

Graduate Studies Catalog

2017-18



College of Arts & Sciences
George Herbert Walker School of Business & Technology
Leigh Gerding College of Fine Arts
School of Communications
School of Education

Webster

UNIVERSITY

Published 01 June 2017

Graduate Studies Catalog

For general information or application materials:

U.S. Citizens to the St. Louis Campus

Phone: 314-968-7100
 Fax: 314-968-7116
 E-mail: gadmit@webster.edu

U.S. Citizens to Extended U.S. Campuses

Phone or fax the campus of your choice. (For phone and fax information, see the Campus Locations and Offerings section of this catalog.)

International Students to U.S. Campuses

Phone: international access code +314-968-7433
 Fax: international access code +314-968-7119
 E-mail: intlstudy@webster.edu

U.S. Residents to International Campuses

Phone: 314-968-6988 • 1-800-984-6857
 Fax: 314-968-7119
 E-mail: worldview@webster.edu

Non-U.S. Residents to International Campuses

Phone or fax the campus of your choice. (For phone and fax information, see the Campus Locations and Offerings section of this catalog.)

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

Webster University is academically organized into five schools and colleges:

- College of Arts & Sciences
- George Herbert Walker School of Business & Technology
- Leigh Gerding College of Fine Arts
- School of Communications
- School of Education

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

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

- Certificate Programs

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

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and Webster University. The provisions of this catalog will ordinarily be applied as stated.

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

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

Webster University works with an independent certified public accountant to assure that there is sufficient funding through a tuition guaranty bond. A copy of the bond document can be requested by mail addressed to Webster University, Office of Academic Affairs, 470 E. Lockwood, St. Louis, MO, 63119.

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 non-disqualifying handicap, as required by federal laws and regulations, including Title IX of the 1972 Educational Amendments.

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

Governance

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

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

Notice of Non-Discrimination

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

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of these areas should be addressed to the appropriate individuals identified below.

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

Matters concerning student sexual misconduct:

Phil Storm

Student Conduct Officer/Deputy Title IX Coordinator
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-246-6980
philipstorm12@webster.edu

Ted F. Hoef

Associate Vice President for Student Affairs and Dean of Students
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-968-6980
hoef1@webster.edu

Matters concerning athletics:

James Kilgallon

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

Matters involving student grievances:

Colette Cummings

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

Matters concerning academic issues:

M. Elizabeth (Beth) Russell

Assistant Provost for Graduate Studies
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-246-8298
russelmb@webster.edu

Matters concerning employees and applicants for employment:

Betsy M. Schmutz

Associate Vice President and Chief Human Resources Officer
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119-3194
314-968-6960
schmutz@webster.edu

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Services for Students

Academic Advising

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

Contact Information:

Toll Free: 800-982-3847

Phone: 314-968-6972

Email: advising@webster.edu

Web: www.webster.edu/advising

Academic Resource Center (ARC)

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

Academic Counseling is available to all students, undergraduate and graduate, throughout Webster's global system and includes some specialty programs and consultations (i.e., work with students on Academic Probation, with low or failing grades, with Incompletes, etc.; work with transfer students and students with disability accommodations; and work with conditionally admitted students, including an extensive program for students meeting the criteria for inclusion in the Transitions program). Academic Counseling is one-on-one support that provides the assistance students need when they need it and can include information and conversations about note-taking, resources at Webster, stress relief and management, study skills, time management, and more.

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

Disability Accommodations are available through the ARC, and Webster University considers admission, financial aid, program, and activity applications without regard to disability. The Academic Resource Center's Academic ADA Coordinator helps St. Louis and online students with documented physical, psychological, medical, and/or learning disabilities obtain the accommodations they need to have equal access to information and equal opportunity for program success. At extended sites and international campuses, the site director or a staff designee assists students with disability accommodations. Please see the section titled Services for Students with Disabilities for more information about disability accommodations.

The ARC's **Testing Center** proctors rescheduled tests with an instructor's approval, accommodated tests, MBA prerequisite waiver exams, language placement exams, and various other exams. Appointments should be made at least 24 hours in advance of the requested testing time.

The **Tutoring program** provides a pool of capable tutors who are available to work one-on-one or in small groups with students to help them achieve greater confidence, independence and success as learners. Individual peer tutoring is available by appointment for both short-term "catch-up" work and ongoing support. Online tutoring services in specific subjects are also available for extended campus and online students via WorldClassRoom. To access these services, log in to WorldClassRoom, and click on the Help icon. From there, choose Peer Tutoring Request Form and follow the instructions.

The **Writing Center** provides a friendly, welcoming place where writers receive one-on-one coaching in order to become independent writers and demystify the writing process. Trained coaches help students through the process of writing a paper. Information about how to schedule appointments as well as about online resources and helpful writing tips may be found on the ARC webpage (www.webster.edu/arc). The Online Writing Center draws on a group of writing experts to offer writing coaching to students unable to meet face-to-face. Papers may be submitted via the "Writing Assistance" link in a course's WorldClassRoom template or by following the instructions on the Online Writing Center's website accessible through www.webster.edu/arc.

Contact Information:

Phone: 314-246-7620

Email: arc@webster.edu

Web: www.webster.edu/arc

Facebook: <https://www.facebook.com/websterARC>

Services for Students with Disabilities

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

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

Students with documented disabilities should contact the ARC to arrange for appropriate accommodations to ensure equal access to Webster's programs and activities. Assistive technology consultation for Kurzweil 3000, Dragon Naturally Speaking, ZoomText, JAWS, Smartpen, Braille, alternative texts, alternative keyboards, reading software, and other hardware/software is available upon request. Alternatively formatted textbooks, within publisher permission and copyright parameters, may be ordered for students and faculty and staff members whose documented disabilities include this option as an accommodation.

Contact Information:

Phone: 314-246-7700

Email: disability@webster.edu

Web: www.webster.edu/arc

Facebook: <https://www.facebook.com/websterARC>

Online Learning Center

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

Contact Information:

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

Admission

The **Office of Admission** coordinates the recruitment and processing of applications for undergraduate, graduate and international students.

Contact Information:

Toll Free: 800-753-6765
Phone: 314-246-7800
Fax: 314-968-7122
Email: admin@webster.edu

Career Planning and Development Center

The **Career Planning & Development Center** (CPDC) provides comprehensive career development resources for students. The CPDC website and social media platforms continue to evolve. Through these resources, students can find information about career planning, the labor market, résumé best practices, interviewing skills and job search strategies. Through Gorlok Career Link, Webster University's online career management system, students can manage their job or internship search process. Additionally, within Gorlok Career Link, students can access Going Global databases which house city and country guides. These guides provide job search resources specific to most major metropolitan cities in the United States and currently have guides for countries throughout the world.

Contact Information:

Toll Free: 800-981-9805
Phone: 314-968-6982
Email: careercn@webster.edu
Web: www.webster.edu/career-services
Facebook: <https://www.facebook.com/WUCareerPlanning>
Twitter: <https://twitter.com/WebUCareerServ>
YouTube: <http://bit.ly/1Pit1jr>

Financial Aid

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

Contact Information:

Toll Free: 800-983-4623
Phone: 314-968-6992
Fax: 314-968-7125
Email: financialaid@webster.edu
Web: www.webster.edu/financialaid

IT Service Desk

The **IT Service Desk** is a centralized contact for all technology issues, including those pertaining to setting up a Webster email account and Student Services, as well as support with WorldClassRoom (Canvas) and network issues.

Contact Information:

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

International Opportunities

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

As a leader in study abroad education, Webster understands the varying regulations governing travel and study within our network of international campuses. The friendly staff members in **International Recruitment and International Services (IRIS)** assist Webster students from all over the world with these issues, providing help with visas, work, health services, lodging and much more.
Web: www.webster.edu/iris

The **Multicultural Center and the International Student Affairs (MCISA)** office provides programs and services to students and faculty and staff members to help foster a community environment that recognizes social differences; respects cultural uniqueness; and facilitates cross-cultural interaction, learning and appreciation.
Web: blogs.webster.edu/mcisa

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

International Study Opportunities for Webster Students

The **Office of Study Abroad** in St. Louis is the place to start for U.S.-based students looking to study at any of Webster's international campuses and beyond. The office prepares students for their travel and connects them with the campus directors and program coordinators who will help them succeed. A wealth of information and links to resources may be found on the Study Abroad website.

Contact Information:

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

Library

The **Webster University Library** offers the latest in collections, online resources and information technology. The Library houses a collection of more than 300,000 volumes of books, periodicals, scripts, music scores, CDs, DVDs, Blu-Ray, and other media. Library resources are not limited to materials found in the building. At <http://library.webster.edu> students and faculty and staff members will discover a wealth of electronic resources including eBooks, articles, streaming video and music, online tutorials, research guides - all accessible 24/7 from campus, home, or

office. The Library also provides services to obtain books and articles from other libraries for patrons' research needs.

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

Contact Information:

Toll Free: 800-985-4279

Phone: 314-968-6950

Email: <http://libanswers.webster.edu/ask>

Web: library.webster.edu

funds, the Money for Textbooks program (for St. Louis and online students only), and the undergraduate tuition adjustment process; makes referrals to appropriate resources; advises on all policies affecting students; and coordinates all student conduct proceedings, as well as Title IX investigations for student cases.

Contact Information:

Toll Free: 800-981-9804

Phone: 314-968-6980

Fax: 314-963-4757

Email: studentaffairs@webster.edu

Web: www.webster.edu/campus-life

Military Student Information

Webster University and the U.S. Department of Defense have worked together for more than 40 years to provide high-quality and cost-effective undergraduate and graduate programs at military installations across the nation.

Webster University's **Office of Military Affairs (OMA)** is committed to the continuing education needs of our military. The OMA's mission is to provide Webster's military students with access to the global Webster University network through a "single touch point." The OMA can assist military students in multiple areas, including financial aid, academic advising, academic testing, transfer credit (including our 43 Cooperative Degree programs with DoD school houses, such as Army Captain's Career Courses), grants and proposals, military alumni and military student life activities (tutoring, writing assistance, accommodation assistance). Webster University has a full-time Veterans Administration (VA) Success on Campus (VSOC) representative on the main campus who is fully equipped to offer Webster military veteran students the VA help they may need. Additionally, the main campus has a Veteran's Center where veterans can go to relax, study or network.

Contact Information:

Toll Free: 800-981-9801, ext. VETS (8387)

Phone: 314-246-VETS (8387)

E-mail: oma@webster.edu

Web: www.webster.edu/military

Office of the Registrar

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

Contact Information:

Toll Free: 800-987-3447

Phone: 314-968-7450

Fax: 314-968-7112

Email: registraroffice@webster.edu

Web: www.webster.edu/academics/registrar.html

Student Affairs

Student Affairs is responsible for all co-curricular programs including Career Planning and Development, Campus Ministry, Counseling, First Year Experience (FYE) and Undergraduate Persistence, Campus Dining Services, Housing and Residential Life, Student Health Services, Multicultural and International Student Affairs, WebsterLEADS, Office of Student Engagement, and the University Center. The Dean's office responds to student concerns and problems; administers emergency student loan

Key Dates from the Academic Calendar

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

For programs in:

College of Arts & Sciences MA, MS
School of Communications MA, MS
Walker School of Business & Technology DMgt, MA, MBA, MHA, MPA, MS

Summer 2017

- May 29 - July 28
- **August 5:** Graduation date

Fall 2017

- **August 21:** First day of Fall 1 classes
- **October 20:** Last day of Fall 1 classes
- **October 21:** Fall 1 graduation date
- **October 23:** First day of Fall 2 classes
- **December 22:** Last day of Fall 2 classes
- **December 23:** Fall 2 graduation date

Spring 2018

- **January 8:** First day of Spring 1 classes
- **March 9:** Last day of Spring 1 classes
- **March 10:** Spring 1 graduation date
- **March 19:** First day of Spring 2 classes
- **May 12:** Commencement
- **May 18:** Last day of Spring 2 classes
- **May 19:** Spring 2 graduation date

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

For programs in:

College of Arts & Sciences MSN
Leigh Gerding College of Fine Arts MFA, MM
School of Education EdS, MA, MAT, MET

