experience of supervision of teachers and staff members at the building level. The student will:
1. Understand the relationship between effective communication and interpersonal relationships.
2. Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.
3. Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices.
4. Identify the different types of lesson design and develop components of an effective lesson.
5. Explore professional (staff) development and renewal options.
6. 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.
7. Research state law and district policy that direct employee sanction and termination.
8. Develop effective mentoring procedures.
9. Develop supervision alternatives to enhance professional growth and development.
10. Critique evaluation models for non-certificated staff.
11. Understand the relationship between effective communication and interpersonal relationships.
12. Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.

LEAD 6131 School and Community Relations (2)
This course will analyze the relationships between school and community, public information techniques and procedures. Students will have opportunities to both critique and develop a school and community relations plan. This course will provide a thorough examination of the school and its interaction with the community. Consideration will be given to internal and external communities and their relationships with the school as an organization. The role of communications in school-community relations and consideration of the balance of rights and responsibilities between schools and communities will be explored. Students will develop a school and community relations plan.

Prerequisites: Acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

LEAD 6132 Seminar in Principalship: Issues and Politics (2)
The role of the principal is analyzed with reference to job responsibilities of the position, knowledge, skills, and dispositions necessary to successfully serve the school district. This course examines the role of principals in emerging social, economic and political contexts that are changing the nature of schooling, how schools are viewed and are transforming as well as how a principal provides leadership. This course is designed for aspiring principals and focuses on understanding a broad range of issues that are critical to the success of new principals. These issues can affect relationships and impact the future. The seminar examines major management and leadership responsibilities of principals to provide a framework for identifying and analyzing problems and discriminating among alternative courses of action.

Prerequisites: Acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

LEAD 6133 Action Research Internship Step Two (1)
The second semester internship experience is Step Two. It focuses on
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continuation and completion of the action research internship project. However, students cannot begin research until they have the approval of the IRB. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This course is 16 weeks for 1 credit (67.5 contact hours of work).

Prerequisites: Acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Also, Lead 6123 must be taken prior to enrollment in LEAD 6133. Any deficits must be addressed through courses that are not part of this program.

LEAD 6134 Optional Topics for Internship I: Dispositions (1)
In the Ed. S. degree program, this internship involves shadowing an administrator. It is a clinical experience that is supervised, supported, individualized, and considered as advanced professional study. It offers opportunities for interns to integrate practice with values, philosophy, theory and research that allows for the examination of presuppositions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan.

In this internship, the dispositions of fair, ethics, and integrity in education are the grounding values. The focus will include spending 67.5 contact hours in sixteen weeks working in a leadership role that somehow helps interns to increase self realization and awareness of the dispositions. It is essential that school leaders use the dispositions of fairness, ethics, and integrity in their decision making and in their leadership. Students are required to find an appropriate mentor, internship location, secure that placement, complete the internship plan, and have it approved by the instructor. This must be completed during the first week of the course. Timing is essential.

Prerequisites: Acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Also, Lead 6123 and LEAD 6133 must be taken prior to enrollment in LEAD 6134. Any deficits must be addressed through courses that are not part of this program.

LEAD 6135 Optional Topics for Internship II: Diversity (1)
In the Ed. S. degree program, this internship is shadowing an administrator. It is a clinical experience that is supervised, supported, individualized, and considered as advanced professional study. It offers opportunities for interns to integrate practice with values, philosophy, theory and research that allows for the examination of presuppositions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan. The Ed. S. Degree in LEAD requires the successful completion of 5 internship credits within the program. Internships are typically taken one 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 67.5 contact hours in sixteen 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.

Prerequisites: Acceptance into the Ed.S program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Also, Lead 6123 and LEAD 6133 must be taken prior to enrollment in LEAD 6134. Any deficits must be addressed through courses that are not part of this program.

LEAD 6136 Special Education Internship (1)
This internship is an eight week internship offered during the summer term in conjunction with LEAD 6122 Special Education and Law. This internship must be approached from the viewpoint of individuals with disabilities and/or their families. This internship consists of 1 credit for 67.5 contact hours within an eight week time frame. It must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook.

Prerequisites: Acceptance into the EdS program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Also, Lead 6123 and LEAD 6133 must be taken prior to enrollment in LEAD 6136. Any deficits must be addressed through courses that are not part of this program.

The following courses comprise the Ed.S. in School Systems, Superintendent, and Leadership for those individuals who wish to be prepared to lead at the district or systems level.

SSSL 6019 School Systems, Superintendent and Leadership: Educational Foundations (3)
This course assists leaders of the school district in understanding the historical aspect of school districts and how the beginning influences education today. Leadership at the district level will be examined. The school leadership student will study the role of the district administrator as an educational leader. The students will develop an understanding of the theory and research that describe the effective school and will identify specific strategies to implement that knowledge in order to lead a high performing learning community. Students will employ active inquiry, experimentation, and reflection to investigate issues of ethnicity, gender, disability, equity, social justice, and ethics. Students will consider the impact of these issues in urban, rural, and suburban contexts.

Prerequisites: acceptance into the EdS program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Also, Lead 6123 and LEAD 6133 must be taken prior to enrollment in LEAD 6134. Any deficits must be addressed through courses that are not part of this program.

SSSL 6020 Research I (2)
This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning in the area of educational research. Students will evaluate educational research methodology; compare various types of research: action research, qualitative and quantitative educational research; examine internal and external validity; sampling methods; data analysis, and components of research reports. The course will include a discussion and procedures and skills necessary for the critical review of educational research. Students will have an increased knowledge of educational research, and how it applies to education and the school improvement process. Students will also have opportunities to interpret and analyze test results and data and develop strategies for improvement of academic achievement.

Prerequisites: acceptance into the EdS program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Also, Lead 6123 and LEAD 6133 must be taken prior to enrollment in LEAD 6134. Any deficits must be addressed through courses that are not part of this program.

SSSL 6021 Research II (2)
This course allows the instructor to model effective instructional practices and provides opportunities for hands-on learning, interpreting and
analyzing test results and data for the purpose of school improvement. Other topics will include the following: use of data to align curriculum and objectives, strategies of communicating results and implementing change.

Prerequisites: acceptance into the EdS program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not counted toward this program.

SSSL 6022 School Systems, Superintendency and Leadership: Special Education and Law (3)
Students review the laws governing special education at federal and state levels and address these issues from an administrative perspective. The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion. Topics to be covered include: American Legal System, Federal Policy and Disability, Safe Schools Act, IDEA 1997 Reauthorization, Zero Reject, Testing, Classification, Placement, Appropriate Education, LRE, Due Process, Parent Participation and Shared Decision Making, Compliance through the Courts, and School Reform. Students will increase their knowledge and understanding of the political dynamics of constitutional law, the foundations of special education law, and the process of federal, state, and local education agencies. Special attention will be given to the Safe Schools Act and its specific application to students with disabilities, reauthorization of IDEA (1997), Section 504 of the Rehabilitation Act of 1973, NCLB and the Americans with Disabilities Act. This course examines the role and responsibilities of the administrator, director, or supervisor of special education at the school district, state, and federal levels. Statutory requirements, fiscal basis, organizational structures, relationship to general school administration, instructional and related services delivery systems are explored. Current issues in the field of special education will also be explored. This course is offered in a seminar format in which students are expected to prepare to lead some aspect of the group discussion each week. There will be extensive reading and research required to successfully complete this course.

Prerequisites: acceptance into the EdS program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

SSSL 6024 School Systems, Superintendency and Leadership: Law (2)
This course is designed to provide intense opportunities for both theoretical and practical learning in the following areas:
1. Knowledge of structure/function of the American court system
2. How statutory/case law impact the public school
3. Litigation in regard to FERPA and NCLB
4. Gender based decision making
5. Student rights
6. First and fourth amendments
7. High stakes testing

Prerequisites: acceptance into the EdS program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

SSSL 6025 School Systems, Superintendency and Leadership: Administration (3)
This course is an overview of rural, suburban, and urban education, school-community relations, and school politics: principles, concepts, and issues at the federal, state, and local level. The course will address organizational development and the benefits of mobilizing resources — time, money, and people. It will include techniques of structuring a school district environment that identifies institutional needs for diversity and concerns the leadership and administrative tasks of the superintendent. The course focuses on the following areas:
1. Strategic plans and system theories.
2. Organizational development and operational procedure as it relates to the district level.
3. Collaborative skills in regard to working with district stakeholders and responding to and mobilizing community resources.
4. Understand the need to promote the success of all students by responding to and influencing the larger political, social, economic, legal, and cultural context.

Prerequisites: acceptance into the EdS program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

SSSL 6026 School Systems, Superintendency and Leadership: Finance and Management (2)
Emphasis will be placed on the role of federal, state, and local governments in funding public schools, the impact of taxation, and an overview of school funding formulas. Focus will be placed on the use of finance to impact student achievement. The successful student will:
1. Demonstrate and apply a basic understanding of the principles of sound financial management.
2. Identify the contribution of education to the economy.
3. Identify the major components of developing, implementing, changing, and evaluating a school district budget.
4. Identify and apply the processes of financial accounting, auditing, and reporting.
5. Identify and apply school finance concepts.
6. Evaluate and reallocate financial resources to improve student results.

Prerequisites: acceptance into the EdS program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

SSSL 6027 School Systems, Superintendency and Leadership: Personnel Administration (1)
This course focuses on identifying, analyzing, and developing effective methods of systems/district personnel administration and facilitation. Topics include: statutory and procedural issues; human resources planning; recruitment; selection; professional development/evaluation; legal/ethical issues; and formal/informal negotiations.

Prerequisites: acceptance into the EdS program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not counted toward this program.

SSSL 6028 School Systems, Superintendency and Leadership: Facilities (1)
This course presents a practical based view of school facilities with some introduction to the foundations, techniques, and principles related to the planning, maintenance, and remodeling of schools. This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning. If possible, students will visit both a school construction site and an older campus. Students will then compare the campuses and how they both contribute to the educational
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environment. Methods of forecasting enrollment also will be studied.
The student will:
1. Be knowledgeable of the foundations, techniques, and principles related to educational facility planning.
2. Learn the role of the school administrator in modernizing, maintaining, and operating an existing facility.
3. Explore the role of the school administrator in building a new facility.
4. Have hands-on opportunities to forecast enrollment.

Prerequisites: acceptance into the EdS program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

SSSL 6029 School Systems, Superintendency and Leadership: Curriculum (2)
This course is designed to increase theoretical and practical knowledge about district curriculum assessment, evaluation, and revision cycle across a school system/district, from K-12. The goals of curriculum inquiries should always be to improve teaching/learning and increase student performance. The culminating project for this course is to create a comprehensive district curriculum plan that includes but is not limited to the following: narrative description of district and curriculum, assessment plan, evaluation cycle, and revision plan. Students will:
1. Understand broad application/impact and results of curriculum across a school district.
2. Assess and analyze core data in relation to schools and district goals, performance, and learner outcomes.
3. Connect learner outcomes to professional development, teacher training, and performance.

Prerequisites: acceptance into the EdS program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

SSSL 6030 School Systems, Superintendency and Leadership: Supervision (2)
This course will expand the student’s knowledge and experience beyond school building level administration and leadership to that of a much wider perspective, the school system/district. The student will:
1. Understand the relationship between effective communication and interpersonal relationships.
2. Understand the effects one’s behavior and decisions have on other individuals, the culture, and climate of groups/organizations.
3. Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices. Identify the components of an effective lesson.
4. Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices.
5. Explore professional (staff) development and renewal options.
6. 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.
7. Research state law and district policy that direct employee sanction and termination.
8. Develop effective mentoring procedures.
9. Develop supervision alternatives to enhance professional growth and development.
10. Critique evaluation models for non-certificated employees.

