

Graduate Catalog Addendum/Errata

Below are listed additions and corrections to the 2015-16 Graduate Studies Catalog since its publication on 01 June 2015. All corrections listed below have been made in the main online catalog sections to which they apply and will appear in the print version of those individual pages. They do not appear, however, in the PDF version of the full catalog.

This page was last updated on 09 November 2015.

Changes by Department/Program:

- Academic Policies/Grade Point Average
- Accreditation (South Carolina)
- Accreditation (Kansas)
- Applied Educational Psychology (MA)
- Applied Gerontology Enhancement and Specialization Certificate
- Campus Locations/Fort Bliss
- International Business
- Leadership in Tiered Systems of Support-RTI and PBIS (AGC)
- MBA with an Emphasis in Finance
- MBA with an Emphasis in International Relations
- MBA Global Track
- MBA General Requirements
- Nurse Educator Certificate
- Nurse Educator Certificate/Accreditation
- Nurse Leader Certificate
- Nurse Leader Certificate/Accreditation
- Nursing (MSN)
- Science Management and Leadership (MS)
- Special Education (MAT)
- Teaching English as a Foreign Language Certificate
- Tuition and Fees/Refunds
- Tuition and Fees/Tuition for Military

Course Descriptions

- BIOL 5400
- BIOL 5450
- BUSN 5100
- CHNG Course Descriptions
- ENTR 5000; ENTR 5200
- INTL 5675
- WSBT Course Descriptions
- WSBT 5000

Changes by Date:

04 June 2015

Accreditation

The **South Carolina licensure information** should be amended to:

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

http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf

11 June 2015

Accreditation

The following state licensure should be added:

Kansas

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

18 June 2015

Academic Policies/Grade Point Average

The last paragraph in this section should read:

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.

Course Descriptions/INTL

The correct title for **INTL 5675** is Central and Eastern European Area Studies

Duplicate descriptions were removed for **INTL 5050** and **INTL 5100**

Course Descriptions/CHNG

A publishing error omitted the CHNG course descriptions from the PDF version of the catalog. Refer to the **CHNG Course Descriptions** page for a list of CHNG course descriptions and a link to print the PDF.

Course Descriptions/WSBT

A publishing error omitted the WSBT course descriptions from the PDF version of the catalog. Refer to the

WSBT Course Descriptions

page for a list of WSBT course descriptions and a link to print the PDF.

Course Descriptions/ENTR

A publishing error omitted the course descriptions for **ENTR 5000** and **ENTR 5200** from the PDF version of the catalog. Refer to the **ENTR Course Descriptions** page for a list of all ENTR course descriptions and a link to print the PDF, which will include descriptions for ENTR 5000 and ENTR 5200.

19 June 2015

Course Descriptions/BUSN

BUSN 5100--add
BUSN 5760

as a prerequisite

MBA with an Emphasis in Finance

The requirements should read:

The MBA with an emphasis in finance must include the following courses:

- FINC 5210 Investments (3 hours)

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- FINC 5810 Capital Budgeting and Corporate Investments (3 hours)
- FINC 5830 Institutions and Financial Markets (3 hours)
- FINC 5840 International Finance (3 hours)
- FINC 6290 Financial Strategies (3 hours)
- One elective course to meet 49

credit minimum required for Finance emphasis (3 hours)

MBA with an Emphasis in International Relations

Under the **International Politics Cluster**, the following should be added to the list:

- INTL 5590 International Security (3 hours)

Special Education (MAT)

Under **Required Coursework**, the introductory sentence should read:

The following courses, for a total of twenty-two

(22) hours, are required for the special education MAT and must be taken while in residence with Webster University

International Business (MA)

Under **Program Curriculum**, the introductory paragraph should read:

The 39

credit hours required for the master of arts (MA) in international business or the 66

credit hours required for the master of business administration (MBA) with an emphasis in international business must include the following courses for the degree

06 July 2015

MBA Global Track

This emphasis has been deleted from the program.