Summer 2017

- June 5 – July 28
- **August 5:** Graduation date

Fall 2017

- **August 28:** First day of Fall 1 and semester classes
- **October 20:** Last day of Fall 1 classes
- **October 23-27:** Fall Break – no classes
- **October 30:** First day of Fall 2 classes
- **December 22:** Last day of Fall 2 and semester classes
- **December 23:** Graduation date

Spring 2018

- **January 15:** First day of Spring 1 and semester classes
 - **March 9:** Last day of Spring 1 classes
 - **March 12-16:** Spring Break – no classes
 - **March 19:** First day of Spring 2 classes
 - **May 11:** Last day of Spring 2 and semester classes
 - **May 12:** Commencement
 - **May 19:** Graduation date
-

International Campuses

Fall 2017

First 8-Week Session

- Athens: **Aug. 28 - Oct. 30**
- China - Chengdu, Shanghai: **Aug. 6 - Oct. 15**
- Geneva, Ghana, Leiden, Thailand, Vienna: **Aug. 21 - Oct. 13**

Second 8-Week Session

- Athens: **Oct. 30 - Dec. 22**
- China - Chengdu: **Oct. 21 - Dec. 15**
- China - Shanghai: **Oct. 21 - Dec. 17**
- Geneva, Ghana, Leiden, Thailand, Vienna: **Oct. 23 - Dec. 15**

Spring 2018

First 8-Week Session

- Athens, Geneva, Leiden, Thailand, Vienna: **Jan. 15 - Mar. 9**
- China - Chengdu: **Jan. 2 - Mar. 18**
- China - Shanghai: **Jan. 6 - Mar. 3**
- Ghana: **Jan. 8 - Mar. 2**

Second 8-Week Session

- Athens: **Mar. 14 - May 11**
 - China - Chengdu: **Mar. 25 - May 20**
 - China - Shanghai: **Mar. 10 - May 19**
 - Geneva, Leiden, Thailand, Vienna: **Mar. 19 - May 11**
 - Ghana: **Mar. 12 - May 4**
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Holiday Schedule

- **May 29, 2017:** Memorial Day
- **July 4, 2017:** U.S. Independence Day observance
- **September 4, 2017:** Labor Day
- **November 11, 2017:** Veterans Day*
- **November 23, 2017:** Thanksgiving Day
- **November 24, 2017:** Thanksgiving Friday
- **December 24, 2017 - January 1, 2018:** Winter Holiday
- **January 15, 2018:** Martin Luther King, Jr. Day

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

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

Mission and Values

Mission

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

Vision

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

Core Values

Students

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

Learning

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

Diversity and Inclusion

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

Global Citizenship

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

Statement of Ethics

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

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

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

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

Webster University endeavors to fulfill the following expectations:

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

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

Accreditation and Memberships

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

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

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

Licensure/Approvals and Specialized Accreditation

State Licensures

Arizona

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

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

Arizona State Board for Private Postsecondary Education
1400 West Washington, Room 260
Phoenix, AZ 85007
Phone: 602-542-5709
www.azppse.gov

Arkansas

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, course or degree program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

California

Campuses at Irvine and Los Angeles Air Force Base are approved by the California Bureau for Private Postsecondary Education (BPPE).

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

If you have lost your contract, ask the school for a description of the refund policy. If the school closes before you graduate, you may be entitled to a refund.

If you have any complaints, questions, or problems which you cannot work out with the school, write or call:

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818
Phone: 916-445-3427

Colorado

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

District of Columbia

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

Florida

Campuses at Orlando, Jacksonville, Lakeland, Merritt Island, Ocala, Melbourne, Tampa Bay, and at Naval Air Station Jacksonville are licensed by the Florida Commission for Independent Education.

Credits and degrees earned from colleges licensed by this board do not automatically qualify the holder to participate in professional licensing examinations in the State of Florida. Any person interested in practicing a regulated profession in Florida should contact the appropriate state regulatory agency.

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

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

Georgia

Campuses at Fort Gordon, Fort Stewart, and Hunter Air Force Base are authorized by Georgia's Nonpublic Postsecondary Education Commission.

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

Non-Public Postsecondary Education Commission
2082 East Exchange Place Suite 220

Accreditation and Memberships

Tucker, Georgia 30084-5305
Phone: 770-414-3300
Fax: 770-414-3309
Office hours: 8:30-4:30 (Monday to Friday)
<http://www.gnpec.org/>

Illinois

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

Kansas

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

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

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

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

Kentucky

The campus at Louisville is licensed by the Kentucky Council on Post-Secondary Education.

Maryland

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

Missouri

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

North Carolina

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

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

University of North Carolina General Administration
910 Raleigh Road
P.O. Box 2688
Chapel Hill, NC 27515
Phone: 919-962-1000
www.northcarolina.edu

Oklahoma

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

South Carolina

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

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

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

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

Tennessee

The campus at Memphis Naval Support Activity is authorized by the Tennessee Higher Education Commission.

This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Texas

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

Utah

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

Virginia

Campuses at Fort Belvoir and at Joint Base Myer/Henderson Hall are approved by the State Council of Higher Education for Virginia (SCHEV).

If a student has any complaints, questions or problems which were not resolved by the school to your satisfaction, you may contact:

State Council of Higher Education for Virginia (SCHEV)
101 N. 14th Street
Richmond, VA 23219
Phone: 804-225-2600

Specialized Accreditations

- Business and Management programs are accredited by the Accreditation Council for 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 Accreditation Commission for Education in Nursing (ACEN). Accreditation Commission for Education in Nursing (ACEN) 3343 Peachtree Road, Suite 850 Atlanta, GA 30326 404-975-5000 www.acenursing.org
- The nursing anesthesia program is accredited by the Council of Accreditation (COA) of nurse anesthesia educational programs.
- Education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE).
- Webster University is registered for state teachers' certificates by the Department of Education of the State of Missouri.
- MA in Early Childhood Education and MAT in Early Childhood Education programs received recognition from the National Association for the Education of Young Children (NAEYC).
- MA in Reading received recognition from the International Reading Association (IRA).
- MA in Teaching English as a Second Language received recognition from the Teachers of English to Speakers of Other Languages (TESOL).
- EdS in Educational Leadership, online and face-to-face programs, received recognition from the Educational Leadership Constituent Council (ELCC) of the National Policy Board for Education Administration (NPBEA).
- EdS in School Systems, Superintendency and Leadership received recognition from the Educational Leadership Constituent Council (ELCC) of the National Policy Board for Education Administration (NPBEA)
- **Only** the St. Louis campus' legal studies in BA, MA and paralegal certificates are approved by the American Bar Association (ABA)
- The MA in Counseling, Clinical Mental Health emphasis, (Webster Groves, MO only) is accredited by the council for Accreditation of Counseling and Related Educational Programs (CACREP).
- Webster University is registered as an Approved Continuing Education Partner (ACEP) with the National Board for Certified Counselors, Inc (NBCC).

International Accreditation and Recognitions

- **China:** The Webster University MBA program, offered in partnership with the Shanghai University of Finance and Economics (SUFE) and the University of Electronic Science and Technology of China (UESTC), is officially recognized by the Ministry of Education in China.
- **Ghana:** Webster University Ghana is fully accredited by the National Accreditation Board of Ghana.
- **Greece:** Webster University, through its Athens Campus, Webster Athens, has been accredited/licensed by the Ministry of Education, Research and Religious Affairs of the Hellenic Republic to operate in Hellas [Greece] under permit 127051/K1/01.08.2016 [Government Gazette 2585/B/22.08.2016].
- **Thailand:** Webster University in Thailand is accredited as a private university by the Thailand Ministry of Education under Thai law.
- **Austria:** Webster University in Vienna is accredited by the Austrian Ministry for Science and Research as a private university under Austrian law.

- **The Netherlands:** Selected Webster University programs in the Netherlands are accredited by the Netherlands-Flemish Accreditation Agency (NVAO). Webster is an approved institute of higher education under Dutch law.

Memberships

Webster University holds membership in the following organizations or associations:

- American Association for Paralegal Education
- American Association of Colleges of Nursing (AACN)
- American Association of Colleges of Teacher Education (AACTE)
- American Council on Education
- ASIS International
- Association of American College and University Programs in Switzerland
- Association of American Colleges and Universities (AAC&U)
- Association of Theatre in Higher Education
- College Art Consortium
- College Board
- College Consortium for International Studies
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council for Adult and Experiential Learning (CAEL)
- Council of Independent Colleges (CIC)
- Council on International Educational Exchange
- Educational Theatre Association
- Higher Education Council of Metropolitan St. Louis
- Independent Colleges and Universities of Missouri
- Institute of International Education
- International Council of Fine Arts Deans
- Missouri Music Educators Association
- National Education Association
- Society for Human Resource Management

Webster University has a signed Department of Defense (DoD) Voluntary Partnership Education Memorandum of Understanding (MOU), showing the commitment and value that Webster University places on the school's relationship with the military and providing military members with high quality educational services. Webster University recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences.

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

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

Tuition, Fees and Refunds

Tuition and Fees

The tuition rates listed below are for the 2017-18 academic year and are subject to change.

Tuition (per credit hour) for MA, MS, MSN, MBA, MHA, MFA, MPA, MM*	
St. Louis area campuses [^]	\$730
California metropolitan campuses	\$715
Other metropolitan campuses	\$595
English as a Second Language (ESL) classes	\$350
Online courses	\$780
* Excludes School of Education students [^] Except doctoral students and other specialized degree programs.	

Tuition for Military (Active Duty Military, Reserve, and Guard) (per credit hour) [^]	
Metropolitan locations	\$360
Military locations	\$360
Online courses	\$470
Civilian students (including veterans) on military bases ** †	\$595
[^] Except doctoral students and other specialized degree programs. ** Federal employees, Government contractors on the installation and dependents of Active Duty Military, National Guard and Reserve who enroll in on-base, in-classroom courses. are eligible for Webster University's USA Scholarship. † Qualified First Responders are eligible for Webster University's First Responder Scholarship.	

MS in Nurse Anesthesia students	
Tuition (per term)	\$6,025
Fees (per term)	\$800
Transfer credit	\$730

Doctor of Management (DMgt) and Doctor of Education (EdD) students	
Regular Tuition	\$820

Doctor of Management (DMgt) and Doctor of Education (EdD) students	
Tuition for Military and First Responders (Webster Groves campus)	\$545

Global MA (GMA) students	
Tuition (per year)	\$50,300

Tuition (per credit hour) for School of Education students	
St. Louis area campuses***	\$585
Extended campus locations	\$395
Online courses	\$625
In-service courses	\$75 - \$645
*** Includes courses held at the Webster Groves School District location.	

Additional Fees

Application Fee <i>non-refundable</i>	\$50
Graduation Fee <i>non-refundable</i>	\$75
Transcript Fee	\$10
Study Abroad <i>non-refundable.</i>	Varies
<i>NOTE: Courses in various academic programs sometimes require expendable supplies or services, and in these cases the student may be billed a class fee for such costs.</i>	

School of Education Graduate Alumni Discount

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

Payment Requirements

Payment and/or payment arrangements are required at registration. The payment options offered include:

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

Some options require the submission of appropriate documentation. The deferred payment plan option requires a deferred payment fee to be paid at the time of registration. The University reserves the right to refuse deferred payment privileges

for any student whose account is overdue or has been overdue in the past.

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

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

Tuition Refunds

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

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

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 percent 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:

	Date	16-Week Class	8- or 9-Week Class
Drop:	Week 1	100%	100%
	Week 2	100%	100%
Withdrawal:	Week 3	50%	50%
	Week 4	50%	25%
	Week 5	25%	0%
	Week 6	25%	0%
	Week 7	25%	N/A
	Week 8	25%	N/A
	Week 9	0%	N/A

The deposit and refund policies at our international campuses may differ from the above. Please refer to the catalog of the international campus you are attending for details.

Late Refund Request

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

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

Financial Aid

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

Cost of Attendance

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

Federal Financial Aid Student Eligibility

To be eligible for federal financial aid, also referred to as Title IV funds, a student should:

Tuition, Fees and Refunds

- Be a U.S. citizen or an eligible noncitizen.
- Have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Be registered with Selective Service, if the student is male and between the ages of 18 and 25.
- Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.
- Be enrolled at least half-time to be eligible for Direct Loan Program funds.
- Maintain satisfactory academic progress in college or career school.
- Sign statements on the Free Application for Federal Student Aid (FAFSA) stating that:
 - The student is not in default on a federal student loan and does not owe money on a federal student grant.
 - The student will use federal student aid only for educational purposes.
 - Show that the student is qualified to obtain a college or career school education by:
 - Having a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate, or
 - Completing a high school education in a homeschool setting approved under state law.