11. Understand the relationship between effective communication and interpersonal relationships.
12. Understand the effects one’s behavior and decisions have on other individuals, the culture, and climate of groups/organizations.

Prerequisites: acceptance into the EdS program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

SSSL 6031 Seminar in School Systems, Superintendency and Leadership: School and Community Relations (2)
This course will analyze the relationships between school and community, public information techniques and procedures. Students will have opportunities to both critique and develop a school and community relations plan. This course will provide a thorough examination of the school and its interaction with the community. Consideration will be given to internal and external “communities” and the relationships between and among the communities of the school as an organization. The role of communications in school-community relations and consideration of the balance of rights and responsibilities between schools and communities will be explored. Students will develop a school and community relations plan.

Prerequisites: acceptance into the EdS program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

SSSL 6032: Seminar in School Systems, Superintendency and Leadership: Issues/Politics (2)
The role of the school district superintendent is analyzed with reference to job responsibilities of the position, knowledge, skills, and dispositions necessary to successfully serve the school district. This course examines the role of superintendents in emerging social, economic and political contexts that are changing the nature of schooling, how schools are viewed, and are transforming how a superintendent provides leadership. This course is designed for aspiring superintendents and focuses on understanding a broad range of issues that are critical to the success of new superintendents. These issues can affect relationships and impact the future. The seminar examines major management and leadership responsibilities of superintendents to provide a framework identifying and analyzing problems and discriminating among alternative courses of action.

Prerequisites: acceptance into the EdS program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

SSSL Internships
The internships in the SSSL program are clinical experiences that are supervised, supported, and individualized in advanced professional studies. They offer the opportunity to integrate practice with values, philosophy, theory and research that allows for: the examination of presumptions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan (LDP).

The Ed.S. degree in SSSL requires the successful completion of a minimum of five internship credits. Internships are taken one credit at a time. All internships are individually planned and monitored. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. Two Action Research Internships (16 weeks each) and one Special Education Internship (8 weeks) are required. The format of the two remaining
Education Specialist (Ed.S.)

Internships is the choice of the student.

Prerequisites: Acceptance in the Ed.S. Program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics and a demonstrated ability to communicate effectively both orally and through written language. Any deficits must be addressed through courses that are not a part of this program.

SSSL 6123 Action Research Internship Step One (1)
Action Research Internship Step One is the first semester internship. It is also Step One in the Action Research sequence. In this course the student focuses on understanding action research, developing the action research design and beginning the action research project. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This course is 16 weeks for 1 credit (67.5 contact hours of work).

SSSL 6133 Action Research Internship Step Two (1)
The second semester of the Action Research Internship experience is Step Two. It focuses on continuation and completion of the action research internship project. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This course is 16 weeks for 1 credit (67.5 contact hours of work).

SSSL 6134 Optional Topics for Internship I
Dispositions: This course is available for internship projects after the Action Research Internship Part One and Part Two. Content of the Optional Topics for Internship I must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This internship consists of 1 credit for 67.5 contact hours of work.

SSSL 6135 Optional Topics for Internship II
Diversity: This course is available for internship projects after the Action Research Internship Part One, Part Two and Optional Topics for Internship I. Content of the Optional Topics for Internship II must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This internship consists of 1 credit for 67.5 contact hours of work.

SSSL 6136 Special Education Internship (1)
This is an eight week internship offered during the summer term in conjunction with SSSL 6022 Special Education Administration and Law. This internship must be approached from the viewpoint of individuals with disabilities and/or their families. This internship consists of 1 credit for 67.5 contact hours within an eight week time frame. It must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook.
Combined Degrees

Program Description
The combined degrees program enables the student with an outstanding academic record to complete both a bachelor's degree and a master's degree through an accelerated program. Upper-level undergraduate courses are integrated with initial graduate courses in the curriculum, which decreases the total requirements for both degrees by a maximum of 12 credit hours.

Students who have accumulated between 64 and 98 credit hours and who have maintained a 3.3 GPA in previous college work are eligible to apply for admission to the program.

The combined degrees program is offered at the St. Louis area locations and has limited availability at Webster's European campuses. Students seeking the BSN/MSN combination may complete this program in either St. Louis or Kansas City. Also, students pursuing a sequential degree in computer science (BS) in St. Louis may apply for a sequential combined BS/MS degree program in computer science.

Acceptance and Advancement to Candidacy
The letter of acceptance to the combined degrees program serves as the letter of acceptance required for the master's degree program. Degree-seeking students are advanced to master's candidacy when they have completed 12 credit hours of graduate coursework with grades of B or above.

Academic Performance
The degree-seeking student must maintain an A or B grade average to remain in the combined degrees program. Students must maintain a current GPA of at least 3.0.

An undergraduate student who receives two grades of C, one grade of D, or one grade of F in the required combined degree transition courses will be dismissed from the combined degrees program. A graduate student who receives one grade of C or one grade of F will be dismissed from the combined degrees program.

Students dismissed from this accelerated program are eligible to pursue the traditional graduate degree program at Webster University, subject to the policies stated in the current Graduate Studies Catalog.

Continuous Enrollment
Students in the accelerated degrees program must maintain continuous and consecutive enrollment at Webster University. Students who miss more than two consecutive eight-week or nine-week terms will be withdrawn from the program. For exceptional reasons, students may request a waiver of this requirement from the appropriate dean.

Because of the special accelerated nature of this program, no coursework will be permitted to be transferred into the graduate component of the program. Transfer courses may be used only to meet undergraduate requisite course requirements, and then only if taken before acceptance into the program.

General Requirements
Students in the undergraduate component of the combined degrees program are subject to the policies and procedures outlined in the current Undergraduate Studies Catalog, with the addition or exception of acceptance/advancement to candidacy, academic performance, and continuous enrollment requirements detailed in this section.

Students in the graduate component of the combined degrees program are subject to the policies and procedures outlined in the current Graduate Studies Catalog, with the addition or exception of the acceptance/advancement to candidacy, academic performance, and continuous enrollment requirements detailed in this section.

BA/MA or BS/MA Combinations

Admission
Students seeking combined degrees must submit an application for the combined program along with a signed letter of agreement.

General Requirements
By completing a block of requisite courses for the declared graduate major, students may combine their liberal arts undergraduate major with a more career-oriented graduate program. Most undergraduate majors leading to a bachelor of arts or bachelor of science degree can be combined with any of the following graduate programs as long as the requisite courses for the graduate program have been met.

MA in Advertising and Marketing Communications
MA in Gerontology
MA in Human Resources Development
MA in International Relations
MA in Management and Leadership
MA in Marketing
MA in Media Communications
MA in Music
MA in Public Relations

Graduate course descriptions are included in the MA and MBA Majors/ Emphasis and Course Descriptions section of the current Graduate Studies Catalog. For undergraduate course descriptions, please refer to the appropriate sections of the Undergraduate Studies Catalog.

MA in Advertising and Marketing Communications

Undergraduate Requisite Courses
MEDC 1010 Introduction to Mass Communications
EPMD 1000 Introduction to Media Production
MEDC 1050 Introduction to Media Writing
ADVT 2550 Creative Strategies for Advertising
ADVT 2910 Writing for Advertising
MNGT 3510 Advertising
ADVT 4190 Advertising Research or ADVT 4910 Advertising Campaign Production OR ADVT 1940 Introduction to Marketing Communications

Transition Courses
MEDC 4100 The Law and the Media
ADVT 4040 Advertising Production (Print, Television, Radio, or Internet)
MEDC 5000 Media Communications (Requisite Course)
MRKT 5940 Promotional Management

Graduate Courses
ADVT 5321 Advertising Decision-Making
Two Courses from the ADVT 5301-ADVT 5305 Marketing Communications sequence
MEDC 5310 Media and Culture
MEDC 5400 Media Production Management
MEDC 6000 Seminar in Media Communications

Elective Courses
Students are required to choose two courses from the MA in advertising and marketing communications curriculum in addition to the courses listed. For more information about the MA in advertising and marketing communications curriculum, please refer to the School of Communications section of the Graduate Studies Catalog.
Combined Degrees

**MA in Gerontology**

**Undergraduate Requisite Courses**
- MULC 2010 Introduction to Diversity and Identity in the U.S.
- MNGT 2100 Management Theory and Practices
- PHIL 2340 Ethics, Health Care, and Technology or RELG 2450 Death and Dying
- PSYC 2300 Human Development

**Transition Courses**
- PSYC 3575 Organizational Behavior or MNGT 3400 Human Resource Management
- PSYC 3900 Introduction to Counseling, MNGT 3500 Marketing, or MNGT 3550 Public Relations
- GERN 5000 Gerontology
- GERN 5630 Psychology of Aging

**Graduate Courses**
- GERN 5600 Economic Issues for Older Adults
- GERN 5620 Physiology of Aging
- GERN 5640 Research and Assessment in Gerontology
- GERN 5660 Social Science Perspectives in Gerontology
- GERN 6000 Integrated Studies in Gerontology

**Elective Courses**
- The combined degree in gerontology requires one elective graduate course in addition to the courses listed.

**MA in Human Resources Development**

**Undergraduate Requisite Courses**
- PSYC 1100 Introduction to Psychology
- MNGT 2100 Management Theory and Practices
- MNGT 3400 Human Resource Management
- PSYC 3325 Psychology of Learning Processes, or PSYC 3350 Cognitive Psychology, or MNGT 3450 Principles of Organizational Behavior

**Transition Courses**
- MNGT 4450 Organizational Development, or MNGT 4400 Personnel Law
- MNGT 4600 Contemporary Human Resource Strategies, or MNGT 4500 Professional Development of Managers
- HRDV 5000 Introduction to Human Resources Development
- HRDV 5610 Training and Development

**Graduate Courses**
- HRDV 5560 Group Development and Change
- HRDV 5700 Career Management
- MNGT 5590 Organizational Behavior
- HRDV 5750 Research and Assessment Methods in Human Resources Development
- HRDV 6000 Integrated Studies in Human Resources Development

**Elective Courses**
- The combined degree in human resources development requires three elective graduate courses in addition to the courses listed.

**MA in International Relations**

**Undergraduate Requisite Courses**
- POLT 1050 Introduction to International Politics
- POLT 1080 Introduction to Comparative Politics, or POLT 2250 Politics in the Industrialized World, or POLT 2550 The Politics of Development
- INTL 1500 The World System Since 1500
- HIST 3100 Diplomatic History, or HIST 3150 International Affairs, or INTL 3100 International Political Economy, or POLT 3310 Conduct of Foreign Policy, or POLT 3400 Comparative Politics

**Transition Courses**
- HIST 4100 Advanced Studies in International Affairs, or INTL 4280 International Economics, or POLT 4100 Advanced Studies in International Politics, or POLT 4400 Advanced Studies in Comparative Politics (each must have INTL content)
- POLT 4600 Political Science Seminar (with INTL content), or HIST 4600 History Seminar (with INTL content), or INTL 4600 International Relations Seminar (with INTL content)
- INTL 5100 Research Methods and Perspectives
- INTL 5510 Theories of International Relations

**Graduate Courses**
- Two courses from Interstate Relations/Comparative Politics cluster
- Three additional courses from International Politics cluster
- INTL 6000 International Relations: Theory and Practice

**Elective Courses**
- The combined degree in international relations requires two graduate international relations elective courses in addition to the courses listed, or pre-approved courses (non-INTL) related to international relations.
  * This program is not recommended for evening students.