Applied Educational Psychology (MA)

Under **Emphasis (none)**, the correct number of **Electives** should be 9

Under **Emphasis is Psychological Education Programs**, the correct number of **Electives** should be 9

Under **Emphasis in Immigrant and Refugee Families**, the correct number of **Electives** should be 9

Under **Emphasis in Psychology and Education of Gifted Students**, the correct number of **Electives** should be 9

Applied Gerontology Enhancement and Specialization Certificate

Under **Requirements**, the correct course number for Social Science Perspectives in Gerontology is GERN 5670

Science Management and Leadership (MS)

Information on the Dual Degree Option: MBA/SCML was added to the program:

Dual Degree Option: MBA/SCML

The MBA/SCML dual degree option requires the completion of 46 credit hours consisting of 5 required core courses (15 credit hours) in the MS in Science Management and Leadership (SCML) and 8 required core courses (22 credit hours) in the master of business administration (MBA), one course (3 credit hours) that is a requirement for both programs, and two courses (6 credit hours) that may be taken in either program.

SCML students will substitute FINC 5000 Finance for BUSN 5200 Basic Finance for Managers. The required courses for the dual degree option are listed below.

Upon completion of the 46 credits, two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement.

MBA/SCML Dual Degree Curriculum

- BUSN 5760 Applied Business Statistics
- BUSN 6070 Management Accounting
- BUSN 6110 Operations and Project Management
- BUSN 6120 Managerial Economics
- BUSN 6200 Strategy and Competition
- FINC 5000 Finance
- FINC 5880 Advanced Corporate Finance
- MNGT 5590 Organizational Behavior
- MNGT 5990 Corporate Responsibility and Society or SCML 5590 Ethics & Social Responsibility in Science Management and Leadership
- MRKT 5000 Marketing or SCML 5700 Marketing & Comparative Analysis for Science Management and Leadership
- PATA 5120 Foundations in Intellectual Property Law
- SCML 5050 Communication for Professional Science Management and Leadership
- SCML 5800 Project Management
- SCML 5850 Regulatory Affairs for Science Management and Leadership
- SCML 6000 Practical Application in Science Management and Leadership
- WSBT 5000 Career Success for the 21st Century

Course Descriptions/BIOL

BIOL 5400 Introduction to Anesthesia (3)

The phrase "objectives of Health People 2010" was removed, making the correct description as follows:

This is the first course in anesthesia designed to introduce the student to the basic professional aspects of nurse anesthesia practice including professional development and ethical, social, and legal issues. Introduction to the field of anesthesia also includes orientation to the basic physical facility, equipment,

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fundamental pharmacology, anesthetic techniques, historical perspectives, and specialties in the field of anesthesia. Students will be introduced to case planning, standards of practice, systematic strategies for pre-anesthetic assessment, and analyzing physiological principles. This course includes state-of-the-art computer simulation to assist in developing the initial skills required for administering anesthesia. Professional development opportunities occur through the attendance of local, state, and national anesthesia meetings. This course includes a multi-day orientation to clinical experiences. Prerequisite: Enrollment in the nurse anesthesia program.

BIOL 5450 Basics of Anesthesia (2)

The phrase "objectives of Health People 2010, historical perspectives" was removed, making the correct description as follows:

This course is a continuation of BIOL 5400 Introduction to Anesthesia. 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, and specialties in the field of anesthesia. Students will be introduced to case planning, standards of practice, systematic strategies for pre-anesthetic assessment, and analyzing physiological principles. This 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. This course includes state-of-the-art computer simulation to assist in developing the initial skills required for administering anesthesia. Professional development opportunities occur through the attendance of local, state, and national anesthesia meetings. Prerequisite: Enrollment in the nurse anesthesia program.

24 July 2015

Tuition and Fees

The section on **Tuition for Military** should read:

Tuition for Military (Active Duty Military, Reserve, and Guard (per credit hour)^	
Metropolitan locations	\$340
Military locations	\$340
Online courses	\$470
Civilian students (including veterans) on military bases (South Carolina and Texas)** †	\$560
Civilian students (including veterans) on military bases (excluding South Carolina and Texas)** †	\$535
^ Except doctoral students and other specialized degree programs. ** Federal employees, Government contractors on the installation and dependents of Active Duty Military, National Guard and Reserve who enroll in on-base, in-classroom courses. are eligible for Webster University's USA Scholarship .	