Gift Aid

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

Self-Help Aid

Student loans (repaid with interest after leaving the University) may reduce both direct (tuition, fees, campus residence, books) and indirect costs (living expenses, transportation, day care).

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

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

Satisfactory Academic Progress

According to the United States Department of Education regulations, all students applying for federal and/or state financial assistance must maintain satisfactory progress in their course of study to receive these funds. These standards stipulate, but are not limited to, maintaining acceptable grades, completing a sufficient number of credit hours per semester, and completing a degree within a reasonable time frame. A student who does not meet these standards is not eligible to receive federal, state, and/or institutional financial aid. All semesters of attendance are considered for satisfactory progress regardless of whether the

student received aid. Adherence to the following standards will be necessary for continued financial aid eligibility. A student must be making academic progress regardless of whether the student had previously received aid. Before aid is disbursed, a student's progress will be evaluated annually after spring semester grades are recorded. Any student who has not previously received financial aid may not be notified of their status until they apply for financial aid.

Satisfactory Academic Progress is determined by:

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

Students must complete attempted hours according to the following:

- Completion of 67% of cumulative hours attempted (i.e., a student attempts 15 hours and must complete 10 hours).
- Course grades of "I", "WF", "W", or "F" are considered as attempted and not completed.
- Courses completed at Webster University as well as courses transferred and accepted by Webster University are considered in the Pace of Progression completion rate.
- Once a student completes the coursework for a class in which they had previously earned a grade of "I", they must notify the Financial Aid Office of the completion and the financial aid status will be reviewed and updated.

Maximum Time-Frame

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

Satisfactory Academic Progress Monitoring

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

Suspension/Academic Plan Probation Status

A student will be placed on Financial Aid Suspension if:

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

and/or

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

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

Non-Satisfactory Progress Appeal

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

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

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

A student placed on a Financial Aid Academic Plan Probation:

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

Reinstatement

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

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

University Withdrawal

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

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

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

Graduate Assistantships

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

Veterans' Educational Benefits

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

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

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

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

Campus Locations and Offerings

The 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 18 states and in the District of Columbia. Internationally, the University has campuses in Africa, China, Austria, The Netherlands, Switzerland, and Thailand. Webster also offers many of its programs online.

Not all degrees and majors are offered at every Webster University location. Campus offerings listed below are accurate as of April 1, 2017. Please see individual campus websites or Webster's Program Finder for current offerings. A schedule of courses for the academic year is available online and at all Webster University locations that offer degree programs.

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

^These are campuses on military bases. Students may be required to produce U.S. government issued picture ID to enter the base. It is recommended that new international students coming from abroad who do not have U.S. government issued picture ID not be admitted to these campuses. Only current international students who have U.S. government issued picture IDs should be admitted to these campuses.

United States

Arizona

Luke Air Force Base[^]

P.O. Box 726
Litchfield Park, AZ 85340
Ph: (623) 536-6880
Fax: (623) 536-6882
luke@webster.edu

Programs offered:

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

Arkansas

Fayetteville Metro^{*}

Millsap Plaza
688 Millsap Rd., Suite 200
Fayetteville, AR 72703
Ph: (479) 571-1511
Fax: (479) 571-3511
fayetteville@webster.edu

Programs Offered:

- Human Resources Management (MA)
- Management and Leadership (MA)
- 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
fortsmith@webster.edu

Programs Offered:

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

Little Rock Air Force Base[^]

1490 Vanderberg Blvd., Room 109
Jacksonville, AR 72099
Ph: (501) 988-5331
Fax: (501) 988-1571
littlerockafb@webster.edu

Programs Offered:

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

Little Rock Metro^{*}

200 W. Capitol Ave. Suite 1500
Little Rock, AR 72201
Ph: (501) 375-1511
Fax: (501) 375-1623
littlerock@webster.edu

Programs Offered:

- Cybersecurity (MS)
- Human Resources Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)

California

Irvine Metro^{*}

32 Discovery, Suite 250
Irvine, CA 92618
Ph: (949) 450-9066
Fax: (949) 450-9004
irvine@webster.edu

Programs offered:

- Human Resources Management (MA)
- Latino Communication Leadership (Certificate)
- Latino Media (Certificate)
- Management and Leadership (MA)
- Master of Business Administration (MBA)

Los Angeles Air Force Base[^]

61 FSS/FSDE
483 N. Aviation Blvd.
Bldg. 272, Rm. C2-207
El Segundo, CA 90245
Ph: (310) 607-8005
Fax: (310) 607-8008
losangeles@webster.edu

Programs offered:

- Business and Organizational Security Management (MA)
- Government Contracting (Certificate)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Procurement and Acquisitions Management (MA)

Colorado**Colorado Springs Metro***

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

Programs offered:

- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Finance (MS)
- Government Contracting (Certificate)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Procurement and Acquisitions Management (MA)
- Space Systems Operations Management (MS)

Peterson Air Force Base^

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

Programs offered:

- Change Leadership (MA) - *Teach Out*
- Government Contracting (Certificate)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Procurement and Acquisitions Management (MA)
- Space Systems Operations Management (MS)

District of Columbia**Joint Base Anacostia-Bolling/Bolling AFB****

112 Brookley Avenue
 Washington, DC 20032-8171
 Ph: (202) 552-0075
 Fax: (202) 561-7263
 bolling@webster.edu

Programs offered:

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

Florida**Jacksonville Metro***

10407 Centurion Parkway N., Suite 210
 Jacksonville, FL 32256
 Ph: (904) 268-3037
 Fax: (904) 262-1459

jacksonville@webster.edu

Programs offered:

- Counseling (MA)
- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Finance (MS)
- Global Business (Certificate)
- Government Contracting (Certificate)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Project Management (Certificate)

Jacksonville Naval Air Station^

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

Programs offered:

- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Finance (MS)
- Global Business (Certificate)
- Government Contracting (Certificate)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Procurement and Acquisitions Management (MA)
- Project Management (Certificate)

Lakeland Metro*

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

Programs offered:

- Counseling (MA)
- Cybersecurity - Threat Detection (Certificate)
- Global Business (Certificate)
- Government Contracting (Certificate)
- Human Resources Management (MA)
- Human Services (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Project Management (Certificate)

Melbourne*

1775 W. Hibiscus Blvd. Suite 100
 Melbourne, FL 32901-2620
 Ph: (321) 956-6700
 Fax: (321) 956-6525
 melbourne@webster.edu

Programs offered:

Campus Locations and Offerings

- Counseling (MA)
- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Global Business (Certificate)
- Government Contracting (Certificate)
- Human Resources Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Procurement and Acquisitions Management (MA)
- Project Management (Certificate)

Merritt Island*

150 N. Sykes Creek Parkway, Suite 200
Merritt Island, FL 32953
Ph: (321) 449-4500
Fax: (321) 454-7799
spacecoast@webster.edu

Programs offered:

- Business and Organizational Security Management (MA)
- Counseling (MA)
- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Global Business (Certificate)
- Government Contracting (Certificate)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Procurement and Acquisitions Management (MA)
- Project Management (Certificate)

Ocala Metro*

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

Programs offered:

- Counseling (MA)
- Cybersecurity - Threat Detection (Certificate)
- Global Business (Certificate)
- Government Contracting (Certificate)
- Human Resources Management (MA)
- Human Services (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Project Management (Certificate)

Orlando Metro*

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

Programs offered:

- Counseling (MA)
- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Finance (MS)
- Global Business (Certificate)
- Government Contracting (Certificate)
- Human Resources Management (MA)
- Human Services (MA)

- Information Technology Management (MA)
- Latino Communication Leadership (Certificate)
- Latino Media (Certificate)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Project Management (Certificate)

Tampa Bay/St. Petersburg*

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

Programs offered:

- Cybersecurity - Threat Detection (Certificate)
- Counseling (MA)
- Global Business (Certificate)
- Government Contracting (Certificate)
- Human Resources Management (MA)
- Human Services (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Project Management (Certificate)

Georgia

Fort Gordon^

Education Division
741 Barnes Ave., Building 21606
Fort Gordon, GA 30905
Ph: (706) 798-3955
fortgordon@webster.edu

Programs offered:

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

Fort Stewart^

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

Programs offered:

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

Hunter Army Airfield^

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

Programs offered:

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

Illinois

Great Lakes Naval Base[^]

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

Programs offered:

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

Scott Air Force Base[^]

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

Programs offered:

- Government Contracting (Certificate)
- Human Resources Development (MA)
- Information Technology Management (MA)
- International Relations (MA)
- Management and Leadership (MA)
- Procurement and Acquisitions Management (MA)

Kansas

Fort Leavenworth[^]

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

Programs offered:

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

McConnell Air Force Base[^]

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

Programs offered:

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

Kentucky

Louisville Metro^{*}

1031 Zorn Avenue, Suite 200
Louisville, KY 40207
Ph: (502) 896-1835
Fax: (502) 896-1838
louisville@webster.edu

Programs offered:

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

Maryland

Joint Base Andrews/Andrews Air Force Base[^]

316 MSS/DPE 1413 Arkansas Rd.
Andrews Air Force Base, MD 20762-6405
Ph: (301) 420-2256
Fax: (301) 420-2258
aafb@webster.edu

Programs offered:

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

Southern Maryland Educations Center^{*}

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

Programs offered:

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

Missouri

Fort Leonard Wood[^]

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

Programs offered:

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

Campus Locations and Offerings

Gateway Campus*

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

Programs offered:

- Business and Organizational Security Management (MA)
- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Finance (MS)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Human Services (MA)
- Legal Studies (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Paralegal Studies (Certificate)
- Project Management (Certificate)

Kansas City Metro*

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

Programs offered:

- Counseling (MA)
- Cybersecurity (MS)
- Education and Innovation (MA)
- Educational Technology (MET)
- Human Resources Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Teaching English as a Second Language (MA)

Rolla Metro*

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

Programs offered:

- Counseling (MA)
- Human Services (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)

St. Louis Home Campus*

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

Programs offered:

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

Westport*

11885 Lackland Rd., Suite 600

Maryland Heights, MO 63146

Ph: (314) 968-5955
Fax: (314) 291-5099
westport@webster.edu

Programs offered:

- 1-Year MBA: Master of Business Administration (MBA)
- Cybersecurity - Threat Detection (Certificate)
- Finance (MS)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Human Services (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Procurement and Acquisitions Management (MA)
- Project Management (Certificate)
- Science Management & Leadership (MS)

WingHaven*

2229 Technology Drive, Suite 300
O'Fallon, MO 63368-7344
Ph: (636) 561-2400
Fax: (636) 625-2522

Programs offered:

- 1-Year MBA: Master of Business Administration (MBA)
- Cybersecurity - Threat Detection (Certificate)
- Human Resources Management (MA)
- Human Services (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)

North Carolina

Camp Lejeune^

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

Programs offered:

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

Fort Bragg^

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

Programs offered:

- Business and Organizational Security Management (MA)
- Counseling (MA)
- Government Contracting (Certificate)
- Human Resources Management (MA)
- Information Technology Management (MA)
- International Relations (MA)
- Management and Leadership (MA)

- Master of Business Administration (MBA)
- Procurement and Acquisitions Management (MA)

Oklahoma

Fort Sill[^]

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

Programs offered:

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

Tinker Air Force Base[^]

72 FSS/FSDE BLDG 201 SE
7751 1st Street
Tinker AFB, OK 73145
Ph: (405) 732-7110
Fax: (405) 732-7253
tinker@webster.edu

Programs offered:

- Information Technology Management (MA)
- Management and Leadership (MA)

South Carolina

Joint Base Charleston/Charleston Air Force Base[^]

101 West Hill Blvd., Bldg. 221
Charleston AFB, SC 29404
Ph: (843) 767-2278
Fax: (843) 767-2235
charleston@webster.edu

Programs offered:

- Business and Organizational Security Management (MA)

Charleston Metro*

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

Programs offered:

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

Columbia Metro*

100 Gateway Corporate Blvd.
Columbia, SC 29203
Ph: (803) 699-0900
Fax: (803) 699-2488

columbia@webster.edu

Programs offered:

- 1-Year MBA: Master of Business Administration (MBA)
- Counseling (MA)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)

Fort Jackson[^]

P.O. Box 10328
Ft. Jackson, SC 29207
Ph: (803) 738-0603
Fax: (803) 738-0338
jackson@webster.edu

Programs offered:

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

Greenville Metro*

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

Programs offered:

- 1-Year MBA: Master of Business Administration (MBA)
- Counseling (MA) - *Teach Out*
- Human Resources Development (MA)
- Human Resources Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)

Myrtle Beach Metro*

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

Programs offered:

- Counseling (MA)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)

Shaw Air Force Base

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

Programs offered:

Campus Locations and Offerings

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

Tennessee

Memphis Naval Support Activity^

5750 Essex Street
Room 7144
Millington, TN 38054
Ph: (901) 873-1531
Fax: (901) 873-1534
memphis@webster.edu

Programs offered:

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

Texas

Fort Bliss*^

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

Programs offered:

- Business and Organizational Security Management (MA)
- Counseling (MA)
- Educational Technology (MET)
- Government Contracting (Certificate)
- Human Resources Development (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)

Joint Base San Antonio/Fort Sam Houston^

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

Programs offered:

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

Joint Base San Antonio/Lackland Air Force Base^

1550 Wurtsmith St.
Bldg. 5725, Room 156
Lackland AFB, TX 78236-5251
Ph: (210) 674-0014
Fax: (210) 670-9035
lackland@webster.edu

Programs offered:

- Human Resources Development (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Health Administration (MHA)
- Procurement and Acquisitions Management (MA)

Joint Base San Antonio/Randolph Air Force Base^

Education Services Center
Building 208, 301 B Street West
Randolph AFB, TX 78150-4521
Ph: (210) 658-0707
Fax: (210) 658-6405
randolph@webster.edu

Programs offered:

- Human Resources Management (MA)
- Management and Leadership (MA)

San Antonio Metro*

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

Programs Offered:

- Counseling (MA) with an Emphasis in Clinical Mental Health
- Cybersecurity - Threat Detection (Certificate)
- Government Contracting (Certificate)
- Human Resources Management (MA)
- Latino Communication Leadership (Certificate)
- Latino Media (Certificate)
- Master of Business Administration (MBA)
- Procurement and Acquisitions Management (MA)
- Project Management (Certificate)

Utah

Hill Air Force Base^

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

Programs offered:

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

Virginia

Fort Belvoir*^

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

Programs offered:

- Business and Organizational Security Management (MA)
- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)

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

Henderson Hall^

1555 Southgate Rd.
Joint Base Myer-Henderson Hall
Building 29, Room 206
Arlington, VA 22214
Ph: (844) 347-0568
hall@webster.edu

Programs offered:

- Cybersecurity (MS)

International**Austria****Vienna**

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

Programs offered:

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

*The master of science (MS) degree is abbreviated as MSc in Vienna.

China**Shanghai**

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

Programs offered:

- Master of Business Administration (MBA)

Chengdu

University of Electronic Science & Technology of China
Cengdu, Sichuan, 610054, China
Ph: (011) 86 (28) 83200870

Programs offered:

- Master of Business Administration (MBA)

Shenzhen

Shenzhen Campus of Shanghai University
SUFE Shenzhen
3F Sichuan Building, Hongli Road,
Futian District, Shenzhen. 518028
Tel: (011) 86 (755) 8367 3553,
(011) 86 (755) 8367 3280,
(011) 86 13723721172

Programs offered:

- Master of Business Administration (MBA)

Ghana**Accra**

4th Circular Road
Cantonments
Accra, Ghana
Ph: +233-30-277-4250
ghana@webster.edu

Programs offered:

- International Relations (MA)
- Master of Business Administration (MBA)

Greece**Athens**

5 Marcus Aurelius
2 Kyristou and Lysiou Streets
Athens, Greece
GR 105 57
Ph: +011 30 210 3239908

Programs offered:

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

The Netherlands**Leiden**

Boommarkt 1-2311 EA
Leiden, Netherlands
Ph: (011) 31 (0)71 516 8000
Fax: (011) 31 (0)71 516 8001

Programs offered:

- 1-Year MBA: Master of Business Administration (MBA)
- Cybersecurity (MS)
- International Relations (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- New Media Production (MA)
- Psychology with an Emphasis in Counseling Psychology (MA)

Switzerland**Geneva**

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

Programs offered:

- 1-Year MBA: Master of Business Administration (MBA)
- Counseling (MA)
- Health Care Management (French) (MA)
- Human Resources Management (MA)
- International Nongovernmental Organizations (MA)
- International Relations (MA)
- Healthcare Leadership (French) (Certificate)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Media Communications (MA)

Thailand

Bangkok

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

Programs offered:

- International Relations (MA)
- Media Communications (MA)
- Master of Business Administration (MBA)

Online Programs

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

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

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

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

WebNet+ is a new online video offering at Webster University, which is available for a limited selection of courses and programs. WebNet+, Webster's Networked course delivery method connects students and faculty in real time to learn, engage and collaborate. This allows Webster students from any location to enroll in one of the selected courses and participate virtually in discussions and activities. WebNet+ courses are synchronous, which means that students are expected to login and participate throughout the entire session through technology such as WebEx or Vido as well as WorldClassRoom. Programs indicated with an asterisk (*) below are delivered via the WebNet+ method.

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

Current Online Programs

College of Arts & Sciences

Graduate Degrees

- Criminal Justice (MS)
- Environmental Management (MS)
- Gerontology (MA)
- International Relations (MA)
- Legal Studies (MA)*
- Science Management and Leadership (MS)

Graduate Certificates

- Applied Gerontology Enhancement and Specialization
- Environmental Sustainability
- Gerontology
- Paralegal Studies*

- Science Management and Leadership

George Herbert Walker School of Business & Technology

Graduate Degrees

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

Graduate Certificates

- Cybersecurity - Threat Detection
- Global Business
- Government Contracting
- Organizational Development
- Project Management

School of Communications

Graduate Degrees

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

School of Education

Graduate Degrees

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

Graduate Certificate

- Applied Behavior Analysis (AGC)
- Education for Global Sustainability
- Leadership in Tiered Systems of Support: RTI and PBIS
- Mobile Technology in Education
- Online Teaching and Learning
- Pedagogical Coordination in the Reggio Emilia Approach
- Psychoeducational Needs of Immigrant and Refugee Youth
- Teaching English as a Foreign Language
- Teaching Globalization and History
- Tiered Instruction and Interventions: RTI and PBIS

Admission

General Admission Information

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

Contact Information for the Office of Admission

Office Location:

Webster University
Webster Hall 130
470 East Lockwood Avenue
Saint Louis, MO 63119-3194
U.S.A.

Email: admit@webster.edu

Phone: 314-246-7800 or 1-800-753-6765

Fax: 314-246-7116

Applications and supporting documents may be sent electronically or by regular mail to:

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

Electronically: transcripts@webster.edu

Application documents submitted from outside the United States may use the following mailing address:

Webster University
40 North Rock Hill Road
Webster Groves, Missouri 63119-2242
USA
ATTN: Office of Admission

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

Degree Seeking

Admission Criteria

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

Any transcripts not issued in English will require a certified English translation in addition to the official original language document.

The admission decision will be made only after all required documents are on file with the appropriate office at the University.

Additional Application Requirements by Program

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

Acceptance

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

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

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

To be considered official, transcripts must be received by Webster University directly from the issuing institution. If the student is to deliver transcripts, they must be in sealed, unopened envelopes and certified with the official seal of the issuing institution. Official transcripts may also be directed electronically using an approved safe transmission by sending to transcripts@webster.edu. Official transcripts must be sent directly to the main campus in St. Louis and other documents pertaining to admission should be sent directly to the campus to which the student applied and/or currently attends.

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

Provisional Conditional Admission: This may be granted to students without a transcript on file whose cumulative GPA is at least a 2.0 but below 2.5; however, an official copy of the degree conferred transcript must be received before any federal financial aid may be disbursed and before the student may register for classes for the second term of enrollment at Webster. Upon receipt of the official transcript from the institution awarding the baccalaureate degree, the student will receive a full graduate admission decision with any conditions such as "conditional basis" acceptance noted, based on the final GPA. Conditionally admitted students will be limited to one course per term prior to advancement to candidacy.

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

Admission

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

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

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

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

Military Applicants

Members of the U.S. Army may apply for admission using the GoArmyEd portal. Applications will then be directed to the Office of Admission for entry. Applicants interested in pursuing a sequential degree may not use the portal, but may apply directly to Webster University using the following link: www.webster.edu/apply. All documents required for admission to the degree program will apply.

Application for International Students

Webster University welcomes applications for admission from students from all countries.

Application Requirements

- An International Application. 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 www.webster.edu/apply. A non-refundable application fee of \$50 is required. Application fees vary based upon the campus location, please contact the campus you wish to attend.
- Official transcripts from the educational institution from which the student earned their first bachelors-level degree. For U.S. institutions, this means accreditation from a regional accrediting body. Non-U.S. institutions must be recognized by the Ministry of Education as a university-level provider of higher education and accredited by any appropriate agencies within the home country and any countries in which it operates and/or issues degrees. This transcript and/or diploma must show the degree received and the date conferred. Applicants previously enrolled in graduate-level coursework must submit official transcripts of that work.

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

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 certified English translation.

Additional Application Requirements

- 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), Academic IELTS, or Pearson scores.
- A 300- to 400-word essay on a topic of your choice. You may describe a special interest, experience, or achievement or a curriculum vitae (résumé) that documents prior employment and experience.
- One letter of recommendation from a professor and/or an employer.
- Additional official documentation may be required depending upon an applicant's program of interest or previous educational background. See program page for details.
- Applying for a visa: Students requiring a visa to study in the country in which their campus is located will be required to provide additional documentation for the visa process. Visa documentation requirements can vary at international campus locations depending upon the applicant's citizenship status and/or country of origin at the time of acceptance to the University. Applicants should check with the campus they plan to attend for specifics. The University will notify applicants if additional documentation is required to complete the application file. For current information, please contact the campus at which you plan to enroll.

English Language Proficiency

Applicants whose primary language is not English must document their English language proficiency at the time of application. Applicants normally satisfy this requirement by submitting official scores within the past two years of the Test of English as a Foreign Language (TOEFL) or Academic IELTS scores. The scores required for admission are as follows:

- TOEFL: iBT - 80
- IELTS: Academic: 6.5
- Pearson: 61

Equivalent Cambridge, Oxford, NEAB, TEEP, Academic IELTS, and London Certificate test results that are current can be considered in lieu of the TOEFL. Students who cannot document current evidence of English proficiency should contact the campus to which they are applying for possible on-site testing. In such cases, testing must be completed before the admission decision will be made. Webster University will refer for testing any applicant for admission about whose English language proficiency an admissions officer has concerns. All English as a Second Language (ESL) recommendations and requirements are a condition of the applicant's admission, enrollment, and/or continued enrollment at the University.

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

- St. Louis campus: 6933
- Accra campus: 5517
- Geneva campus: 0546
- Hua Hin/Cha-am campus: 7954
- Leiden campus: 0548
- Vienna campus: 0547

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

- Documentation of successful completion of the ELS Language Center's English for Academic Purposes - or ELS Language Center Level 112.

- Documentation of successful completion of the University of Central Florida's Center for Multilingual Multicultural Studies (CMMS) Intensive English Program.

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.

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.

Application by Non-Degree Seeking Students

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

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

A student may enroll as a non-degree student for up to 6 credit hours. To continue as a non-degree student after the initial 6 credit hours, the student must submit an official undergraduate transcript showing baccalaureate degree conferral to the Office of Admission. Non-degree students should meet with an academic advisor before registering for courses since they are subject to the same prerequisite course requirements that apply to degree-seeking students. Non-degree students interested in pursuing MA in Counseling coursework should consult with the individual department admission requirements that can be found in this catalog under the Counseling program.

Admission Appeal Process

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

- A statement (no longer than 2 pages, double-spaced) detailing the reasons why the Appeal Committee should consider altering the initial admission decision. Students should discuss why they believe they will succeed at Webster

and should convey any important information related to academic potential not indicated on the transcript(s) submitted for admission.

- Updated transcript(s) detailing any college-level coursework completed since the initial admission decision was rendered, if available. Students likely to be granted an appeal will be able to document a measurable change in academic preparedness since the original denial.
- Other documentation may be required upon request.