**MA in Legal Studies**

**Undergraduate Requisite Courses**
- LEGL 2080 Topics in Law, or LEGL 4800 Advanced Topics in Law
- LEGL 2400 Introduction to Law, or POLT 2400 Introduction to Law
- LEGL 4490 Advanced Paralegal Procedures
- LEGL 4810 Torts

**Transition Courses**
- LEGL 4460 Methods of Legal Research and Writing I
- LEGL 4470 Methods of Legal Research and Writing II
- LEGL 5450 American Constitutional Law
- LEGL 5470 Civil Actions

**Graduate Courses**
- LEGL 5100 Jurisprudence
- LEGL 5300 Ethics for the Legal Professional
- LEGL 5400 Anglo-American Legal History
- LEGL 5480 Criminal Actions
- LEGL 5490 Advanced Topics in Law
- LEGL 5800 Computerized Legal Research
- LEGL 6000 Research and Writing Project

**Elective Courses**
- The combined degree in legal studies requires three elective graduate courses in addition to the courses listed.

**MA in Management and Leadership**

**Undergraduate Requisite Courses**
- ECON 2010 Principles of Macroeconomics
- ACCT 2010 Financial Accounting
- MNGT 2100 Management Theory and Practices
- MNGT 3400 Human Resource Management
- MNGT 3500 Marketing

**Transition Courses**
- MNGT 4100 International Management
- MNGT 4900 Managerial Policies and Strategies
- HRMG 5000 Managing Human Resources
- MNGT 5590 Organizational Behavior
Combined Degrees

**MA in Public Relations**

*Undergraduate Requisite Courses*
- MEDC 1010 Introduction to Mass Communications
- EPMD 1000 Introduction to Media Production
- MEDC 1050 Introduction to Media Writing, or JOUR 1030 Fundamentals of Reporting
- PBRL 2920 Writing for Public Relations
- PBRL 2100 Fundamentals of Strategic Communications and Public Relations, or MNGT 3550 Public Relations
- ADVT 3500 Visual Communications for Advertising and Public Relations, or COAP 2020 Desktop Publishing

*Transition Courses*
- MEDC 4100 The Law and the Media
- PBRL 4300 Crisis Communications Management or PBRL 4800 Media Relations
- MEDC 5000 Media Communications (Requisite Course)
- PBRL 5322 Public Relations

*Graduate Courses*
- One course from the ADVT 5305-MEDC 5305 Marketing Communications sequence
- MEDC 5310 Media and Culture
- PBRL 5342 Writing for Public Relations
- PBRL 4800 Media Relations, or MNGT 3550 Public Relations
- PBRL 4300 Visual Communications for Advertising and Public Relations, or COAP 2020 Desktop Publishing

*Elective Courses*
- Students are required to choose three courses from the MA in public relations curriculum in addition to the courses listed. For more information about the MA in public relations curriculum, please refer to the School of Communications section of the Graduate Studies Catalog.

**MA in Music**

The BA in music may be combined with the MA in music. The MA in music is offered without an official area of specialization, although any one or more of several fields within music may be emphasized through elective courses that meet individual needs and career goals. The area of emphasis will be determined in consultation with an undergraduate advisor.

*Undergraduate Requisite Courses*
- MEDC 1010 Introduction to Mass Communications
- EPMD 1000 Introduction to Media Production
- MEDC 1050 Introduction to Media Writing, or JOUR 1030 Fundamentals of Reporting
- MEDC 2200 Ethics in the Media

*Transition Courses*
- MEDC 4100 The Law and the Media
- MEDC 3260 International Communications, or MEDC 3700 Topics in International Communications
- MEDC 5000 Media Communications
- MEDC 5310 Media and Culture

*Graduate Courses*
- MEDC 5400 Media Production Management
- MEDC 5430 Media Communications Technology
- MEDC 5460 Media Research
- MEDC 6000 Seminar in Media Communications

*Elective Courses*
- The combined degree in media communications requires four elective graduate courses in addition to the courses listed above.

**Other Programs**

Graduate Program
Combined Degrees

semester. Transfer students with more than 31 credit hours must take the examination no later than their second semester of study at Webster.

Students planning to work toward the MA in music are expected to have completed a broad range of upper-division courses in music performance, history, theory, and also several courses in related fields (such as the history of art, philosophy, literature, an international language).

**Departmental Standards and Policies**

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

**Undergraduate Requisite Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1010, 1020, 2010, 2020 Music Theory I-IV</td>
<td>12</td>
</tr>
<tr>
<td>MUSC 2030, 2040 Survey of Music History I, II</td>
<td>6</td>
</tr>
<tr>
<td>Courses in the area of emphasis (2000-3000 level)</td>
<td>6</td>
</tr>
<tr>
<td>Major ensemble</td>
<td>2</td>
</tr>
</tbody>
</table>

**Transition Courses (to be determined according to the area of emphasis)**

Courses selected from the following: 12 hours
- Applied Music or independent study in Advanced Conducting
- MUSC 3010 Composition
- MUSC 4030 Eighteenth-Century Counterpoint
- MUSC 4040 Music of the Twentieth Century
- MUSC 4260 Piano Pedagogy I
- MUSC 4340 Jazz Scoring and Arranging I

**Graduate Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 5100, 5110 Analytical Techniques I, II</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 5120, 5130 Seminar in Music Literature I, II</td>
<td>6</td>
</tr>
<tr>
<td>Major ensemble-two semesters</td>
<td>2</td>
</tr>
<tr>
<td>Oral examination</td>
<td>0</td>
</tr>
<tr>
<td>Final project</td>
<td>0</td>
</tr>
</tbody>
</table>

**BS in Accounting/MS in Finance Combination**

**Program Description**

The bachelor of science (BS) in accounting/master of science (MS) in finance is an accelerated degree combination primarily designed for students in accounting who plan to enter the accounting profession and are in need of at least 150 credit hours in order to sit for the Certified Public Accounting (CPA) exam.

**Admission**

Students seeking combined degree program BS in accounting/MS in finance must submit an application to the Office of Academic Advising and must provide two letters of recommendation from Webster University faculty with the application.

**General Requirements**

The BS in accounting/MS in finance degree combination program requires a total of 152 credit hours which is a combination of undergraduate and graduate credit hours. A maximum of 98 credit hours may be accepted for transfer into the undergraduate program but only a maximum of 64 credit hours of lower-division work are allowed to transfer. A student must complete a minimum of 18 credit hours of undergraduate accounting courses at Webster University. No transfer credit is allowed for the graduate portion of the program.

Students must apply to the Business Department through the Office of Academic Advising for the graduate portion of the BS in accounting/MS in finance in which they have accumulated between 64 and 98 credit hours and have successfully completed 15 credit hours of required upper-division ACCT courses including Intermediate Accounting. Students who have maintained an overall grade point average of 3.3 on a 4.0 scale in all previous college work will be eligible for the BS in accounting/MS in finance degree combination.

**Combination BS in Accounting/MS in Finance Requirements**

The BS in accounting/MS in finance degree combination requires that all university-wide undergraduate degree requirements for general education and also the accounting major must be met. Students may receive the BS in accounting degree after completing all the undergraduate requirements for the degree and before completing the graduate requirements for the MS in finance degree. For the BS in accounting, they should have a total of 128 credit hours, completed all general education requirements, completed all of the required undergraduate courses for the major in accounting, and completed the four transition courses in the set of core requirements. Students may then continue completing the requirements for the MS in finance degree.

**Undergraduate Requisite Courses**

All courses required for the BS in accounting major with the exception of ACCT 4100 Advanced Financial Accounting and ACCT 4900 Auditing, which are defined as core transition courses between the BS in accounting/MS in finance programs

**Transition Courses**

ACCT 4100 Advanced Financial Accounting
ACCT 4900 Auditing
FINC 5000 Finance
FINC 5880 Advanced Corporate Finance

**Graduate Courses**

BUSN 6070 Management Accounting
BUSN 6120 Managerial Economics
FINC 5210 Investments
FINC 5810 Capital Budgeting
FINC 5830 Institutions and Financial Markets
FINC 5840 International Finance
FINC 6290 Financial Strategies
Plus 3 credit hours of graduate electives

**BS/MS in Computer Science Combination**

**Program Description**

The MS in computer science (COSC) program builds on the strong technical foundation in the BS in computer science program. The combined program allows students to enhance and further develop their technical skills in this profession.

**Admission**

Students seeking combined degrees in computer science must submit an application to the Academic Advising Center in St. Louis.

**General Requirements**

Students must have an overall lifetime 3.3 GPA. They should have between 64 and 98 credit hours and have successfully completed at least 15 credit hours of required COSC coursework before applying for the combined degree program. Students must be accepted into the program...
Combined Degrees

Requirements for admission to the combined BSN/MSN program are:
1. completion and submission of an application to the combined BSN/MSN program;
2. completion and submission of a signed letter of agreement;
3. completion of all admission requirements for the MSN program with the additions and exceptions noted in this section.

General Requirements
Students must apply to the program, and undergraduate courses must be completed prior to enrollment in the four core courses. Students should consult the appropriate sections of the Undergraduate Studies Catalog for undergraduate course descriptions.

Undergraduate Requisite Courses
PSYC 2750 Introduction to Measurement and Statistics
NURS 3010 Concepts of Professional Nursing
NURS 3020 Holistic Health Assessment
NURS 3400 Health Education in Nursing Practice
NURS 3410 Family Health Promotion
NURS 3420 Group Process in Nursing Practice
BIOL 4210 or 4220 Advanced Physiology I or II
NURS 4230 Introduction to Nursing Research
COAP 3030 Informatics for Nursing

Transition Courses
NURS 4240 Nursing Leadership and Management (4 credit hours)
NURS 4250 Community Health Nursing (5 credit hours)
NURN 5000 Theoretical Foundations of Advanced Nursing
NURN 5050 Policy and Politics in Nursing

Graduate Courses
NURN 5550 Advanced Nursing Research
NURN 5800 Family Systems Nursing
NURN 5810 Families in Transition
NURN 5820 Families Experiencing Illness
NURN 6000 Integrated Studies in Nursing

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

Educator Focus
Students selecting this option must complete the following courses:
NURN 5210 Instructional Methods in Nursing
NURN 5220 Curriculum Development and Evaluation
NURN 5230 Teaching Practicum in Nursing I
NURN 5240 Teaching Practicum in Nursing II

Leader Focus
Students selecting this option must complete the following courses:
NURN 5410 Leadership in Nursing
NURN 5420 Financial Issues for Nurse Leaders
NURN 5430 Legal Issues for Nurse Leaders
NURN 5440 Leadership in Nursing Practicum I
NURN 5450 Leadership in Nursing Practicum II

BM/MM Combinations
The BM may be combined with the following graduate programs, provided the requisite courses for the graduate programs have been met.
MM in composition
MM in jazz studies
MM in orchestral performance
MM in performance with emphasis in piano, organ
MM in performance with an emphasis in voice
MM in performance with an emphasis in guitar

Graduate course descriptions are included in the Music section of this catalog. For a complete listing of undergraduate course descriptions, please refer to the appropriate sections of the current Undergraduate Studies Catalog.
Combined Degrees

Undergraduate Requisite Courses

- MUSC 1010, 1020, 2010, 2020 Music Theory I-IV  
  12 hours
- MUSC 1810, 1820, 2810, 2820 Musicianship I-IV  
  8 hours
- MUSC 2030, 2040 Survey of Music History I, II  
  6 hours
- MUSC 3010, 3020 Composition (two semesters)  
  6 hours
- MUSC 4001-4005 Applied Music  
  12 hours

Transition Courses

- MUSC 4010 Composition  
  4 hours
- MUSC 4030 Eighteenth-Century Counterpoint  
  3 hours
- MUSC 4040 Music of the Twentieth Century  
  3 hours
- 4000-level MUSC electives  
  3 hours

Graduate Courses

- MUSC 4360 Survey of Music Business  
  3 hours
- MUSC 4950 Webster New Music Ensemble  
  1 hour
- Major Ensemble--1 semester  
  1 hour
- MUSC 4920 Webster University Choral Society  
- MUSC 4940 Webster University Symphony Orchestra  
- MUSC 4980 Webster University Wind Ensemble  
- MUSC 5100 Composition (four semesters)  
  8 hours
- MUSC 5100, 5110 Analytical Techniques I, II  
  4 hours
- MUSC 5120, 5130 Seminar in Music Literature I, II  
  6 hours
- Final project  
  0 hours
- Oral examination  
  0 hours