Tuition for Military (Active Duty Military, Reserve, and Guard (per credit hour)^

† Qualified First Responders are eligible for Webster University's

First Responder Scholarship
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10 September 2015

Nursing (MSN)

Under **Program Description**, the second paragraph should read:

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 for a Nurse Leader focus

or

44 credit hours for a Nurse Educator focus. Courses are scheduled in an eight-week format, with program start times in January and August of each calendar year. The MSN is designed to be a part-time program that students can complete in three years and

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s available at the St. Louis campus

and select St. Louis-area corporate partner sites

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Under **Program Curriculum**, the first sentence should read:

In addition, the MSN-seeking student must complete one of the following

focus areas

:

Under **Admission Requirements**, the first bullet point should read:

- A bachelor of science in nursing (BSN) accredited by the National League for Nursing Accrediting Commission (NLNAC), Accreditation Commission for Education in Nursing (ACEN), or Commission on Collegiate Nursing Education (CCNE)

Under **Send all admission materials to**, the option for electronic submission should be added:

OR submit electronically at gadmit@webster.edu

Nurse Educator Certificate

Under **Send all admission materials to**, the option for electronic submission should be added:

OR submit electronically at gadmit@webster.edu

Nurse Leader Certificate

Under **Send all admission materials to**, the option for electronic submission should be added:

OR submit electronically at gadmit@webster.edu

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MBA/General Requirements

In the **Prerequisites** section, the last paragraph should read:

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 37-credit-hour

MBA.

Teaching English as a Foreign Language Certificate

Under **Admission/Admission** requirements, an essay requirement has been added:

- Essay: Describe your teaching philosophy in terms of the kind of knowledge and values that will make a teacher a more effective English as a Second Language/English as a Foreign Language instructor.

11 September 2015

Nurse Educator Certificate

The following **accreditation information** should be added:

Webster University's nursing programs are accredited by the Accreditation Commission for Education in Nursing, 3343 Peachtree Road N.E., Suite 850, Atlanta, Georgia, 30326, 404-975-5000.

Nurse Leader Certificate

The following **accreditation information** should be added:

Webster University's nursing programs are accredited by the Accreditation Commission for Education in Nursing, 3343 Peachtree Road N.E., Suite 850, Atlanta, Georgia, 30326, 404-975-5000.

06 October 2015

Course Descriptions/WSBT

The course description and requisites for **WSBT 5000** have changed to:

WSBT 5000 Career Success for the 21st Century (1)

This unique course will provide students with a foundation in career management, with a focus on discovery and personal branding, to enable the development of a personalized career action plan. This course is appropriate to students who are starting a new career, changing careers or wishing to advance in their current career field or with their current employer.

Requisites: The student must have completed 12 graduate credit hours from Webster University, or be a Webster alumnus who enrolls in the course as a non-degree seeking student.

27 October 2015

Campus Locations

The correct list of **Programs Offered** for the **Fort Bliss, TX** campus should be:

- Cert Government Contracting
- MA Business and Organizational Security Management
- MA Counseling
- MA Human Resources Development

- MA Information Technology Management
- MA Management and Leadership
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- MET in Educational Technology

28 October 2015

Tuition and Fees

Under **Refunds**, the second sentence should read:

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.

Students attending on-campus classes in Georgia are eligible for a 50% refund from Week 3 through Week 5

. All other student refunds/tuition waivers, including those for online courses, are made according to the following schedule:

09 November 2015

Leadership in Tiered Systems of Support-RTI and PBIS (AGC)

This is a 20-hour

advanced graduate certificate

The **Program Description** should read:

This program is targeted to educators and other qualified professionals who are interested in pursuing careers as statewide, regional, or district-wide tiered systems (RTI and PBIS) developers and consultants. The focus is on building capacity of school districts, regional consortia, and state agencies to plan and implement tiered prevention systems to improve social behavior and learning outcomes for K-12 students. The grading system in the advanced graduate certificate program is the same as that described in the Grades section of this catalog. Students may receive the advanced graduate certificate by completing a minimum of 20 credit hours from the SPED courses listed below. Students may apply 12 credits from the Webster University Master of Arts in Special Education emphasis in PBIS program (or other Webster University MA degree programs with an emphasis in PBIS) towards this advanced graduate certificate in Leadership in Tiered Systems of Support: RTI & PBIS, not including SPED 6000.

Courses in the **Requirements** section should read:

- 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 5413 Assessment of Learning and Learning Problems (3 hours)
- SPED 5704 PBIS/Systems Leadership: Staff Development & Coaching (2-3 hours)
- SPED 6000 Applied Field Experience (3 hours)

The **Admission** section should read:

Students seeking this advanced graduate certificate must have earned a recognized master's degree and meet all of the

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admission and acceptance criteria as outlined in the graduate program's Academic Policies and Procedures.