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

Enrollment

Connections

Connections is a web portal that provides access to Webster's online services. The student's Connections ID and password gives access to Webster e-mail, wireless internet, FTP, and online course services, groups, calendars and announcements. It provides customizable content in the form of tabs, channels, and news feeds. Connections also provides access to a student's biographical information, grades and registration services. For all other IT policies, including the University Email Policy, Acceptable Use Policy, Wireless Network Policy, Data Encryption Policy, and other guidelines, visit: <http://www.webster.edu/technology/references/>.

Registration

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

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

Course Load Guidelines

The minimum course load is 1-3 credit hours per term, and is considered part-time. The maximum course load is 7.5 credit hours per term or 10.5 credit hours in a 16-week course, and is considered full-time. A credit hour overload is anything beyond 7.5 credit hours per term. Students may request permission from their academic advisor for a credit hour overload using the following criteria:

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

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

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

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

Requisite Introductory Course

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

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

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

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

Professional Seminars

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

Final Capstone Course

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

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

Graduate Level Courses

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

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

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

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

Add/Drop/Withdraw Procedures

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

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

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

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

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

Withdrawals are not allowed after the sixth week of an eight- or nine-week course unless there are documented extenuating circumstances. Students should meet with their academic advisor to initiate a review. Late withdrawals are not approved for poor academic performance.

For information on our refund policy following withdrawals, please visit Tuition, Fees and Refunds.

Term and Class Schedule

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

Course Attendance

Students are expected to actively participate in all of their scheduled courses.

Advancement to Candidacy

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

Academic Policies

Conduct

Students enrolling in a graduate program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an educational institution. Misconduct in the University setting can take many forms. Misconduct is defined as being any unacceptable or improper action. Misconduct for which students are subject to discipline is outlined in the Student Code of Conduct (<http://www.webster.edu/studenthandbook/>). Students who engage in any misconduct may be subject to disciplinary action or dismissal from the University, as prescribed in the Student Code of Conduct. Academic Deans, Academic Affairs, Public Safety, Student Affairs and other University personnel may be involved in the review of misconduct cases. To the extent that penalties for any of these misconducts (e.g., theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Academic Honesty Policy

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

Definitions of Academic Dishonesty

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

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

Disciplinary Actions

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

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

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

Credit Hours

Webster University adheres to the credit hour definitions provided by the Higher Learning Commission.

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

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

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

Continuing Enrollment/Break in Enrollment

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

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

MA, MAT and MET students in the School of Education must complete their degree within 7 years of entry into the graduate program. EdD and EdS students in the School of Education must complete their degree program within 5 years of entry into the graduate program. Students requesting to extend these timeframes should consult with a School of Education Academic Advisor.

Grades

Grades reflect the following standards:

- **A/A-**: Superior graduate work. Instructors may choose not to use the pluses and minuses.
- **B+/B/B-**: Satisfactory graduate work. Instructors may choose not to use the pluses and minuses.
- **C**: Work that is barely adequate as graduate-level performance.
- **CR**: Satisfactory graduate work (B- or better); reserved for courses designated by a department, involving internships, a thesis, practicums or specified courses.
- **NC**: Unsatisfactory graduate work; reserved for courses designated by a department.
- **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.
- **W**: Withdrawn from the course.

- **WF:** A student enrolled for the course, did not withdraw, and failed to complete course requirements. Used when, in the opinion of the instructor, there is insufficient completed work to evaluate academic performance. WF is treated the same as an F or NC for all cases involving GPA, academic warning, probation, and dismissal.

NOTE: IP is not a letter grade assigned by an instructor, but it designates a course in progress for the current term.

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

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

Grade Point Average

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.

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

A = 4.0 pts.
 A- = 3.67 pts.
 B+ = 3.33 pts.
 B = 3.0 pts.
 B- = 2.67 pts.
 C = 2.0 pts.
 F = 0 pts.
 ZF = 0 pts.
 NC = 0 pts.
 WF = 0 pts.

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 most recent course is used for GPA calculation.

Grade Appeals

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

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

The steps of a Grade Appeal are:

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

in writing to the appropriate academic dean. The dean's decision is final.

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

Incomplete Process

A grade of incomplete (I) may be assigned by the instructor in situations where the student has satisfactorily completed major components of the course, and has the ability to finish the remaining work without re-enrolling. The instructor determines the appropriateness of a grade of I, establishes the remaining requirements and determines a deadline for course completion. These requirements for resolution of the I grade are 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 should not 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. The ZF grade is failing grade worth zero points for all cases involving GPA, academic warning, probation and dismissal.

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

Repeated Courses

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

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

Graduate Academic Honors

(Excluding doctoral programs.)

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

Sequential degrees and certificates are excluded from this designation.

Academic Warning, Probation and Dismissal

All graduate programs, except MSN

Graduate students are expected to maintain a minimum B grade average in all graduate courses. All grades are considered for purposes of evaluating academic status, though in situations where a student has repeated a course within the same degree program, the most recent grade will be considered toward academic standing only. Grades leading to academic warning,

Academic Policies

probation or dismissal apply to one 3-credit-hour course or three 1-credit-hour professional seminars. A grade of C, F, WF or ZF in a 6-credit-hour internship, project, or thesis is equal to two grades of C or F for academic warning, probation and dismissal purposes. Students are removed from warning or probationary status after two consecutive terms of B grades or higher.

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

- Academic Warning - Students who receive one grade of C are sent a notice of academic warning.
- Academic Probation - Students who receive one grade of F, ZF or WF, or two grades of C are placed on probation. Students are deemed to be on probation as soon as the grade which results in probation is submitted. Students will receive formal written notice of probation by the Office of Academic Affairs in St. Louis. Students on probation are expected to limit their enrollment to one course (3 credit hours) per term.
- Academic Dismissal - Students who receive a grade of C and a grade of F, ZF, WF or NC or two grades of F, ZF, WF or NC or three grades of C are automatically dismissed from the University. Student are deemed to be dismissed as soon as the grade which results in dismissal is submitted. Students will receive formal written notice of dismissal from the Office of Academic Affairs in St. Louis. Students who are dismissed cannot enroll or attend classes unless and until they are reinstated or readmitted pursuant to relevant policies. Dismissal from a graduate program is dismissal from Webster University. The University also reserves the right to dismiss students who continuously withdraw from coursework and do not make satisfactory academic progress.

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

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

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

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

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

Sequential Degree and Certificate Probation and Dismissal

- Students who receive one grade of C are placed on probation.
- Students who receive one grade of F, ZF or WF, or two grades of C are dismissed from the program.

Reinstatement

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

Readmission

- Students may send a written appeal stating the basis for their request for readmission to the Graduate Council in care of the Office of Academic Affairs. Students must send the appeal no sooner than one year following the issuance of the last grade that qualified the student for dismissal, or after a reinstatement appeal was denied by the Graduate Council. The student is responsible for providing a complete and accurate statement describing the circumstances that contributed to his or her poor academic performance.
- Two types of dismissal situations that might create grounds for readmission are: 1) the student has a generally good graduate record at Webster University but experiences a work or personal problem that leads to poor performance; or 2) the student's background is weak in a specific area, e.g., accounting, that leads to poor performance in courses in that area or a related area, e.g., finance.
- In the case of a past work or personal problem, students should submit information or documentation that indicates the nature of the original problem and how it has been resolved. In the case of a weak background in a specific area, students should demonstrate the attainment of the necessary knowledge and/or skills to do graduate work at Webster University, such as successful completion of remedial work in the problem area. In either instance, the student might demonstrate the ability to do graduate work by voluntarily taking a standardized test such as the GMAT.
- If the Graduate Council approves the student's request for readmission, stipulations designed to ensure academic success will be required of the student upon return to his/her studies. If the Graduate Council denies the readmission appeal, the student remains dismissed from the University without further right of appeal.

Dual Majors

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

The following policies apply to dual majors:

- Dual majors may require more than 36 credit hours for completion of the degree if requisite courses are not waived.*
- The dual major should be declared before students have completed six (6) credit hours of coursework to avoid duplication of coursework or the need to take additional classes. Students must meet with their academic advisor to declare the dual major and complete a new program plan.

- Students who have declared dual majors may transfer into the degree program only courses that are equivalent to required courses.
- Students who earn two grades of C in a major will not meet dual major requirements in that major, unless one of the C grades is repeated with a grade of B- or better.
- The counseling MA degree, the MS degree areas, the MBA, the MHA and MPA degree areas are not eligible for the dual major option. Please see the Dual Degrees section for MBA, MHA, MS Finance and MS Science Management & Leadership dual degree options. For additional areas of study, MBA students may also consider the MBA with an emphasis.
- A dual major will receive a single diploma reflecting both areas of concentration.

*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.

Dual Major Option: INTL/INGO

The dual major in International Relations and International Non-Governmental Organizations is designed for the student who wishes to seek a single master of arts degree with two majors: International Relations and International Non-Governmental Organizations. Unlike a sequential or dual degree, the student earns a single master's degree but with two concentrations. It is therefore more credit hours (51 credit hours) than a single-concentration master's (36 credit hours) but still fewer than a sequential degree (60 or 63 credit hours). This dual major program is only offered at the Geneva campus.

Dual Degrees

Dual Degree Option: MBA/MHA

The MBA/MHA dual degree option requires the completion of 57 credit hours consisting of the 9 required core courses (27 credit hours) in the master of health administration (MHA) and the 10 required core courses (30 credit hours) in the master of business administration (MBA), as listed in the respective sections of this catalog.

Upon completion of the 57 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.)

Dual Degree Option: MBA/MS Finance

The MBA/MS finance dual degree option requires the completion of 48 credit hours: 2 courses (6 credit hours) that are required for both programs, 6 required courses (18 credit hours) in the MS in finance, and 8 required courses (24 credit hours) in the MBA.

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

Dual Degree Option: MBA/MS Science Management & Leadership (SCML)

The MBA/SCML dual degree option requires the completion of 45 credit hours consisting of 5 required core courses (15 credit hours) in the MS in Science Management and Leadership (SCML) and 7 required core courses (21 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.

Upon completion of the 45 credits, two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement.

Sequential Master's Degree

Students who have earned a master's degree from Webster University or another regionally accredited college or university (or its international equivalent) may earn a sequential master's degree in another major, as outlined below. Art, counseling and other specialized master's degrees are excluded as sequential master's degree options.

Students who have completed any required courses, with a grade of B- or higher, as part of a previous Webster University master's degree must seek approval for substitute coursework prior to enrollment in consultation with their academic advisor. A required course completed in a previous degree and used toward the first degree, must be repeated if the grade is below a B-. Courses required as program prerequisites, such as MBA prerequisites, will not count toward the minimum number of hours required for the degree.

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

1. Completion of the required core courses of the degree program
2. Completion of the equivalent core course hours. If courses were completed in prior degree, hours requirement must still be met to meet sequential degree requirements. Approval for substitute coursework must be requested and approved prior to enrollment in consultation with an academic advisor. Courses required as program prerequisites, such as MBA or MAT prerequisites, will not count toward the minimum number of hours required for the degree.

Minimum 21 credit hours required for:

- MA in Media Communications
- MA in Procurement and Acquisitions Management

Minimum 24 credit hours required for:

- MA in Applied Educational Psychology
- MA in Gerontology
- MA in Human Services
- MA in International Nongovernmental Organizations
- MA in Business and Organizational Security Management
- MA in Health Care Management
- MA in Human Resources Development
- MA in Management and Leadership
- MA in Nonprofit Leadership
- Master of Business Administration

Minimum 27 credit hours required for:

- MS in Environmental Management
- MA in International Relations
- MS in Cybersecurity
- MS in Finance
- Master of Health Administration
- MA in Human Resource Management
- MA in Information Technology Management
- Master of Public Administration

Minimum 30 credit hours required for:

- MS in Marketing
- MS in Forensic Accounting

Minimum 36 credit hours required for:

- MA in International Business
- MA in Legal Studies

Students may earn a maximum of two graduate degrees within the School of Communications if one of those degrees is the MA in new media production. If a student holds a graduate degree outside of the School of Communications and wishes to pursue the MA in communications management, MA in public relations, MA in advertising and marketing or MA in media literacy, the student should meet with an advisor regarding possible course reductions.