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

MM in Jazz Studies

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

Undergraduate Requisite Courses

- MUSC 1010, 1020, 2010, 2020 Music Theory I-IV  
  12 hours
- MUSC 1370, 1380, 2370, 2380 Jazz Theory I-IV  
  12 hours
- MUSC 2030, 2040 Survey of Music History I, II  
  6 hours
- MUSC 3003-3004 or 4003 Applied Music  
  12 hours
- MUSC 2300, 2310, 3300, 3310 Jazz Improvisation I-IV  
  12 hours
- One approved recital on major instrument

Transition Courses

- MUSC 5000 Applied Music (Major Instrument)  
  3 hours
- MUSC 5430 Jazz Scoring and Arranging I  
  3 hours
- MUSC 5200 Independent Study: Advanced Arranging  
  3 hours
- MUSC 5800 Advanced Studies in Music: Jazz History  
  2 hours

Graduate Courses

- MUSC 5000 Applied Music (Major Instrument)  
  5 hours
- MUSC 5100, 5110 Analytical Techniques I, II  
  4 hours
- MUSC 5120, 5130 Seminar in Music Literature I, II  
  6 hours
- MUSC 5800 Advanced Studies in Music: Jazz Pedagogy  
  3 hours
- Major Ensemble--2 semesters  
  2 hours
- MUSC 4960 Jazz Ensemble  
- MUSC 4950 Vocal Jazz Ensemble  
- MUSC 4970 Webster University Big Band  
- Final project, recital, or major arranging project or one major history document  
  0 hours
- Oral examination  
  0 hours

Admission

The student seeking a combined degree in music must submit or complete the following:

1. an application for the combined degrees program;
2. a signed letter of agreement;
3. three letters of recommendation, two of which should be from current or recent music teachers;
4. an audition approval from the director of graduate studies in music;
5. a satisfactory audition/interview before an appointed faculty committee;
6. official transcripts of previous college coursework;
7. a current résumé.

General Requirements

To be admitted to the combined BM/MM program, the student must have:

1. completed at least 64 and no more than 98 credit hours;
2. completed MUSC 2020, MUSC 2040, and either MUSC 2310 and MUSC 2380, or MUSC 2820;
3. a 3.3 GPA; and
4. successfully completed the Department of Music Candidacy Examination, which officially admits the student into a professional BM program. The Candidacy Examination is normally taken during the student’s fourth semester. Transfer students with more than 31 credit hours must take the Candidacy Examination no later than their second semester of study at Webster.

Students planning to work toward the MM in jazz studies, the MM in orchestral performance, or the MM in performance with an emphasis in piano, organ, voice, or guitar must have completed a minimum of four semesters of applied music at the 3000 or 4000 level (including transfer credit) prior to admission to the combined degrees program.

Students planning to work toward the MM in composition must have completed MUSC 3010 and MUSC 3020, Compositions courses, prior to admission to the combined degrees program.

Departmental Standards and Policies

Students should consult the Academic Warning, Probation, and Dismissal sections of the Graduate Studies Catalog for further information. In addition, the Department of Music Student Handbook, available from the Music Office (and online), includes departmental policies on admissions to candidacy, degree recitals, theses, applied music, and ensembles, as well as other areas that pertain to MM students. This departmental policy manual constitutes an extension of the Webster University Undergraduate and Graduate Studies Catalog.

Ensemble Requirements for Graduate Students in Music

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

MM in Composition

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

MM in Jazz Studies

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

Undergraduate Requisite Courses

- MUSC 1010, 1020, 2010, 2020 Music Theory I-IV  
  12 hours
- MUSC 1810, 1820, 2810, 2820 Musicianship I-IV  
  8 hours
- MUSC 2030, 2040 Survey of Music History I, II  
  6 hours
- MUSC 3010, 3020 Composition (two semesters)  
  6 hours
- MUSC 4001-4005 Applied Music  
  12 hours

Transition Courses

- MUSC 4010 Composition  
  4 hours
- MUSC 4030 Eighteenth-Century Counterpoint  
  3 hours
- MUSC 4040 Music of the Twentieth Century  
  3 hours
- 4000-level MUSC electives  
  3 hours

Graduate Courses

- MUSC 4360 Survey of Music Business  
  3 hours
- MUSC 4950 Webster New Music Ensemble  
  1 hour
- Major Ensemble--1 semester  
  1 hour
- MUSC 4920 Webster University Choral Society  
- MUSC 4940 Webster University Symphony Orchestra  
- MUSC 4980 Webster University Wind Ensemble  
- MUSC 5100 Composition (four semesters)  
  8 hours
- MUSC 5100, 5110 Analytical Techniques I, II  
  4 hours
- MUSC 5120, 5130 Seminar in Music Literature I, II  
  6 hours
- Final project  
  0 hours
- Oral examination  
  0 hours

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

MM in Jazz Studies

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

Undergraduate Requisite Courses

- MUSC 1010, 1020, 2010, 2020 Music Theory I-IV  
  12 hours
- MUSC 1370, 1380, 2370, 2380 Jazz Theory I-IV  
  12 hours
- MUSC 2030, 2040 Survey of Music History I, II  
  6 hours
- MUSC 3003-3004 or 4003 Applied Music  
  12 hours
- MUSC 2300, 2310, 3300, 3310 Jazz Improvisation I-IV  
  12 hours
- One approved recital on major instrument

Transition Courses

- MUSC 5000 Applied Music (Major Instrument)  
  3 hours
- MUSC 5430 Jazz Scoring and Arranging I  
  3 hours
- MUSC 5200 Independent Study: Advanced Arranging  
  3 hours
- MUSC 5800 Advanced Studies in Music: Jazz History  
  2 hours

Graduate Courses

- MUSC 5000 Applied Music (Major Instrument)  
  5 hours
- MUSC 5100, 5110 Analytical Techniques I, II  
  4 hours
- MUSC 5120, 5130 Seminar in Music Literature I, II  
  6 hours
- MUSC 5800 Advanced Studies in Music: Jazz Pedagogy  
  3 hours
- Major Ensemble--2 semesters  
  2 hours
- MUSC 4960 Jazz Ensemble  
- MUSC 4950 Vocal Jazz Ensemble  
- MUSC 4970 Webster University Big Band  
- Final project, recital, or major arranging project or one major history document  
  0 hours
- Oral examination  
  0 hours
### MM in Orchestral Performance

Those who anticipate careers as orchestral performers may pursue the
MM in orchestral performance. This degree program permits a com-
nomination of solo, chamber, and orchestral training. Private instruction
is provided by full-time and adjunct faculty artists and by members of the
Saint Louis Symphony Orchestra.

#### Undergraduate Requisite Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
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<td>1020, 2010, 2020 Music Theory I-IV</td>
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<td>MUSC 1810</td>
<td>1820, 2810, 2820 Musicianship I-IV</td>
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<td>MUSC 2030</td>
<td>2040 Survey of Music History I, II</td>
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<tr>
<td>MUSC 4004</td>
<td>Applied Music: Instrumental Studies</td>
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#### Transition Courses

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<th>Course Name</th>
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<td>Music of the Twentieth Century</td>
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<td>-level electives</td>
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#### Graduate Courses

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<td>Orchestral Literature</td>
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<td>MUSC 4940</td>
<td>Webster University Symphony Orchestra</td>
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<td>MUSC 5000</td>
<td>Applied Music (Major Instrument)</td>
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<tr>
<td>MUSC 5100</td>
<td>5110 Analytical Techniques I, II</td>
<td>4</td>
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<td>MUSC 5120</td>
<td>5130 Seminar in Music Literature I, II</td>
<td>6</td>
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<tr>
<td>MUSC 4360</td>
<td>Survey of Music Business</td>
<td>3</td>
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<tr>
<td>MUSC 4901</td>
<td>Applied Music: Piano, Organ</td>
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</table>

One approved recital

#### MM in Performance: Piano, Organ

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

#### Undergraduate Requisite Courses

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Hours</th>
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<td>1020, 2010, 2020 Music Theory I-IV</td>
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<td>MUSC 1810</td>
<td>1820, 2810, 2820 Musicianship I-IV</td>
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<td>2040 Survey of Music History I, II</td>
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<td>MUSC 4001</td>
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One approved recital

#### Transition Courses

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<td>MUSC 4170</td>
<td>4180 Piano Literature I, II</td>
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<td>MUSC 4260</td>
<td>4270 Piano Pedagogy I, II</td>
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<tr>
<td>MUSC 5000</td>
<td>Applied Music: Piano, Organ</td>
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#### Graduate Courses

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<tr>
<td>MUSC 5120</td>
<td>5130 Seminar in Music Literature I, II</td>
<td>6</td>
</tr>
<tr>
<td>MUSC 4920</td>
<td>Webster University Choral Society</td>
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<tr>
<td>MUSC 4940</td>
<td>Webster University Symphony Orchestra</td>
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<tr>
<td>MUSC 4980</td>
<td>Webster University Wind Ensemble</td>
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Two public recitals

Oral examination

#### MM in Performance: Voice

#### Undergraduate Requisite Courses

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<th>Course Code</th>
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<th>Hours</th>
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<tr>
<td>MUSC 2030</td>
<td>2040 Survey of Music History I, II</td>
<td>6</td>
</tr>
<tr>
<td>MUSC 4002</td>
<td>Applied Music: Voice</td>
<td>26</td>
</tr>
</tbody>
</table>

Three semesters of foreign language, two of which
must be in French, German, or Italian

One approved recital

#### Transition Courses

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>MUSC 4150</td>
<td>The Art Song</td>
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<tr>
<td>MUSC 4160</td>
<td>Operatic Literature</td>
<td>3</td>
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<tr>
<td>MUSC 4250</td>
<td>Voice Pedagogy</td>
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<tr>
<td>MUSC 5000</td>
<td>Applied Music: Voice</td>
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#### Graduate Courses

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<th>Course Name</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MUSC 5000</td>
<td>Applied Music: Voice</td>
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<tr>
<td>MUSC 5100</td>
<td>5110 Analytical Techniques I, II</td>
<td>4</td>
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<td>MUSC 5120</td>
<td>5130 Seminar in Music Literature I, II</td>
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<tr>
<td>MUSC 4910</td>
<td>Webster University Chorale</td>
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<td>MUSC 4920</td>
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<tr>
<td>MUSC 4940</td>
<td>Symphony Orchestra</td>
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<td>MUSC 4980</td>
<td>Applied Music</td>
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One approved recital

#### MM in Performance: Guitar

#### Undergraduate Requisite Courses

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
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<tr>
<td>MUSC 1010</td>
<td>1020, 2010, 2020 Music Theory I-IV</td>
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<tr>
<td>MUSC 1810</td>
<td>1820, 2810, 2820 Musicianship I-IV</td>
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<tr>
<td>MUSC 2030</td>
<td>2040 Survey of Music History I, II</td>
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<tr>
<td>MUSC 4004</td>
<td>Applied Music</td>
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One approved recital

#### Transition Courses

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MUSC 4030</td>
<td>Eighteenth-Century Counterpoint</td>
<td>3</td>
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<tr>
<td>MUSC 4040</td>
<td>Music of the Twentieth Century</td>
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<tr>
<td>MUSC 4950</td>
<td>Chamber Music</td>
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<tr>
<td>MUSC 4800</td>
<td>Advanced Topics: Guitar Pedagogy</td>
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#### Graduate Courses

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<tbody>
<tr>
<td>MUSC 5000</td>
<td>Applied Music: Guitar</td>
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<td>MUSC 5100</td>
<td>5110 Analytical Techniques I, II</td>
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<td>MUSC 5120</td>
<td>5130 Seminar in Music Literature I, II</td>
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<td>MUSC 4920</td>
<td>Webster University Choral Society</td>
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<tr>
<td>MUSC 4980</td>
<td>Webster University Wind Ensemble</td>
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</tr>
</tbody>
</table>

Two public recitals

Oral examination

#### Undergraduate Studies

Undergraduate studies include the bachelor of arts (B.A.), the bachelor
of science (B.S.), the bachelor of fine arts (B.F.A.), the bachelor
of music (B.M.), and the bachelor of music education (B.M.Ed.). A degree
completion program culminating in the bachelor of science in nursing
(B.S.N.) is available.