Send all required admission materials to

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

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

CHNG - Change Leadership

Course Descriptions

CHNG 5000 Practicing Change Leadership (3)

To introduce experienced middle managers and other professionals to the advanced theories, skillsets, and interventions of change leadership and organization development (OD). The students will learn about the latest approaches and best practices and begin to experiment with interventions in their own organizations. This course constitutes the first course in a competency-based certificate curriculum that will prepare managers to lead, execute, and evaluate interventions for organizational change.

CHNG 5100 Change Leader Self-Mastery (3)

This course provides core skills needed in Change Leadership and Organization Development (OD) including self-assessment skills, organizational skills, people skills, direction-setting skills, process skills, the ability to explain assessment results and recommendations to clients who may be strongly resistant to perceived criticism. Course topics will also include the study and application of adult learning principles, 360 feedback instrument(3), current OD competencies and methods for effectively disclosing, listening, and soliciting questions that facilitate dialogue and engagement. Learning methodologies may include but are not limited to video, guest speakers, case studies, lecture, and on-the-job application activities.

CHNG 5200 Change Leader Expertise for Business Results (3)

This course is concerned with the dilemmas faced by the manager or change leader as they attempt to develop partner relationships with their employees and their stakeholders. Participants go beyond techniques to negotiate expectations, diagnose interpersonal dynamics, and continually deal with normal resistance to change. Participants will learn how to build stakeholder partnerships, create a safe climate for risk-taking, and effectively confront resistance.

CHNG 5300 Data-Driven Change Management and Measurement (3)

To introduce experienced middle managers and other professionals to the fundamentals of Organization Development (OD) Diagnosis. The participants will review qualitative and quantitative data collection methods, learn about stakeholder analysis, collect data on organizational issues in their own work systems, and begin to experiment with diagnostic interventions in their own organizations. **Prerequisites:** CHNG 5000, CHNG 5100, CHNG 5200

CHNG 5400 Designing, Building and Leading Effective Teams (3)

To utilize teams effectively, attention must be paid to how and why teams are assembled, launched, managed and rewarded. This course is designed to immerse the student in these content areas. The course provides fundamental principles and methods required to create high functioning work, project, and problem-solving teams. Topics covered will include: moving from group to team; stages of team development; identifying the key competencies for successful team functioning; critical roles and responsibilities on a team; ensuring team productivity; aligning corporate culture with team culture; techniques for using a systematic problem-solving methodology; and troubleshooting common team problems.

CHNG 5450 Managing Communication During Change (3)

The purpose of this course is to understand how organizations create, perpetuate, and encourage formal communication during times of change. Standard communication channels don't always work as intended. This course will cover the topic of communication in organizational change and development and how it is dealt with among business leaders, organizations, OD professionals, and management.

CHNG 5600 Diversity and Inclusion (3)

This course will prepare middle managers and others to influence and position their organizations to maximize employee engagement through diversity and inclusionary practices. To compete in a global environment, organizations must continually innovate and utilize the full potential of their workforce. In addition, given changing demographics, change leaders must be able to help their organization tap into the diversity that already exists.

CHNG 5700 Facilitating Change in High Performing Organizations (3)

To introduce experienced middle managers and other professionals to the basic facilitation tools required for change leadership and organization development practice. To provide significant opportunities to develop and practice process facilitation and workshop design competencies. **Prerequisites:** CHNG 5400, CHNG 5450, CHNG 5600

CHNG 5800 Achieving Breakthrough Results (3)

This course provides a conceptual and pragmatic framework for the formulation of capstone project designed to achieve breakthrough business results for one of the three different levels of change: (1) Developmental; (2)transitional; or (3) transformational change. Depending upon the resources available to specific students, and the readiness of their organizations for varying levels of change, students will be expected to customize a capstone pilot project plan to be fully implemented and evaluated by the end of the final course, CHNG 6000. Student experiences, case studies, journal articles, electronic media, speakers, and panel discussions are used to create a suitable context for the development of the capstone project plans. Instructor and students provide feedback as the individual plans are formalized. **Prerequisites:** CHNG 5300, CHNG 5700

CHNG 5900 Facilitating Emergent Change (3)