School of Education sequential master's degree students are required to complete the Advancement to Candidacy process for their degree. Students with degrees outside the field of education must have the approval of the department chair prior to enrolling in any sequential master's degree. Sequential MAT students must meet with the department chair and coordinator of Teacher Certification to determine sequential master's degree requirements.

For students pursuing a sequential MBA, if the student completed any of the MBA core courses in a previous master's degree program with a B or better, up to 6 credit hours may be reduced from the required 30 credit hours of MBA core courses, reducing the MBA core requirements to 24-27 credit hours.

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

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

Certificate Program Policies and Procedures

A certificate program consists of an identified sequence of coursework within a narrowly defined discipline. Certificate programs are designed for both degree-seeking students and individuals who already possess a baccalaureate degree. Admission policies for certificate-seeking students are the same as for degree-seeking students.

Requirements for Certificate Programs

- All courses to be applied to a certificate program must be completed according to graduate level academic expectations. Some departments may establish a higher overall cumulative grade requirement for specific certificate programs.
- Courses fulfilling the requirements of a certificate program may also be used to satisfy the requirements of a degree program, but may not be used to complete another certificate.
- Transfer credits are not applicable to certificate programs.
- Stand-alone certificates are rarely eligible for financial aid. Please check with your financial aid representative for eligibility requirements prior to application to a certificate program.

The general academic and financial policies of the University apply to certificate-seeking students. Certificates are awarded upon completion and approval of the Petition to Graduate. See listing of all Webster University certificates.

Directed Studies

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

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

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

Internship

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

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

Thesis or Project

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

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

Credit by Examination/Prior Learning

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

Transfer of Credit

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

Credit will be transferred, pending evaluation and approval, in accordance with the guidelines established by the American Council on Education (ACE) and the Council for Higher Education Accreditation (CHEA). Only those schools or courses recommended for graduate credit by ACE will be considered in the evaluation of transfer credit.

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

A maximum of 12 credit hours may be transferred into a student's graduate degree program. A maximum of 9 credit hours of transfer credit are allowed for students in the MBA program and the School of Education MA or MET programs. For detailed information regarding School of Education transfer credit, please see the School of Education section of the catalog.

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

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

The following considerations are also a factor:

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

Transfer credit is restricted to the following:

- It may not be applied toward certificate programs.
- It may not be applied toward sequential graduate degrees.
- Approved hours are not used in evaluating advancement to candidacy criteria.
- Credits which are transcribed as quarter-hours will be transferred using a 2/3 conversion factor.
- A grade of "CR" will be assigned to all passing grades from recognized non-U.S. or non-American style educational institution.
- Transfer credit must comply with any existing articulation agreements for graduate credit.
- Several defined government and/or military cooperative degree programs (e.g., Captains' Career Courses) provide transfer credit. The formal articulation agreements for these limited programs can be found on the Office of Military Affairs website.

Core Course Substitution

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

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

Petition/Graduation Requirements

Students are responsible for ensuring the completion of their degree requirements. Students should work in consultation with their academic advisor to monitor their degree audits to assure the

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

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

Transcripts

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

Diploma

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

College of Arts & Sciences

Departments

- **Anthropology & Sociology**, Remy Cross, chair
Department website
- **Biological Sciences**, Mary Preuss, chair
Department website
- **History, Politics, & International Relations**, Warren Rosenblum, chair
Department website
- **Institute for Human Rights & Humanitarian Studies**, Lindsey Kingston, director
Department website
- **Legal Studies**, Robbin Higgings, chair
Department website
- **Nurse Anesthesia**, Jill Stulce, chair
Department website
- **Nursing**, Janice Palmer, chair
Department website
- **Professional Counseling**, Muthoni Musangali, chair
Department website
- **Psychology**, Heather Mitchell, chair
Department website

Anton Wallner, Dean, Liberal Arts & Sciences

College of Arts & Sciences website (external to catalog)

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

Mission Statement

Webster University's College of Arts & Sciences fosters free and rigorous intellectual inquiry among students and faculty in an atmosphere that respects differences in background, belief, and aspiration. We promote the values that ground an open, critically reflective, culturally diverse, and democratic society, and we prepare students to be active contributors to such a society. As part of an international university, we encourage students to expand their horizons by learning the languages and worldviews of other cultures. We inspire students to seek the common ground upon which humans create sustainable relationships with each other and with their wider environment. Owing to the general and fundamental nature of our various disciplines, we are committed to providing academic and intellectual support to the entire university. We include several professional programs, which are guided by contemporary practices, appropriate accreditation standards, and the best recent scholarly activity.

Graduate Degrees

- Counseling (MA)
- Criminal Justice (MS)
- Environmental Management (MS)
- Gerontology (MA)
- Global MA in International Relations (GMA)
- Human Services (MA)
- International Human Rights (MA)
- International Nongovernmental Organizations (MA)
- International Relations (MA)
- Legal Studies (MA)
- Nurse Anesthesia (MS)
- Nursing (MSN)
- Psychology with an Emphasis in Counseling Psychology (MA)
- Science Management and Leadership (MS)

Dual Degree Option:

MBA/MS Science Management and Leadership

Graduate Certificates

- Applied Gerontology Enhancement Specialization
- Comparative and Regional Governance
- Environmental Sustainability
- Gerontology
- Healthcare Leadership
- International Development
- International Non-governmental Organizations
- Paralegal Studies
- Science Management and Leadership
- Security Studies

George Herbert Walker School of Business & Technology

Departments

- **Business**, David Porras, chair
- **Management**, Joe Roberts, chair
- **Mathematics and Computer Science**, Martha Smith, chair

Simone Cummings, dean

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

Mission Statement

To develop skilled, innovative, and responsible leaders with a global perspective through a challenging, supportive, and dynamic academic environment.

Vision

The guiding vision of the Walker School is to be a premier institution of business education that enables real world success for students through an application-based curriculum and a supportive academic environment.

The Walker School believes in marrying theory to practice through well credentialed faculty with significant applied experience. The result is a curriculum that gives our students the leverage they need to be effective problem solvers in today's global society. The Walker School is committed to excellence in the preparation of students from diverse backgrounds to succeed in an increasingly globalized economy.

Specialized Accreditation

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

Graduate Degrees

- Business and Organizational Security Management (MA)
- Cybersecurity (MS)
- Doctor of Management (DMgt)
- Finance (MS)
 - Dual Degree Option:*
 - MBA/MS Finance*
- Forensic Accounting (MS)
- Health Care Management (MA)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)
- International Business (MA)
- Management and Leadership (MA)
- Marketing (MS)
- Master of Business Administration (MBA)
 - Dual Degree Options:*
 - MBA/MHA*
 - MBA/MS Finance*
 - MBA/MS Science Management and Leadership*
- Master of Health Administration (MHA)
 - Dual Degree Option:*
 - MBA/MHA*
- Master of Public Administration (MPA)
- Nonprofit Leadership (MA)
- Organizational Development (MA)
- Procurement and Acquisitions Management (MA)
- Space Systems Operations Management (MS)

Graduate Certificates

- Advanced Research
- Arts Entrepreneurship
- Business Analytics
- Corporate Entrepreneurship
- Cybersecurity: Threat Detection
- Digital Marketing Management
- ERP with SAP
- Global Business
- Government Contracting
- Nonprofit Management
- Nonprofit Revenue Development
- Organizational Development
- Project Management
- Remote Sensing Analysis and Geospatial Information Systems (GIS)
- Social Entrepreneurship

Leigh Gerdine College of Fine Arts

Programs

Arts Management and Leadership, Gene Dobbs Bradford, director

Departments

- **Art, Design, and Art History**, Tom Lang, chair; Jeffrey Hughes, director of graduate studies
- **Conservatory of Theatre Arts**, Dorothy Marshall Englis, chair
- **Dance**, James Robey, chair
- **Music**, Jeffrey Carter, chair; Glen Bauer, associate chair, and Carla Colletti, director of graduate studies

Peter E. Sargent, dean

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

Mission Statement

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

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

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

It is expected that through the entrance audition process, our students are excellent. It is expected that our students are ready

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

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

Programs Offered

- Art (MA)
- Arts Management and Leadership (MFA)
- Music (MA)
- Music (MM)

School of Communications

Departments

- **Audio Aesthetics and Technology**, Timothy Ryan, chair
- **Communications and Journalism**, Gary Ford, chair
- **Electronic and Photographic Media**, Aaron AuBuchon, chair

Eric Rothenbuhler, dean

School of Communications website (external to catalog)

Mission Statement

Instructors at the School of Communications are professional media educators, practitioners, artists, and theorists. We seek to promote professional excellence in communication fields; to build on the liberal arts environment of Webster University; and to remain committed to students:

- Learning current and emerging theoretical, technical, creative and managerial aspects of communications.
- Becoming aware of the aesthetic, historical, social, ethical and global aspects of communications.
- Preparing to be future industry leaders, professionals and knowledgeable consumers who can improve all aspects of communications.
- Engaging early in their future professions in communication areas through educational opportunities, field experiences, internships and interactions with professionals.
- Becoming life-long learners of evolving communications technologies in this rapidly changing field of study.

The School of Communications houses and supports:

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

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

Special Study Opportunities

Master of business administration (MBA) 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 MBA for a total of no less than 51 credit hours. Students who require prerequisite courses may have to complete more than the 51 credit hours to receive the MBA with an emphasis in media communications.

Programs

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

- Advertising and Marketing Communications (MA)
- Communications Management (MA)
- Media Communications (MA)

- Media Literacy (MA)
- New Media Production (MA)
- Public Relations (MA)

Certificates

- Advanced New Media Production
- Fundamentals of Multimedia Production
- Latino Media
- Latino Communication Leadership

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

School of Education

Departments

- **Language, Literacy and Leadership**, Thomas Cornell, chair
- **Multidisciplinary Studies**, Ralph Olliges, chair
- **Teacher Education**, Victoria McMullen, chair

Brenda Fyfe, dean

School of Education website (external to catalog)

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

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

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 and Professional Behaviors

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

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

Assessment Policy of School of Education

MA, MET, EdS, and EdD

All programs in the School of Education use key assessments in specific courses to evaluate and promote student achievement of specific learning outcomes. In all courses that use key assessment assignments, students will see on each syllabus the standards that are used for assessing their academic performance. In addition, all faculty and students are expected to use the web-based TK20 Assessment System for the submission and evaluation of key assessment assignments; TK20 serves as the school's electronic assessment system. Students may contact their advisors, if they have further questions.

Demonstration of MoSPE Quality Indicators

MAT

The Department of Teacher Education (DTE) Passport is an integral element in the assessment system for initial teacher certification programs. The system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age.

The assessment system is based on the School of Education Goals and is aligned with Missouri Standards for the Preparation of Educators (MoSPE) as well as the Council for the Accreditation of Educator Preparation (CAEP) competencies.

In order to complete the digital passports, candidates are enrolled in an online learning portal entitled Education Passport 1 and Education Passport 2.

Using a self-directed approach, pre-service teachers upload artifacts and reflections in the digital passports. Each passport is assessed by a team of faculty who assign a passing or failing grade to the passport based on the successful submission of artifacts and appropriate supplementary activities. Where appropriate, candidates may be asked to revise and resubmit artifacts or reflections.

Successful completion of each part of the passport allows the candidate to move through the phases of the program.

Programs

Graduate Degree Programs

- Applied Educational Psychology (MA)
- Communication Arts (MA)
- Early Childhood Education (MA)
- Early Childhood Education (MAT)
- Education and Innovation (MA)
- Educational Technology (MET)
- Elementary Education (MAT)
- Mathematics for Educators (MA)
- Middle School Education (MAT)
- Multimodal Literacy for Global Impact (MA)
- Reading (MA)
- Secondary Education (MAT)
- Special Education (MA)
- Special Education (MAT)
- Teaching English as a Second Language (MA)

Post-Master's Programs

- Applied Educational Psychology: School Psychology (EdS)
- Doctor of Education in Transformative Education in the Global Community (EdD)
- Educational Leadership (EdS)
- Educational Technology Leadership (EdS)
- School Systems, Superintendency and Leadership (EdS)

Certificates

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

- Education for Global Sustainability
- Fostering Resilience in "At Risk" Children and Youth
- Mobile Technology in Education
- Online Teaching and Learning
- Pedagogical Coordination in the Reggio Emilia Approach
- Psychoeducational Needs of Immigrant and Refugee Youth
- Teacher Leadership
- Teaching English as a Foreign Language
- Teaching Globalization and History
- Tiered Instruction & Intervention: RTI & PBIS
- Writing for Educators

Advanced Graduate Certificates

- Applied Behavior Analysis
- Assessment of Learning & Cognitive Development
- Gifted Education and Talent Development
- Immigrant and Refugee Education
- Leadership in Tiered Systems of Support: RTI & PBIS

Program Description

MA, MAT, and MET

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

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

EdS

School of Education

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

- Applied Educational Psychology: School Psychology
- Educational Leadership
- Educational Technology Leadership
- School Systems, Superintendency and Leadership

EdD

The doctor of education (EdD) degree is designed to increase student knowledge through transformative learning and service learning. Candidates build an internal capacity to share their expertise and become visionary leaders in the global community.