Combined accelerated programs are available to students in the St.
Louis area who meet the requirements for the bachelor of arts or science/
master of arts degrees, the bachelor of music/master of music degrees, or
the bachelor of science in nursing/master of science in nursing degrees.
The bachelor of science/master of science combination in computer sci-
ence is also available.

Undergraduate degree-seeking students may enroll in the St. Louis
area at the home campus in Webster Groves, the Old Post Office cam-
pus, the Westport campus, or the St. Charles County/WingHaven
campus. Internationally, undergraduate degree programs are available
in Geneva, Switzerland; Leiden, The Netherlands; London, United
Kingdom; Hua Hin/Cha-am, Thailand; and Vienna, Austria.
Tuition, Fees, and Refunds

Tuition and Fees
The tuition rates listed are effective for the 2009-2010 academic year and are subject to change.


Tuition per credit hour
Students enrolled at Webster University metropolitan campuses or nonmilitary locations outside the St. Louis area (excluding Irvine and San Diego) $470
Students enrolled at St. Louis area campuses (except doctoral students and other specialized degree areas) $565
Active duty military enrolled at military locations $312
Other students enrolled at military locations* $395
Students enrolled in the doctorate program $635
Active duty military enrolled in online courses $445
Students enrolled in online graduate courses $635

*Reservists and retired military, federal and contract employees of the installation and dependents of active duty military may be eligible for a reduced tuition rate at on-base, in-class courses.

Fees
Application fee (DMgt—nonrefundable) $125
Application fee (all others—nonrefundable) $50
Your application fee can be paid online with your application or a check payable to Webster University should be attached to the application form.
Graduation fee (nonrefundable) $50
Lab fees may be assessed for selected classes.

M.S. in Nurse Anesthesia
Tuition (per term, excludes fees) $4,640

School of Education (MAT, MA and EdS)
Tuition (St. Louis) $460
MAT online courses $510
In-service courses $86–$320
MAT alumni $280
MAT extended sites $310
Students enrolled in the education specialist (EdS) program $310

Fees
Application fee (degree and nondegree—nonrefundable) $50
Graduation fee (nonrefundable) $50
Lab fees may be assessed for selected classes.

Reduced Fees for Military Personnel
By formal contract, active duty military enrolled at military locations are eligible for reduced tuition fees, including online courses. With documented eligibility, selective reservists and retired military, federal and contract employees of the installation and dependents of active duty military enrolled at military locations are also eligible for a reduced tuition rate for on-base, in-class courses only.

Reduced Fees for M.A.T. Graduates
Graduates of the Webster University master of arts in teaching (MAT) program may enroll in MAT classes as MAT alumni for a special fee per credit hour. Under certain circumstances in which enrollment is limited, current degree-seeking students are given priority. This tuition reduction is not applicable to Online, In Service and off-campus courses.

MAT alumni are limited to 6 credit hours per semester. MAT graduates who are working toward a second MAT degree or an advanced graduate certificate may take only 6 credit hours at reduced tuition as part of these programs. The remaining credit hours must be taken at regular tuition rates.

MAT alumni pay full tuition for MAT in-service education courses.

Payment Requirements
Payment and/or payment arrangements are required at registration. The payment option form is available in the Registration location, the Academic Advising Center, and the Business Office. The payment options offered include:
• Financial aid
• Direct billing to a third party (i.e., employer)
• Tuition assistance paid by a government agency, e.g., military
• Employer reimbursement
• Deferred payment plan
• Payment in full

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

Webster accepts MasterCard, Discover, VISA, and money orders or personal checks made payable to Webster University as payment.

Students are financially responsible for all courses not officially dropped by the deadline. Webster University reserves the right to withhold transcripts or diplomas related to enrollment for a current term and/or refuse or cancel enrollment for future terms, if any tuition or other fees or charges owed to the University are not paid when due. In the event an account is referred to an agency or attorney for collection, the student promises to pay, in addition to all amounts otherwise due to Webster University, the costs and expenses of such collection and/or representation not to exceed 33% of the amount owed, including, without limitation, reasonable attorneys’ fees and expenses (whether or not litigation is commenced), to the extent permitted by applicable law.
Refunds
The student tuition refund rates apply when a student drops or withdraws from a course in accordance with University enrollment policies and the refund has been approved.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>16-Week Class</th>
<th>8- or 9-Week Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Week 2</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Withdrawal:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Week 4</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>Week 5</td>
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<tr>
<td>Week 6</td>
<td>25%</td>
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<tr>
<td>Week 7</td>
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<td>N/A</td>
</tr>
<tr>
<td>Week 8</td>
<td>25%</td>
<td>N/A</td>
</tr>
<tr>
<td>Week 9</td>
<td>0%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

The deposit and refund policies at our European and Asian campuses may differ from the above. Please refer to the catalog of the international campus you are attending for details. Note: This refund policy does not include laboratory fees associated with a class.

Financial Aid
Students requiring financial assistance are encouraged to contact the Office of Financial Aid at the St. Louis home campus or their local representative for information, options, and procedures regarding financial aid. Information is also available online.

Assistantships
A limited number of graduate assistantships in music are available. The assistantship stipends do not include tuition remission. Applications for assistantships must be received by March 15.

Scholarships and Grants

Leif J. Sverdrup International Scholarship Fund
This annual scholarship fund of $1,000—$2,500 was created by Mrs. Leif J. Sverdrup and Mr. Johan Sverdrup for graduate students who seek an international study experience.

U.S. degree-seeking students at Webster University who wish to study at one of the University’s international campuses or students enrolled at one of Webster University’s international campuses who wish to study at Webster University in St. Louis may apply for the scholarship. The student must have been advanced to candidacy and maintained grades of B or above to qualify for the scholarship.

Veterans’ Educational Benefits
Webster University courses of study are approved for veterans’ educational benefits in compliance with prescribed regulations by special approval agencies in each state and for each country where the University offers programs. The U.S. Department of Veterans Affairs requires approval for the student to enroll in more than the minimum number of credit hours required for the graduate degree. This approval may be requested on the Program Option Request form.

Veterans’ educational benefits may be reduced for directed studies and 1-credit-hour seminars. Non-degree students and students working on the MAT advanced graduate certificate are not eligible for veterans’ educational benefits.

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

Records of progress are kept by the institution on both veteran and non-veteran students. Progress records are available to all students at the end of each scheduled term.

Additional information may be obtained from the Office of the Registrar at the St. Louis home campus.
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Loretto-Hilton Center
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Roshanda Cade, coordinator, writing center

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Wendy Schlegel, cataloger and liaison to Philosophy Dept.
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Matt Wier, head of access services

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Dawn McCracken, assistant registrar

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Kathy DeBord, graphic designer
Donna Franquemont, graphic designer
James Dunn, graphic designer
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Rebecca Nelson, assistant director, career services
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Chris Rice, director, webster village apartments
Amy Schork, athletic trainer
Luigi Scire, head women’s soccer coach and student athlete recruitment
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Patrick Stack, director, counseling and life development
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Pope Air Force Base Campus

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TBD, director

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TBD, director

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Tina Malliarakis, academic administrator for Regent’s American College London

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Arthur Hirsh, director
William Fulton, academic director
Adjunct faculty are assigned the title of adjunct professor. Adjunct faculty can be characterized as follows:

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

Part-time faculty are persons who are not fully employed by Webster University but teach courses for Webster University; or, if fully employed, teach on a first-time basis.

Arizona

Luke Air Force Base

James M. Atkins, B.B.A., University of Toledo, 1984; M.S., Texas A&M University, 1986; Webster, 2005–
Janet A. Boberg, B.A., Arizona State University, 1986; M.Ed., Arizona State University, 1997; M.Ed., Northern Arizona University, 2000; Ed.D., Northern Arizona University, 2006; Webster, 2009–
Gary M. Bridget, B.S., New School University, 1992; M.S., New School University, 1994; M.A., Webster University, 2006; Webster, 2000–
Maria G. Dominguez, B.S., University of Phoenix, 2002; M.A., Webster University, 2004; Webster, 2007–
Patricia A. Durveya, B.S., Arizona State University, 1987; M.Ed., Northern Arizona University, 1994; Ph.D., Walden University, 1996; Webster, 2001–

Edward Giovannucci, B.S., Central Connecticut State University, 1979; M.S., Northrop University, 1985; Webster, 2008–
David A. Handrana, B.S., Southern Illinois University, 1991; M.A., Webster University, 2002; Webster, 2003–
Daniel R. Hughes, B.A., University of Illinois, 1993; M.A., Western Illinois University, 2005; Webster, 2006–
Dianne J. Johnson, B.S., University of Arizona, 1967; M.B.A., Arizona State University, 1976; Webster, 2005–
Herbert G. Kretz, B.S., University of Miami, 1961; M.B.A., University of Miami, 1962; Webster, 1999–
Michael S. Kriley, B.S., Park University, 1999; M.A., Arizona State University, 2002; Webster, 2002–
David A. McIntosh, B.S., Rollins College, 1984; M.B.A., University of Phoenix, 1999; Webster, 2001–
George C. Morris, B.A., Rowan University, 1982; M.P.A., Troy University, 1988; Webster, 2004–
George B. Pupin, A.B., University of California, 1966; M.B.A., Pepperdine University, 1976; Webster, 2008–
Stephen J. Przedziecke, B.A., Northeastern Illinois University, 1982; M.A., Webster University, 1992; J.D., Arizona State University, 2002; Webster, 2004–
Owen P. Pulliam, B.S., Southwest Texas State University, 1978; M.S., Abilene Christian University, 1981; Webster, 2003–
Christopher D. Reams, B.S., Park University, 1992; M.S., Chapman University, 1994; Webster, 2002–
Lillian R. Robinson, B.S.O.E., Wayland Baptist University, 2000; M.A., Webster University, 2003; Webster, 2008–

David G. Skeen, B.A., University of Washington, 1970; LL.M., University of San Diego, 1983; J.D., University of Chicago, 1973; Webster, 2004–
Owen D. Stephens, B.S., Southeast Missouri State University, 1997; M.S., Air Force Institute of Technology, 2001; Webster, 2007–
Hank L. Suverkruip, B.S., University of Dubuque, 1950; M.A.Ed., Northern Arizona University, 1959; Webster, 1983–
Kendra S. Swensen, B.S., University of Arizona, 1982; M.B.A., University of Denver, 1988; Webster, 2002–
Pamela J. Untermaehrer, B.S., Weber State University, 1971; M.A., University of Utah, 1972; Ed.S., University of Minnesota, 1978; M.I.M., American Graduate School of International Management, 1991; J.D., Hamline University, 1983; Webster, 2005–
Shaughna L. Vaughan, B.A., Otawa University, 1996; M.A., Otawa University, 1999; Webster, 2001–
Jeffrey D. Watkins, B.A., Ohio State University, 1991; M.S., National University, 2001; Ed.D., Pepperdine University, 2006; Webster, 2008–