This course focuses on the models and behaviors required to work with bottom-up, emergent responses to change in the context of a long-term change project. The organization is metaphorically conceived as a jazz ensemble; disciplined, creative, and improvisational. Students learn to create improvisational leader behaviors, which build on the organization dynamics, which emerge. **Prerequisites:** CHNG 5300, CHNG 5700

CHNG 5950 Change Leadership in a Global Context (3)

The ability to lead and manage change is becoming a critical skill for leaders in all industries and sectors of the global economy. This course is designed to facilitate student development and an appreciation and awareness of the issues confronting the field of Change Leadership and Organizational Development in a Global Context. This course will provide an overview of the elements and trends related to all major aspects of global change leadership including, but not limited to, demographic, cultural and generational implications for talent, leadership development, succession planning, use of technology, global applications and strategic operational challenges and models. It will also explore

CHNG - Change Leadership

the relevance of the global context to a long-term change project.

Prerequisites: CHNG 5300, CHNG 5700

CHNG 6000 Capstone Project in Change Leadership (3)

This course engages the students in the final phase of a relatively complex organization development project. This capstone project was conceived in CHNG 5800, further developed in CHNG 5900 and CHNG 5950 and completed in CHNG 6000. One intent of this course is to complete all interventions, assess project effectiveness, and transfer accountability for ongoing follow-up to the client system. A second purpose is to compare student experiences and outcomes with the best practices in change leadership and organization development. The third purpose is to couch the outcomes of the change project and Graduate Certificate in Change Leadership: Managing Complexity for Total System Results within the broader perspectives of philosophical inquiry and the management sciences. **Prerequisites:** CHNG 5300, CHNG 5700, CHNG 5800, CHNG 5900, CHNG 5950

--This page was modified on 18 June 2015. Please see the Graduate Catalog Addendum to view changes that were made.--

ENTR - Entrepreneurship

ENTR 5000 Entrepreneurship Process, Methods and Innovation (3)

In this course students will gain insight into how entrepreneurs start businesses or become self-employed and investigate the unique innovation mindset that often accompanies a successful venture. Through engaging lectures and hands-on projects, students will explore their start-up ideas. Students will also discover how entrepreneurship processes and methods function and use them to develop their new venture feasibility plans.

ENTR 5200 Corporate Entrepreneurship (3)

Thinking and behaving as entrepreneurs within corporations is essential for any successful career. This course portrays techniques on how to think and act like entrepreneurs. Entrepreneurial behaviors within corporations that offer incentives to employees to promote entrepreneurial thinking are examined. Attendees will develop a workflow understanding of how entrepreneurs think and act by conducting corporate situational analyses. The entrepreneurial mindset is explained and students will develop a corporate entrepreneurial action plan.

ENTR 5220 Arts Entrepreneurship (3)

An arts entrepreneur can be defined as an individual who develops his/her passion for the arts into an entrepreneurial or self-employment opportunity. This course builds on the imaginative mindset utilized by artists and creative thinkers to operationalize their passions. Knowledge, skill sets and abilities to effectively negotiate the common space that bridges business and the creative arts are developed. This course also provides a framework for students inventing a pathway for practicing their artistic passions as arts entrepreneurs.

ENTR 6000 Walker Business Plan Competition (3)

This course is designed as a capstone experience for graduate entrepreneurship students. Utilizing online platforms, students across US campuses and overseas will compete in a business plan competition. Winners will be awarded monetary and in-kind help. Students will prepare actionable business plans that can meet underwriting standards of Local, National and International Venture Capital firms. We will also prepare students to benefit from crowd funding opportunities. Students will master the art of the pitch and be required to enter The Webster University Business Plan Competition to be judged by a panel of experts.

Prerequisites: This is the capstone course for the graduate certificates in entrepreneurship. Students must complete ENTR 5000 and FINC 5860. In addition depending on which certificate students are enrolled in they must complete one of the following courses. ENTR 5200 OR NPLR 5210 OR ENTR 5220. Students can also seek consent of the instructor or the department.

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WSBT- Walker School

WSBT 5000 Career Success for the 21st Century (1)

This unique course will provide students with a foundation in career management, with a focus on discovery and personal branding, to enable the development of a personalized career action plan. This course is appropriate to students who are starting a new career, changing careers or wishing to advance in their current career field or with their current employer.

Requisites: The student must have completed 12 graduate credit hours from Webster University, or be a Webster alumnus who enrolls in the course as a non-degree seeking student.

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