- Doctor of Education in Transformative Learning in the Global Community

General Requirements

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

Acceptance

MA, MAT, and MET

A completed admission file includes information on professional experience and the academic transcripts of the applicant's undergraduate degree work. This material is reviewed and the academic record, essay, and letters of recommendation (if requested), are evaluated to determine if the applicant will be accepted. New applicants have one term (8 weeks) to complete the acceptance process. An overall minimum cumulative grade point average of 2.5-3.0 (depending on the degree) is required for acceptance into an MA, MAT or MET program. Special consideration may be given to students with extraordinary professional accomplishments or to those whose grades show marked improvement in the later years of college or in graduate or professional studies since college.

EdS and EdD

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

Applicants to the EdD program will also be interviewed as part of the admission requirements. New applicants have one term (8 weeks) to complete the acceptance process. An overall minimum cumulative graduate grade point average of 3.0 - 3.5 (depending on the degree) for the EdS, or 3.7 for the EdD is required. Special consideration may be given to students with extraordinary professional accomplishments or to those whose grades show marked improvement in the later years of college or in graduate or professional studies since college. Students who have not met all admission requirements yet show potential for excellence in the program may be accepted on a conditional basis, and later re-evaluated. For the full list of admission requirements for the

EdS or EdD degree, please refer to the program's section in this catalog.

Advancement to Candidacy

MA, MAT, MET, and EdS

Advancement to Candidacy (ATC) indicates that a student shows the requisite ability and interest to complete the program successfully. After completing the requisite credit hours within a degree program and before 12 credit hours, the student's performance and program are evaluated to determine whether the student should be advanced to candidacy. Transfer hours from other colleges and universities do not count in the eligibility for candidacy hours. Students not advanced to candidacy are not eligible to continue in their programs. Students who successfully ATC continue to receive advising and are evaluated routinely until all other program requirements have been met. Several programs require the submission of a form and/or additional materials in order to successfully complete ATC. For information regarding ATC requirements for a specific program, refer to that program's section in the catalog.

Continuous Enrollment

MA, MAT, and MET Degrees

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

EdS and EdD Degrees

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

Course Load Guidelines

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

Overload

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

Reduced Load

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

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

Transfer of Credit

MA, MAT, MET, and EdS Degrees

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

Certification Programs

The MAT degrees are designed for students who are also pursuing initial Missouri Certification. Students may obtain Missouri certification in Early Childhood (Birth-Grade 3), Early Childhood Special Education (Birth-Grade 3), Elementary (Grades 1-6), Middle School (Grades 5-9) Language Arts, Math, Science, Social Studies, Secondary (Grades 9-12) English, Math, Social Science, Unified Science: Biology and Secondary (K-12) Art, World Languages (French, German, Spanish), and Special Education (K-12 Mild/Moderate Cross-Categorical). The MAT degrees are: Early Childhood, Elementary, Middle School, Secondary, and Special Education.

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

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

A student who holds an initial certificate and is interested in an advanced certification in English as a Second Language, Gifted Education, Reading Specialist, or Severe Developmental Disabilities may pursue one of these certifications with the corresponding MA degree. The student should contact the School of Education Office for information on these MA degrees.

State-Required Content Area Exam

In addition to the required courses, and apprentice teaching, the State of Missouri requires all teaching certificate candidates to successfully complete the Content Area Exam and Missouri Pre-Service Teacher Assessment (MoPTA). For information regarding testing dates, locations, and registration materials, check online at <http://www.mo.nesinc.com>.

Practicum

A 5000-level practicum is required as a prerequisite to apprentice teaching. Practica are 45-135 hour experiences in P-12 classrooms involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, candidates must complete the formal application through TK20. Candidates must apply by September 15th for a spring placement and by February 15th for a fall placement. Directions are located on the School of Education website. Five of nine assignments in Passport 2 must be successfully completed before the start of Practicum.

Apprentice Teaching

Apprentice teaching is a requirement for all initial certifications. Apprentice teaching is a full-time experience in a P-12 classroom that spans at least 16 weeks. The teacher candidate observes the cooperating teacher and eventually assumes responsibility for planning and preparing lessons, teaching, grading student work and taking part in any other activities expected of a teacher in the school. Candidates must complete a formal application through TK20. Candidates must apply by September 15th for a spring placement and by February 15th for a fall placement. Directions are located on the School of Education website. One hundred percent of Passport 2 must be successfully completed before the start of Apprentice Teaching. The candidate must also pass the Missouri Content Assessment(s) for the specific certification area prior to the start of Apprentice Teaching.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status. Apprentice teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All candidates enrolled in apprentice teaching must participate in a mandatory seminar. Candidates should not contact school officials or teachers about placements, but they should contact the Coordinator of Field Placements for such information. All graduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Sequential Master's Degree in the School of Education

- A student who holds an MA, MAT, or MET from Webster's School of Education may earn a sequential MA or MET by completing the required courses (ranging from 21 to 24 credit hours depending on the sequential program) detailed in the declared major curriculum.
- A student who holds a master's or doctoral degree in an education related field from another regionally accredited college or university may earn a sequential MA or MET by completing the required core courses (ranging from 21 to 24 credit hours depending on the sequential degree program) detailed in the declared major curriculum.
- No transfer of credit may be applied toward the minimum required courses.
- Students working on a sequential MA or MET are required to complete the School of Education ATC (Advancement to Candidacy) process for their sequential degree.
- If a student has completed any required courses as part of a previous Webster University master's degree, approval for substitute coursework must be requested and approved prior to enrollment.
- Any student with a non-education master's degree representing any other discipline outside of the field of education must have the approval of the Dean before beginning or enrolling in any sequential master's program in the School of Education. For more information contact the School of Education at 314-246-8007 or soe@webster.edu.

Independent Study

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

School of Education Graduate Alumni Discount

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

Credit by Examination

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

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

In-Service Education

In-service education courses support the professional development of teachers, administrators, and educational professionals. These courses address contemporary topics and issues that are relevant to the educational community. Students who are currently pursuing an MA or MET degree in the School of Education may transfer a maximum of six (6) elective credit hours with 5410 courses toward their graduate degree if they have also obtained the permission from their academic advisor. In-service courses cannot be substituted for courses in the EdS or EdD programs.

In-service courses numbered 5210 are primarily for professional development purposes. For more information, please contact the In-service Education Office at 314-246-7058.

There may be a limit to the number of transfer credit and in-service courses applied to program requirements. Please contact your academic advisor for more information. See the transfer of credit policy for more information on transferring credit.

The Beatrice and David Kornblum Institute for Teaching Excellence

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

Kornblum Scholar Program

The Institute makes scholarships available to teachers and teacher candidates working with or aspiring to work with students from low-income districts having diverse populations. Awards of up to \$2,500 are available, funding is limited so early application is encouraged. Applications are due by May 15th of each year. Recipients will be notified by August 1st.

Application Criteria

To be considered for a scholarship, applicants must meet the following criteria:

1. Completed application form.
2. Written statement (no more than 1000 words) addressing the student's philosophy of education and commitment to the mission of the institute.
3. Résumé.
4. Copy of Webster University student academic record.
5. Cumulative GPA of 3.0 or higher.
6. Successful completion of at least half of the student's degree program by the application deadline.
7. Students who are currently working as teachers must check eligibility and apply for funds that may be available through their school district regarding tuition reimbursement.

For more information about the scholar program, see the Kornblum Scholarship Fund Application, available on the School of Education's website at webster.edu/education.

Faculty

Adjunct faculty are assigned the title of adjunct professor.

Adjunct faculty can be characterized as follows:

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

Part-time faculty are persons who are not fully employed by Webster University but teach courses for Webster University or, if fully employed, teach on a first-time basis.

U.S. Campuses

Arizona

- **Jeffrey A. Chapman**, BSOE, Wayland Baptist University, 2008; MPA, Wayland Baptist University, 2013
- **John J. Ciarrochi**, BS, Park University, 2008; MA, Webster University, 2010; MA, Webster University, 2011; MBA, Webster University, 2012
- **Gary G. DePuydt**, BS, Northern Michigan University, 1970; MBA, Western Michigan University, 1978
- **David A. Handrahan**, BS, Southern Illinois University Carbondale, 1991; MA, Webster University, 2002
- **Peter W. Harper**, BBA, Temple University, 1981; MBA, University of Tulsa, 1984
- **Jill M. Hudson**, BSBA, University of Arizona, 1991; JD, Regent University, 1998
- **Pattie W. Johns**, BSB, University of Phoenix, 1999; MBA, University of Phoenix, 2001
- **Herbert G. Kretz**, BS, University of Miami, 1961; MBA, University of Miami, 1962
- **Kristen Krey**, MA, University of Phoenix, 2001
- **Michael S. Kriley**, BS, Park University, 1999; MBA, Arizona State University, 2002
- **Wayne M. LeBlance**, BS, Southern Illinois University Carbondale, 1991; MPA, Arizona State University, 1995
- **Gary W. Matheson**, BA, North Carolina State University, 1970; MS, University of West Florida, 1976; MBA, University of William and Mary, 1997
- **John D. McMillin III**, BS, Excelsior College, 1981; MBA, Florida Institute of Technology, 1988; MA, Webster University, 1991
- **John D. Percupchick**, BSB, University of Phoenix, 2002; MA, University of Phoenix, 2004; DMgt, University of Phoenix, 2011
- **Christopher D. Reams**, BS, Park University, 1992; MS, Chapman University, 1994
- **Lillian R. Robinson**, BSOE, Wayland Baptist University, 2000; MA, Webster University, 2003; PhD, Capella University, 2010
- **Veronica S. Shapiro**, BA, University of Advancing Technology, 2003; MBA, University of Phoenix, 2005
- **Richard D. Shorridge**, BS, Arizona State University, 1980; MS, Golden Gate University, 1985; JD, University of Tulsa, 1983
- **Tracey E. Sotelo**, BA, University of Arizona, 2000; MBA, Webster University, 2005
- **Pamela J. Unternaehrer**, BS, Weber State University, 1971; MA, University of Utah, 1972; EdS, University of Minnesota-Twin Cities, 1978; MIM, American Graduate School of International Management, 1991; JD, Hamline University, 1983