Arkansas

Fayetteville Metropolitan Campus

Traci L. Barrios, B.A., John Brown University, 1997; M.S., John Brown University, 2003; Webster, 2008–
David G. Bercaw, B.S., Oklahoma State University, 1976; M.A., Oklahoma State University, 1978; M.S., University of Tulsa, 1984; J.D., University of Tulsa, 1995; Webster, 2007–
Gregory P. Burris, B.S.B.A., Missouri Southern State College, 1978; B.S., Missouri Southern State College, 1983; M.S., University of Tulsa, 1985; Webster, 2004–
Roger R. Esser, B.A., University of Wisconsin, 1973; M.I.M., American Graduate School of International Management, 1975; Webster, 2003–
Michael H. Gibbs, B.B.B., Virginia Polytechnic Institute and State University, 1975; M.B.A., Regis University, 1996; Webster, 1999–
Roy H. Hildebrand, Jr., B.S., Arkansas State University, 1971; M.S., Iowa State University, 1982; Webster, 1999–
Fred C. Hurd, B.A., Arkansas State University, 1969; M.A.P.A., University of Arkansas, 1971; Ph.D., University of Arkansas, 2000; Webster, 1999–
Dennis A. Jones, B.S., Jacksonville State University, 1983; M.B.A., Webster University, 2000; Webster, 2001–
Donald M. King, B.S., United States Naval Academy, 1962; M.B.A., Eastern Michigan University, 1972; Ph.D., University of Michigan, 1976; Webster, 2003–
William R. McCumber, B.A., University of Pennsylvania, 1992; M.B.A., Southern Methodist University, 2000; Webster, 2009–
Shannon R. Morris, B.S.B.A., University of Arkansas, 2000; M.B.A., John Brown University, 2007; Webster, 2008–
Theresa M. Neal, B.S., John Brown University, 1999; M.L.&E., John Brown University, 2001; Ph.D., Capella University, 2007; Webster, 2009–
Stephen M. Percival, B.S.B., Wright State University, 1979; M.B.A., Wright State University, 1987; Webster, 2002–
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Larry L. Seifert, B.A., Arkansas Tech University, 1973; M.A., Webster University, 1992; Ed.D., University of Arkansas, 1997; Webster, 1998–
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Faculty

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Fort Smith Metropolitan Campus

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Little Rock Air Force Base

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Patricia J. Keegan, B.S., Park University, 1990; M.S., Golden Gate University, 1992; Webster, 2007–

Malcolm E. Lehman, B.S., University of Missouri, 1971; M.Ed., University of Missouri, 1975; Ed.D., University of Arkansas, 1986; Webster, 1984–

Charles G. Martin, B.S., University of Arkansas, 1966; M.B.A., Tulane University, 1968; Ph.D., University of North Carolina, 1974; Webster, 2004–

Mary S. McGowan, B.A., University of Texas, 1970; J.D., University of Arkansas, 1974; Webster, 1987–

Thomas H. McGowan, A.B., Oberlin College, 1976; J.D., University of Arkansas, 1982; Webster, 1994–

James E. Metzger, B.A., University of Notre Dame, 1971; M.A., University of Chicago, 1975; Webster, 1981–

Michael B. Miller, B.A., University of Arkansas, 1965; M.B.A., University of Arkansas, 1969; Webster, 1986–

Jacqueline D. Moore, B.A., University of Arkansas, 1975; M.A., University of Arkansas, 1993; Webster, 2000–

James A. Ott, B.S., University of Pittsburgh, 1961; M.B.A., University of Pittsburgh, 1965; M.A., University of Notre Dame, 1981; Ph.D., University of Notre Dame, 1987; Webster, 1988–

Eric D. Park, B.S., Brigham Young University, 1988; M.S., Louisiana State University, 1990; Ph.D., University of Arizona, 1993; Webster, 2002–

Philip R. Principe, B.S., Georgetown University, 1994; J.D., The Catholic University of America, 1997; Webster, 2007–


Mary Ann Rollans, B.A., Arkansas Tech University, 1968; M.S.E., University of Central Arkansas, 1974; Ed.D., University of Arkansas, 1986; Webster, 1987–

Herman E. Sanders, B.S., Arkansas Tech University, 1965; M.S., University of Arkansas, 1970; Webster, 1986–

James E. Smith, B.S.Ed., University of Arkansas, 1981; M.M.A.S., United States Army and General Staff College, 1995; Webster, 2001–

Robert H. Swaim, B.S., Louisiana State University, 1971; M.S., Louisiana State University, 1973; Webster, 2004–

Albert R. Turner, Jr., B.A., University of Maryland, 1979; M.S., University of Southern California, 1981; Webster, 2003–

Sammie G. Tyree-Cox, A.B., University of Arkansas, 1965; M.Ed., University of Toledo, 1971; Ed.D., Nova Southeastern University, 1987; Webster, 2004–

Joseph J. Volpe, B.S., United States Military Academy, 1988; J.D., University of Arkansas, 1996; Webster, 2002–

Shelley K. Watson, B.S., Southeast Missouri State University, 1995; M.A., Webster University, 2003; Webster, 2005–

Steve A. Weaver, B.A., University of Arkansas, 1981; J.D., University of Arkansas, 1985; Webster, 2004–

W. Grey Williams, B.A., Hendrix College, 1984; M.B.A., Vanderbilt University, 1988; Webster, 2001–

Randall G. Wright, B.A., Rhodes College, 1976; J.D., University of Arkansas, 1980; Webster, 2007–

L. Stephen Yarberry, B.S., University of Arkansas, 1982; M.S., University of Arkansas, 1986; Ph.D., University of North Carolina, 1993; Webster, 1993–

California

Edwards Air Force Base

Ivan A. Briceno, B.S., University of the State of New York, 1996; G.M.B.A., National University, 2002; Webster, 2009–

James D. Brownlow, A.B., Occidental College, 1970; M.A., University of Kansas, 1973; Ph.D., University of California, 1980; Webster, 2000–

Randy L. Bushee, B.S., Florida State University, 1987; M.P.A., Golden Gate University, 1990; Webster, 2002–

Akram A. Chaline, B.S., California State University, 1988; M.S., Golden Gate University, 1991; M.M.O.A., Air University, 2004; Webster, 2006–

Darwin L. Clardy, B.S., University of La Verne, 2000; M.A., University of Phoenix, 2002; Webster, 2005–

Derrick C. Darden, B.S., Liberty University, 1992; M.H.R., University of Oklahoma, 1998; Webster, 2004–

Albert G. Di Canzio, B.S., Georgetown University, 1965; M.S., West Coast University, 1976; M.B.A., West Coast University, 1978; Ph.D., Walden University, 2008; Webster, 2001–

Norris R. Dorsey, B.S., University of La Verne, 1999; M.B.A., University of La Verne, 2001; Ed.D., University of La Verne, 2005; Webster, 2008–

Brian L. Duhart, B.S., University of Phoenix, 2003; M.B.A., Webster University, 2004; Webster, 2006–

Jose E. Flores, B.A., Chapman University, 1990; M.S., University of Southern California, 1993; Webster, 1999–

Richard H. Gayer, B.G.S., Chaminade University, 1975; M.A., Pepperdine University, 1976; M.B.A., National University, 1979; Ph.D., Capella University, 2006; Webster, 2001–

Jack P. Hahm, B.S., California Baptist College, 1967; M.P.A., San Diego State University, 1970; Ph.D., The Claremont Graduate University, 1976; Webster, 2002–

Gregory J. Halamicek, B.S.B., University of Phoenix, 1999; M.S., University of Phoenix, 2002; Webster, 2003–
Faculty

Eugene B. Jasmin, Jr., B.S.B., Southern University, 1974; M.B.A., University of Phoenix, 1998; Webster, 2002–

Darlene M. Lee, B.A., Temple University, 1979; M.B.A., Averett College, 1993; Ed.D., Nova Southeastern University, 2008; Webster, 2008–

Ronald E. Lemmon, B.G.S., University of Maryland, 1975; M.P.A., Golden Gate University, 1976; D.B.A., Kyung Hee University, 2004; Webster, 2009–

Robert P. MacPherson, Jr., B.B.A., Nichols College, 1971; M.S., University of Massachusetts, 1974; M.B.A., Boston University, 1994; Webster, 2005–

Herbert E. Oliver, B.A., University of Portland, 1982; M.B.A., University of Phoenix, 1999; Webster, 2008–

Kelley A. Spears, B.S., Texas Tech University, 2004; M.S., Texas Tech University, 2005; Webster, 2006–

Roland E. Sprague, B.S., University of Rochester, 1970; M.Eng., Pennsylvania State University, 1974; Ph.D., Walden University, 2008; Webster, 2002–

Colin K. Stewart, B.B.A., Memphis State University, 1975; M.A., Temple University, 1993; Webster, 2004–

Tatiana A. Verren, M.B.A., Webster University, 2006; Webster, 2008–

Leslie P. Wills, B.S.B., University of Phoenix, 2002; M.B.A., Webster University, 2003; Ed.D., University of La Verne, 2006; Webster, 2007–

Kim H. Young, B.S., Pennsylvania State University, 1979; M.B.A., University of La Verne, 1994; Webster, 2004–

Murad A. Zikri, B.S., University of Khartoum, 1989; M.A., University of Khartoum, 1991; M.B.A., Webster University, 2004; Ph.D., University of Bern, 2001; Webster, 2002–

Irvin Metropolitan Campus

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David A. McCoy, B.S., California State University, 1970; M.B.A., Golden Gate University, 1980; Webster, 2003–

Kenneth C. Middleton, B.A., California State University, 1992; M.S., Brigham Young University, 1995; Ph.D., Brigham Young University, 2000; Webster, 2005–

Gil R. Mosard, B.S., Southern Methodist University, 1971; M.A.S., Southern Methodist University, 1973; M.A., Southern Methodist University, 1973; Ph.D., Southern Methodist University, 1976; Webster, 1995–


Richard D. Recor, B.A., University of California; M.S., California State University, 1979; Ph.D., University of Oklahoma, 1984; Webster, 2006–

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John R. Slosar, B.S., Jacksonville University, 1974; M.A., Wichita State University, 1976; Ph.D., University of Southern California, 1981; Webster, 2004–

James E. Tellier, B.A., University of California, 1982; M.B.A., University of California, 1985; Webster, 2003–

Donald B. Titus, Jr., B.A., Millikin University, 1966; M.B.A., Loyola University of Chicago, 1971, Webster, 2007–


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Los Angeles Air Force Base

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Faculty

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Marymount/Webster University Alliance

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W. Clay Goddard, B.S., Southwest Missouri State University, 1994; M.P.A., Southwest Missouri State University, 1996; Webster, 2005–

Jeffrey L. Groves, B.E.S., University of Missouri, 1988; J.D., University of Missouri, 1991; Webster, 1998–

Helen A. Heidel, B.S., College of St. Elizabeth, 1992; M.B.A., Rider University, 1999; Webster, 2004–

Gail L. Hinshaw, B.S., Fort Hays State University, 1972; M.S., Fort Hays State University, 1974; Webster, 1984–

Randal C. Hyde, B.S., Missouri State University, 1978; M.B.A., Drury University, 1992; Webster, 2009–

Margo M. Jarrell-Hankey, B.S., Southwest Missouri State University, 1991; M.B.A., Southwest Missouri State University, 2003; Webster, 2005–

David J. Karr, B.S., Southwest Missouri State University, 1990; M.B.A., Drury University, 1998; Webster, 2001–

Gerald R. Lee, B.S., Missouri University of Science and Technology, 1976; M.B.A., Missouri State University, 1982; Webster, 2008–

Dennis K. Lewis, B.S., University of the Ozarks, 1976; M.S., University of Central Missouri, 1983; Webster, 2009–

Christopher B. Maples, B.S., University of the Ozarks, 1990; M.A., Ottawa University, 2000; Webster, 2000–

Terry L. Maples, B.S., Southwest Missouri State University, 1975; M.B.A., Southwest Missouri State University, 1978; Webster, 1999–

Jennifer A. Mueller, B.S., Missouri State University, 1995; J.D., Creighton University, 1999; Webster, 2008–

Ryan D. Nicholls, B.S., Missouri State University, 2002; M.S., Oklahoma State University, 2006; Webster, 2008–

Mark S. Pasquale, B.G.S., Roosevelt University, 1991; M.B.A., Webster University, 2002; Webster, 2006–

Patrick J. Platter, A.B., University of Missouri, 1978; J.D., University of Missouri, 1981; Webster, 2008–

Dana C. Randall, B.A., Southwest Missouri State University, 1973; M.B.A., University of Houston, 1988; Webster, 2000–

Dieter J. Reichmann, B.S., University of Tulsa, 1979; M.B.A., University of Dallas, 1985; Webster, 2004–

Patrick K. Roberts, A.B., University of Missouri, 1970; J.D., University of Missouri, 1973; Webster, 2001–

Eric M. Shinault, B.A., Purdue University, 1978; B.S., Purdue University, 1978; M.B.A., University of Wisconsin, 1985; Webster, 1999–

Donald H. Tosh, B.A., University of Guelph, 1970; M.S., University of Alberta, 1972; Ph.D., University of Alberta, 1981; Webster, 1999–

Melissa A. Turner, B.S., Southwest Missouri State University, 1990; M.A., Ottawa University, 1997; Webster, 2002–

Laura M. Ward, B.S., Southwest Missouri State University, 1992; M.S., Southwest Missouri State University, 2000; Webster, 2001–

Daniel K. Wooten, B.S., University of Missouri, 1976; M.B.A., Missouri University of Science and Technology, 2003; Webster, 2004–

Whiteman Air Force Base

Dale E. Buckingham, B.S., Park University, 2002; M.B.A., Webster University, 2003; M.A., Webster University, 2006; Webster, 2008–

Misty M. Burnett, B.S. University of Central Missouri, 1999; M.S., University of Central Missouri, 2001; Webster, 2003–

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Faculty

Charles E. Costa, B.A., State University of New York, 1971; M.A.S., Embry-Riddle Aeronautical University, 1987; M.A., Webster University, 1999; Webster, 2002–

Robert J. Fekete, B.S., Park University, 2003; M.P.A., Troy University, 2007; Webster, 2009–

Lorraine H. Gilbertson, B.A., University of Minnesota, 1963; M.B.A., Avila University, 1983; Webster, 1988–


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Christine Hughes, B.S.B.A., Rockhurst University, 1987; M.B.A., Rockhurst University, 1996; Webster, 2006–

Joel A. Kazy, B.S., University of Maryland, 1980; M.B.A., Golden Gate University, 1989; Webster, 2004–

Gary C. Kittis, B.A., Central Bible College, 1976; B.S., Evangel University, 1980; M.S., Pittsburg State University, 1982; Ph.D., Kansas State University, 1992; Webster, 1993–

Bruce C. Nester, B.S., Embry-Riddle Aeronautical University, 2001; M.A.Ed., Tui University, 2006; Webster, 2009–

Billy J. Rogers, B.S., Park University, 1982; M.A., Webster University, 1994; Webster, 2000–

Heather L. Sells, B.S., Park University, 2004; M.A., Webster University, 2007; Webster, 2008–

Steven R. Shattuck, B.S., University of Central Missouri, 1994; M.S., University of Central Missouri, 1998; Webster, 2007–

Robin D. Smith, B.S., University of Central Missouri, 1997; M.A., Webster University, 2001; Webster, 2007–

Scott H. Strickland, B.S.Acct., University of Missouri, 1986; M.B.A., Baker University, 1992; Webster, 1993–

David W. Wetzel, B.S., Southwest Missouri State University, 1985; M.B.A., Webster University, 2001; Webster, 2009–

D. Chris Wiley, B.S., Missouri Valley College, 1966; M.B.A., University of Missouri, 1978; Webster, 1994–

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New Mexico

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Carol A. Brennan, B.S., North Texas State University, 1974; M.S., North Texas State University, 1977; Ph.D., University of North Texas, 1990; Webster, 2008–


Tanya Campos, B.A., Wesley College, 1997; M.A., University of New Mexico, 2002; Webster, 2006–

Vito F. Capobianco, B.S., University of Phoenix, 1997; M.A., University of Phoenix, 1999; Webster, 2000–

Michael G. Carr, B.A., University of Cincinnati, 1980; M.C.S., University of Dayton, 1985; M.B.A., University of Cincinnati, 1991; J.D., Northern Kentucky University, 2001; Webster, 2008–

Ellen T. Castilla, B.A., Saint Mary’s College, 1974; M.A., University of New Mexico, 1982; M.S.W., New Mexico Highlands University, 1996; Webster, 2006–

Kenneth E. Chapman, B.S., University of Albuquerque, 1972; M.A., University of New Mexico, 1976; M.B.A., New Mexico Highlands University, 1982; Webster, 1992–

Rosemary E. Clarke, B.A., Lycoming College, 1967; M.Ed., Boston University, 1971; Webster, 1993–

Sandra L. Cody, B.A., Antioch University, 1985; M.A., University of Phoenix, 1991; Webster, 1998–

Julie D. Dunleavy, B.A., University of New Mexico, 1966; M.A., University of New Mexico, 1978; Webster, 1983–

Edwin A. Esquibel, B.S.N., University of Phoenix, 1992; M.S.N., University of Phoenix, 1999; Webster, 2007–

David A. Euler, B.S., Northrop University, 1978; M.B.A., Rensselaer Polytechnic Institute, 1987; Webster, 1998–

Samuel S. Felix, B.Acct., New Mexico State University, 1985; M.B.A., University of New Mexico, 1998; Webster, 2009–

Wayne A. Gaede, B.A., Johns Hopkins University, 1975; M.B.A., New Mexico Highlands University, 1983; Webster, 1994–

Arthur A. Garcia, B.A., New Mexico State University, 1976; M.A., Webster University, 1987; M.B.A., Webster University, 1993; Webster, 2007–

Mario G. Gonzalez, B.A., University of New Mexico, 1980; E.M.B.A., University of New Mexico, 1993; Webster, 1999–

Renee E. Gutierrez, B.S., California State University, 1991; M.B.A., Pepperdine University, 1993; J.D., University of New Mexico, 2000; Webster, 1997–

Bernard Herman, B.S., Wayne State University, 1953; A.M., University of Michigan, 1960; Ed.D., University of New Mexico, 1972; Webster, 1995–

Michael G. Jordan, B.A., St. Leo University, 1978; M.S.B.A., Boston University, 1980; M.A., Webster University, 1986; M.A., Webster University, 1994; Webster, 1998–

Stella M. Kraus, B.A., University of New Mexico, 1985; M.A., University of New Mexico, 1988; Webster, 2009–

Tony J. Kreuch, B.A., University of New Mexico, 1975; M.A., Biola University, 1979; Psy.D., Biola University, 1982; Webster, 2008–

Dianne R. Layden, B.S., University of Illinois, 1965; M.A.Ed., Arizona State University, 1968; Ph.D., University of New Mexico, 1983; Webster, 2004–

James L. Lehner, B.S., University of Albuquerque, 1975; M.P.A., University of New Mexico, 1988; Webster, 1991–

Maria C. Logan, B.B.A., New Mexico State University, 1989; M.A., University of New Mexico, 1998; Ph.D., University of New Mexico, 1998; Webster, 2009–

Paul A. Marcus, B.A., University of Texas, 1975; M.S., Vanderbilt University, 1977; Webster, 1998–

Kevin A. McMahon, B.A., University of New Mexico, 1977; M.B.A., University of New Mexico, 1984; Webster, 1986–

Steven G. Meilleur, B.A., Bucknell University, 1973; M.Mgt., University of New Mexico, 1987; Ph.D., University of New Mexico, 1997; Webster, 1996–

J. Alan Nichelason, B.S., University of Northern Colorado, 1975; M.B.A., University of New Mexico, 1987; Webster, 1990–

Nancy J. Oriola, B.A., University of Massachusetts, 1984; M.S.W., New Mexico Highlands University, 2000; Webster, 2007–

John P. Owen, B.S., Regis University, 1971; M.A., University of New Mexico, 1973; Ed.D., University of New Mexico, 1981; Ph.D., University of New Mexico, 1986; Webster, 1981–

Sandra Robinson, B.A., Keene State College, 1975; M.A., University of New Mexico, 1977; Webster, 1986–

Stacy A. Sacco, B.S.B.A., University of Arizona, 1980; M.B.A., Pepperdine University, 1984; Webster, 2004–
James L. Swzar, B.A., University of New Mexico, 1994; M.P.A., University of New Mexico, 1996; Ph.D., University of Kentucky, 2004; Webster, 2008–
Marilyn L. Simson, B.S.B.A., University of Phoenix, 1991; M.A., Webster University, 1993; Ed.D., Nova Southeastern University, 1999; Webster, 1995–
Lena G. Smith, B.A., University of New Mexico, 1987; M.A., University of Phoenix, 1993; Webster, 2006–
Arthur W. St. George, B.A., California State University, 1966; M.A., University of California, 1968; Ph.D., University of California, 1974; Webster, 1993–
Jean L. Strosinski, M.A., University of New Mexico, 1990; Webster, 2006–
Robert M. Tanner, B.A., Michigan State University, 1975; M.A., University of New Mexico, 1981; M.A.P.A., University of New Mexico, 1984; M.A., Fielding Graduate University, 1991; Ph.D., Fielding Graduate University, 1996; Webster, 2000–
David J. Turner, B.S., Colorado State University, 1967; M.S., American University, 1977; Ph.D., University of New Mexico, 1995; Webster, 1992–
Janet E. Winchester-Silbaugh, B.A., University of Kansas, 1972; M.B.A., University of New Mexico, 1978; Webster, 1998–

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Jerome A. Bittner, A.B., Fort Hays State University, 1965; M.A., University of Pennsylvania, 1966; Webster, 1999–
Carl N. Cordoni, B.A., University of Central Florida, 1973; Ph.D., Duke University, 1981; Webster, 2000–
William E. Daill, B.S., Campbell University, 1967; M.A.Ed., East Carolina University, 1976; Ed.D., North Carolina State University, 1987; Webster, 2000–
Cynthia S. De Fusco, B.A., University of North Carolina, 1975; M.S., Boston University, 1997; Webster, 2000–
Joseph A. Herrera, B.A., University of North Carolina, 1983; M.S.S., United States Army War College, 2005; Webster, 2009–
Sandra R. Kellum, B.S.B.A., Western Carolina University, 1982; M.A., Webster University, 1999; Webster, 2006–
F. Eric Lewis, B.S., Northern Arizona University, 1967; M.I.M., American Graduate School of International Management, 1974; Webster, 2005–
Jeffrey Nardo, B.A., Slippery Rock University, 1983; M.S.S.M., University of Denver, 1992; Webster, 2001–
Richard L. Paet, B.S., Campbell University, 1989; M.A., Webster University, 2005; Webster, 2007–
Herbert L. Pierson, B.S., University of Oregon, 1973; M.L.S., University of Hawaii, 1979; Webster, 2003–
David A. Potter, B.S., Adelphi University, 1987; M.S., Golden Gate University, 1991; M.A.Ed., East Carolina University, 1999; Webster, 2003–
Roger A. Rains, B.S., United States Military Academy, 1970; M.A., Duke University, 1977; Webster, 2005–
Craig F. Reed, B.S., University of Maryland, 1989; M.A., Webster University, 1997; Webster, 2009–
Frank Signorile, Jr., B.S., Regents College of the University of the State of New York, 1981; M.P.A., University of Oklahoma, 1992; Webster, 1996–
George G. Speth, B.A., State University of New York, 1977; M.A., University of North Carolina, 1993; Webster, 2004–
Ernest J. Wright, B.A., Howard University, 1975; J.D., Case Western Reserve University, 1978; Webster, 2004–
Michael G. Yaniero, B.S., East Tennessee State University, 1982; M.A., East Tennessee State University, 1998; Webster, 2007–
Bruce C. Young, B.A., Bates College, 1959; M.Ed., Pennsylvania State University, 1963; Webster, 2003–

Pope Air Force Base, Fayetteville
Fort Bragg
Harold G. Beverage, Jr., B.S., Regents College of the University of the State of New York, 1995; M.A., Webster University, 1997; Webster, 2000–
Rafeal D. Boyd, B.S., North Carolina Agricultural and Technical State University, 1986; M.S.A., Central Michigan University, 2000; Webster, 2007–
Brenda K. Britt, B.A., St. Andrew’s Presbyterian College, 1970; M.S.B.E., University of North Carolina, 1973; M.B.A., Campbell University, 1992; Webster, 1999–
Stephen D. Brown, A.B., Middlebury College, 1964; M.A., University of Vermont, 1970; Ph.D., University of Wisconsin, 1983; Webster, 1990–
David J. Broyhill, B.S., University of Tampa, 1991; M.A., Webster University, 1994; Webster, 2004–
Joseph Brum, Jr., B.A.A., Methodist University, 1978; M.B.A., Campbell University, 1980; Ed.D., Nova Southeastern University, 1984; Webster, 1985–
James M. Bundy, B.S., Wingate University, 1982; M.B.A., Campbell University, 2000; Webster, 2007–
Cheryl A. Campbell, B.S., University of North Carolina, 1978; M.B.A., Fayetteville State University, 1996; Webster, 2006–
Anthony W. Cannon, B.A., Furman University, 1981; M.S., University of Baltimore, 1993; Webster, 2000–
Gloria A.S. Carr, B.S., Regents College of the University of the State of New York, 1987; M.A., Webster University, 1999; Webster, 2008–
Tere L. Chipman, B.A., Eastern Kentucky University, 1981; M.A., Webster University, 1991; Webster, 2002–
David Creedon, B.B.A., Campbell University, 1991; M.Acct., University of North Carolina, 1992; Webster, 1994–
Michael S. D’Angelo, B.S., College of St. Joseph, 1986; M.S., Eastern Washington University, 1989; Ph.D., Capella University, 2005; Webster, 2008–
Kenneth E. Dighy, B.S.B.A., Ohio State University, 1958; M.B.A., University of Bridgeport, 1971; Ed.D., Nova Southeastern University, 1985; Webster, 1992–
Theresa M. Ditchfield, B.A., Chapman University, 1986; M.S.W., University of Illinois, 1992; Webster, 2009–
Donald A. Dubay, B.A., University of Maine, 1964; M.A., Florida State University, 1975; M.M.A.S., United States Army and General Staff College, 1976; M.P.A., North Carolina State University, 1997; Webster, 2007–
Kenneth F. Duffy, Jr., B.A., Southeastern College, 1988; M.S., Nova Southeastern University, 1991; M.S.W., University of Central Florida, 1998; Webster, 2001–

Webster University 2009–2010
## Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution/University</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Donald R. Gaylord</td>
<td>A.B., Dartmouth College</td>
<td>1978–1982; Ph.D., Tulane University, 1991; Webster, 1992–</td>
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<tr>
<td>Hubert L. Gibson</td>
<td>B.B.A., Georgia State University, 1969; M.A.S., Embry-Riddle Aeronautical University, 1984; M.A., Webster University, 1989; M.A., Campbell University, 1997; Webster, 2001–</td>
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<td>Troy E. Graham</td>
<td>B.A., Methodist University, 1987; M.A., Webster University, 1993; Ed.D., North Carolina State University, 1997; Webster, 1998–</td>
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<td>Anne T. Greene</td>
<td>B.A., Methodist University, 1971; M.A., Fayetteville State University, 1995; Webster, 2007–</td>
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<td>Guy G. Griffaw</td>
<td>B.A., Regents College of the University of the State of New York, 1996; M.A., Webster University, 1999; Webster, 2004–</td>
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<td>John M. Handley</td>
<td>B.A., University of Texas, 1965; M.A., Old Dominion University, 1972; M.A., United States Army and General Staff College, 1981; Ed.D., North Carolina State University, 1998; Webster, 1994–</td>
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<td>Kimberly L. Heartson</td>
<td>B.S., Indiana University, 1981; M.S., Embry-Riddle Aeronautical University, 1992; Webster, 2006–</td>
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<td>Hsiaoften Hemstock</td>
<td>B.A., National Chengchi University, 1983; M.A., Ohio State University, 1989; Ph.D., Ohio State University, 1990; Webster, 1991–</td>
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<td>Peter A. Hill</td>
<td>B.A., Stanford University, 1973; M.A., Columbia College, 2000; J.D., College of William and Mary, 1978; Webster, 1997–</td>
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<tr>
<td>George C. Hogan</td>
<td>B.S., Coker College, 1987; M.Ed., University of South Carolina, 1989; Ph.D., Walden University, 2002; Webster, 2008–</td>
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<td>Roberta E. Hurmence</td>
<td>B.A., University of Maryland, 1978; J.D., North Carolina Central University, 1982; Webster, 1989–</td>
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<td>Edward J. Jackson</td>
<td>B.S., Campbell University, 1980; M.Ed., Campbell University, 1982; Ed.D., Nova Southeastern University, 1986; Webster, 2005–</td>
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<td>Givonna S. Jordan</td>
<td>B.B.A., Savannah State University, 2002; M.S., Troy University, 2004; Webster, 2009–</td>
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<td>William M. Joyce</td>
<td>B.S., North Carolina State University, 1972; M.Mgt., Northwestern University, 1992; Webster, 2001–</td>
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<td>Mark C. Kendrick</td>
<td>B.A., Methodist University, 1983; M.S.M., Thomas Edison State College, 2004; Webster, 2006–</td>
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<td>Albert A. Kittredge</td>
<td>B.A., University of Tampa, 1971; M.A.O.J., Wichita State University, 1976; Webster, 1988–</td>
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<td>Robert Kugelmann</td>
<td>B.S., University of Nebraska, 1966; M.P.A., University of Oklahoma, 1974; M.A., Webster University, 1977; Ed.D., Nova Southeastern University, 1987; Webster, 1988–</td>
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<td>Jan-Marc Lachance</td>
<td>B.S., Arizona State University, 1990; M.S., Stanford University, 2000; M.S., Stanford University, 2000; Webster, 2006–</td>
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<tr>
<td>Jen-Hsiang Lin</td>
<td>B.Agr., University of Chinese Culture, 1975; M.S., National Chung-Hsing University, 1977; Ph.D., North Carolina State University, 1987; Webster, 1992–</td>
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<tr>
<td>Mary S. Livingston</td>
<td>B.B.A., Campbell University, 1990; M.Ed., Campbell University, 1993; Webster, 2000–</td>
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<td>Erasmus W. McCready</td>
<td>B.A., Chapman University, 1981; M.A., Webster University, 1994; Webster, 1999–</td>
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<td>Jerry D. Powell</td>
<td>A.B., William Jewell College, 1975; M.Div., Midwestern Baptist Theological Seminary, 1978; M.S., Columbus State University, 1998; D.Min., Midwestern Baptist Theological Seminary, 1989; Webster, 2000–</td>
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<td>James J. Rorke</td>
<td>A.B., Rutgers University, 1966; M.Ed., Pennsylvania State University, 1973; M.Ed., Pennsylvania State University, 1973; Ed.S., University of South Florida, 1984; Ed.D., Campbell University, 1993; Webster, 2004–</td>
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<td>H. Thomas Stanton</td>
<td>B.S., Barton College, 1960; M.A., Appalachian State University, 1965; Ed.D., University of North Carolina, 1978; Webster, 1976–</td>
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<td>Umethia Y. Thomas</td>
<td>B.S., Virginia Union University, 2001; M.B.A., Fayetteville State University, 2007; Webster, 2009–</td>
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<tr>
<td>John A. Thomason</td>
<td>B.S., University of New Mexico, 1974; M.A., Southwestern Oklahoma State University, 1978; Ph.D., North Carolina State University, 1992; Webster, 2003–</td>
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<td>Kevin L. Thompkins</td>
<td>B.S., Florida Atlantic University, 1981; M.A., Webster University, 1997; Webster, 2002–</td>
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<td>Molly L. VanDuser</td>
<td>B.S., State University of New York Empire State College, 1997; M.S.Ed., Alfred University, 1999; Webster, 2005–</td>
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<td>Umesh C. Varma</td>
<td>B.S., Kanpur University, 1977; B.S., Western International University, 1989; M.S., Jackson State University, 1989; Webster, 1993–</td>
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<td>Wendy C. Vonnegut</td>
<td>B.A., University of North Carolina, 1986; J.D., Mercer University, 1989; Webster, 2001–</td>
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<td>Patricia L. Weaver</td>
<td>B.A., Methodist University, 1983; M.Ed., Campbell University, 1985; Webster, 2004–</td>
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<td>W. Dennis White</td>
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<td>Jeffrey J. Zack</td>
<td>B.A.S., Campbell University, 1999; M.A., Webster University, 2003; Webster, 2009–</td>
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<td>Andrew H. Ziegler, Jr.</td>
<td>B.S., Florida State University, 1974; M.A., University of Florida, 1984; Ph.D., University of Florida, 1987; Webster, 1993–</td>
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<tr>
<td>Joseph M. Zima</td>
<td>B.S., Purdue University, 1977; J.D., Indiana University, 1980; Webster, 2006–</td>
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### Oklahoma

#### Fort Sill

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<th>Name</th>
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<td>Robert W. Channness</td>
<td>B.S., Illinois State University, 1986; M.S., New Mexico State University, 2002; Webster, 2008–</td>
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<td>Paul W. Gasbeck</td>
<td>B.S., United States Military Academy, 1984; M.S., Colorado School of Mines, 1995; Webster, 2008–</td>
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<td>Robert D. Harper</td>
<td>B.A., Northeastern State University, 1988; M.S., Florida Institute of Technology, 1998; Webster, 2008–</td>
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<td>Kevin Henson</td>
<td>B.A., Monmouth College, 1978; M.Ed., University of Oklahoma, 1996; Webster, 2003–</td>
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<td>Becky R. Holland</td>
<td>B.Acct., Cameron University, 1999; M.B.A., Cameron University, 2001; Webster, 2003–</td>
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<td>Willie E. Johnson, Jr.</td>
<td>B.S., Southern Illinois University, 1991; M.A., Webster University, 1992; Webster, 1995–</td>
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<td>Bryan F. Karinshak</td>
<td>B.S., United States Military Academy, 1989; M.S., Long Island University, 1997; Webster, 2008–</td>
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<td>Glenna A. Lunday</td>
<td>B.Acct., University of Oklahoma, 1978; M.B.A., Southwestern Oklahoma State University, 1984; Webster, 1990–</td>
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<td>George W. Miller, Jr.</td>
<td>B.A., University of Oklahoma, 1977; B.B.A., University of Oklahoma, 2002; M.A., Wichita State University, 2007; J.D., University of Oklahoma, 1980; Webster, 2008–</td>
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<td>Harry E. Nowka</td>
<td>B.A., Southwestern Oklahoma State University, 1966; M.S., Oklahoma State University, 1962; Ed.D., Oklahoma State University, 1970; Webster, 1995–</td>
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<td>Rodolfo M. Sanchez, Jr.</td>
<td>B.S., Southern Illinois University, 1997; M.A., Webster University, 1998; Webster, 2001–</td>
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Webster University 2009–2010

**Graduate Program**

**Faculty**

**Tinker Air Force Base**

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