Arkansas

- **Timothy N. Atkinson**, BS, Tennessee Technological University, 1989; MEd, Vanderbilt University, 1997; EdD, University of Arkansas at Little Rock, 2006
- **Nicole L. Barnes**, BBA, Philander Smith College, 1999; MBA, Davenport University, 2002
- **David G. Bercaw**, BS, Oklahoma State University, 1976; MA, Oklahoma State University, 1978; MS, University of Tulsa, 1984; JD, University of Tulsa, 1995
- **Alan L. Bohannon**, BSOE, Wayland Baptist University, 1986; MA, Midwestern State University, 1990
- **James B. Boyer**, BS, Brigham Young University, 1980; MBA, University of Arkansas at Little Rock, 1999
- **James W. Breakfield, Jr.**, BA, Virginia Polytechnic Institute and State University, 1971; BSBA, Old Dominion University, 1976; MA, Old Dominion University, 1984
- **Sharre A. Brooks**, BA, Trinity College, 2006; JD, University of Arkansas at Little Rock, 2009
- **Gregory P. Burris**, BSBA, Missouri Southern State University, 1978; BSBA, Missouri Southern State University, 1983; MS, University of Tulsa, 1985
- **Vallerie B. Cargill**, BSBA, University of Arkansas, 1983; BS, Lyon College, 1987; MA, Webster University, 2007; MBA, Webster University, 2009
- **Leslie K. Cloer**, BA, University of Central Arkansas, 2004; BBA, University of Central Arkansas, 2004; MBA, Harding University, 2006
- **Stephanie R. Cox**, BS, University of Arkansas at Pine Bluff, 1993; MBA, Webster University, 1996
- **Staci Croom Raley**, BA, Memphis State University, 1992; MS, Memphis State University, 1994; JD, University of Arkansas at Little Rock, 2005
- **Mark A. Davis**, BSOE, Wayland Baptist University, 1981; BSOE, Wayland Baptist University, 1987; MBA, Baker College, 1999; DBA, Argosy University, 2002
- **Robert R. Donoho**, BS, United States Military Academy, 1974; MSBA, Boston University, 1980; MS, Purdue University, 1986; MAT, University of Arkansas at Monticello, 2005
- **Jason D. Duvall**, BS, Arkansas Tech University, 1994; MA, Webster University, 2015
- **Jeffrey L. Edwards**, BA, University of Oklahoma, 1988; JD, University of Oklahoma, 1991
- **Victoria N. Ewenike**, BA, Obafemi Awolowo University, 1982; MPA, University of Arkansas at Little Rock, 1991; JD, University of Arkansas at Little Rock, 1999
- **Robert P. Ford**, BSME, University of Arkansas at Little Rock, 1973; MBA, University of Arkansas at Little Rock, 1980
- **Adriian F. Gardner**, BA, University of Arkansas at Little Rock, 1987; MA, University of Arkansas at Little Rock, 1994
- **Jerald L. Garner**, BS, Park University, 1988; BS, Park University, 1988; MS, University of Arkansas, 1990
- **Michael H. Gibbs**, BSB, Virginia Polytechnic Institute and State University, 1975; MBA, Regis University, 1996
- **Elina J. Givens**, BA, University of Arkansas at Little Rock, 1979; MA, University of Arkansas at Little Rock, 1982
- **Kimberley Gordon**, BS, John Brown University, 1998; MS, John Brown University, 2006; EdD, University of Arkansas, 2012
- **Dierrick L. Govan**, BBA, University of Central Arkansas, 2000; MBA, University of Phoenix, 2006; DBA, Walden University, 2012
- **Paul H. Grau, Jr.**, BA, Colorado Christian University, 2006; MBA, Colorado Christian University, 2007; MA, Liberty University, 2013
- **Charles J. Hamilton**, BBA, University of Central Arkansas, 2006; MSM, Colorado Technical University, 2007

Faculty

- **Terry L. Held**, BS, Florida International University, 1989; MA, John Brown University, 2006; MBA, John Brown University, 2013
- **Virginia R. Hillman**, BA, John Brown University, 1999; MA, Webster University, 2002
- **Marina Hodges**, BBA, St. Mary's University, 1988; MBA, St. Mary's University, 1997
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- **Clark R. Carvalho**, BSE, Northern Arizona University, 1985; MS, Western New England College, 1990; MS, Air Force Institute of Technology, 1992
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- **Helga Felsberger**, MagPhil, University of Salzburg, 1987; PhD, University of Salzburg, 1991
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 - **Kathleen Hodkinson**, BA, Kings College, London, 2008; Doctorate, Kings College London, 2008
 - **Ralph Janik**, LL.M., University of Vienna, 2011; MA, University of Amsterdam, 2012
 - **Elisabeth Z. Knass**, BA, Webster University, 1992; MA, Danube University, 2004
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 - **Katrin Kristjansdottir**, BA, University of Iceland, 2004; MAppPsy, Murdoch University, Australia, 2009
 - **Maria Madlberger**, Magister, University of Vienna, 1998; Doctorate, University of Vienna, 2002; Habilitation, University of Vienna, 2009
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 - **Johan Winbladh**, MSc, Stockholm School of Economics, 2000
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Advertising and Marketing Communications (MA)

This program is offered by the School of Communications.

Program Description

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

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

Our degrees are theory and application based and are not intended to be production-oriented. Students interested in developing a creative portfolio or acquiring tactical production skills may wish to consider undergraduate course work in advertising.

This program is offered online and at the St. Louis home campus.

Learning Outcomes

Successful graduates of this program will be able to:

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

Program Curriculum

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

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 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 in the

Graduate Studies Catalog and approved by the chair of the Department of Communications and Journalism and the dean of the School of Communications. Students taking courses that are a part of their approved curriculum and that are outside of the School of Communications should verify prerequisites with the appropriate school or college.

The course of study for students working toward 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 form.

Core Courses (24 credit hours)

- MEDC 5000 Media Communications (Requisite Course) (3 hours)
- MEDC 5310 Media and Culture (3 hours)
- ADVT 5100 Strategic Principles of Advertising & Marketing Communication (3 hours)*
- MRKT 5000 Marketing (3 hours)
- ADVT 5321 Advertising Decision-Making (3 hours)
- MEDC 5350 Media Organization and Regulations (3 hours)
- MEDC 5460 Media Research (3 hours)
- MEDC 6000 Seminar in Media Communications (3 hours)

*Note: Course may be waived for students with strong educational background or three years of relevant professional experience in advertising and marketing communications.

Elective Courses

A minimum of 12 credit hours must be completed from the following:

- ADVT 4190 Advertising Research (3 hours)
- ADVT 4200 Media Planning, Buying, and Selling (3 hours)
- ADVT 4910 Advertising Campaign Production (3-6 hours)
- ADVT 5301 Marketing Communications: Sales Promotion (3 hours)
- ADVT 5302 Marketing Communications: Product Publicity (3 hours)
- ADVT 5303 Marketing Communications: Merchandising and Point-of-Purchase (3 hours)
- ADVT 5304 Marketing Communications: Direct & Internet (3 hours)
- ADVT 5305 Marketing Communications: Business-to-Business (3 hours)
- ADVT 5341 Writing for Advertising (3 hours)
- ADVT 5410 Fundamentals of Branding (3 hours)
- ADVT 5420 Account Planning and Consumer Insight (3 hours)
- ADVT 5440 Media Buying and Market Analysis (3 hours)
- ADVT 5501 Creative Planning and Strategy (3 hours)
- ADVT 5502 Multinational Advertising (3 hours)
- ADVT 5550 Topics in Advertising and Marketing Communications (3-6 hours)
- MEDC 5010 Introduction to Graduate Studies: Advanced Thinking and Writing (3 hours)
- MEDC 5300 Strategic Communications (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5400 Media Production Management (3 hours)
- MEDC 5500 Professional Seminars (1-3 hours)
- MEDC 5550 Topics In Media Communications (3-6 hours)
- MEDC 5600 Introduction to Interactive Communications (3 hours)
- MRKT 5720 Promotional Management (3 hours)
- MRKT 5950 Consumer Behavior (3 hours)
- PBRL 5322 Public Relations (3 hours)

If a core course is waived, the student must choose an elective offered in this major to replace it.

degrees

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two Cs before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Applied Educational Psychology (MA)

This program is offered by the School of Education.

Program Description

The master of arts (MA) in applied educational psychology is an advanced degree program for practicing educators, and other professionals working in educationally related services, who are seeking to expand their knowledge, skills and professional effectiveness to improve the academic and social outcomes for school-aged children, adolescents, and their families. The field of educational psychology provides a significant source of scientific insights into teaching, learning, motivation, and maturation. Educational psychology coursework develops knowledge and skills in several areas including assessment of learning differences, developmental processes, recognition of human diversity, effective instruction, evidence-based decision-making, research and program evaluation, and technological applications.

Students in this program are encouraged to be self-reflective, to develop good communication skills, and to work cooperatively with others. Graduates of applied educational psychology know how to identify learners' strengths and needs, to individualize instruction, to conduct research investigations, to facilitate creative problem-solving, to promote well being and resilience, and to develop psychoeducational curricula and interventions to foster life competencies. In keeping with the mission of Webster University, MA students in applied educational psychology are encouraged to gain "international perspectives" and to develop "a life long desire to learn and a commitment to contribute actively to their communities and the world."

This program is not designed for individuals pursuing licensure in clinical psychology, counseling psychology, or professional counseling.

This program is offered at the St. Louis home campus.

Learning Outcomes

Graduates of this program are able to:

- Demonstrate and apply knowledge of psychology to education in order to facilitate and inspire student learning and creativity, and to promote social-emotional well being of students.
- Use assessment and progress data collected in classrooms, schools, or community settings to make evidence-based decisions regarding effective instructional and curricular interventions and practices for individual and groups of students.
- Understand, apply, and conduct educational research.
- Demonstrate respect for diversity through responsive teaching that values individual differences in cultural, socioeconomic, ethnic, linguistic, and national/international backgrounds, as well as abilities and disabilities.
- Promote and model global/digital age citizenship and responsibility.
- Develop self-assessment skills and the ability to reflect on roles educators can take as leaders of change in the 21st century. Engage in professional growth and leadership.
- Collaborate effectively with others in designing, developing and guiding decision-making at the individual, class-wide, school, or community level.

Program Curriculum

A total of 36 credit hours is required for this major. Degree-seeking majors in applied educational psychology have the option of completing the program:

- without emphasis or specialization; or
- with emphasis in one of three specialization areas, including
 - a. Psychological Education Programs
 - b. Immigrant and Refugee Children and Families, or
 - c. Psychology and Education of Gifted Students.

This major includes thesis and non-thesis options. The thesis track is recommended for those students wishing to pursue a doctoral degree in educational psychology or school psychology. After completing the MA in applied educational psychology, further study is needed if one wants to become a psychologist; the American Psychological Association defines a psychologist as, "An individual with a doctoral degree in psychology..." Some requirements in the MA in applied educational psychology are different from the other master's degrees in the School of Education. Successful completion of an admissions essay and a GPA of 3.0 are required for entrance into this program.

All applied educational psychology students take Intercultural Communications so that they can further their understanding of human diversity, and they all take a practicum course (or equivalent) so that they can apply the knowledge they have gained in their educational psychology coursework. In addition, all students enrolled in applied educational psychology take Applied Research; this course enables students to read, interpret, and evaluate educational and psychological research and to plan research. Students enrolled in either the non-thesis or thesis track successfully complete a final reflections essay as part of their culminating course experience.

Emphasis (none)**Required Courses**

- EPSY 5001 Global Citizenship and Applied Educational Psychology (3 hours)
or EDIN 5001 Foundations of Global Citizenship (3 hours)
- EPSY 5170 Behavioral Management (3 hours)
or EPSY 5971 Models and Strategies of Behavioral Management (3 hours)
or EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5350 Intercultural Communications (3 hours)
- EPSY 5600 Practicum in Educational Psychology (3 hours)
- EPSY 5800 Applied Research (3 hours)
- EPSY 6001 Integrated Studies in Applied Educational Psychology (3 hours)
or EPSY 6250 Thesis (for Thesis Track) (3-6 hours)
- Additional Educational Psychology courses (9 hours)
(Select any other three EPSY courses)

Electives (9 hours)

Electives may include approved, graduate School of Education courses, or approved 5000 level courses from other disciplines, or approved transfer graduate courses.

Total: 36 hours

Students wishing to pursue an educational specialist or doctoral degree in educational psychology or school psychology should carefully select their master's degree courses with the assistance of an advisor.

Emphasis in Psychological Education Programs

This emphasis area enables educators to provide motivational and enrichment strategies for all students and to design psychoeducational intervention and prevention programs that promote the academic, social-emotional and physical well being of students. Examples of psychological education are critical thinking skills instruction, social skills training, "at risk" student intervention, and dropout prevention programs. Students who wish to become school psychologists will need to continue their education beyond their master's degree. Recommended courses at the master's level are EPSY 5060, EPSY 5150, EPSY 5390, EPSY 5971, EPSY 5918, EPSY 5952, and SPED 5240.

Required Courses

- EPSY 5001 Global Citizenship and Applied Educational Psychology (3 hours)
or EDIN 5001 Foundations of Global Citizenship (3 hours)
- EPSY 5350 Intercultural Communications (3 hours)
- EPSY 5600 Practicum in Educational Psychology (3 hours)
- EPSY 5800 Applied Research (3 hours)
- EPSY 6001 Integrated Studies in Applied Educational Psychology (for Non-Thesis Track) (3 hours)
or EPSY 6250 Thesis (for Thesis Track) (3-6 hours)

Select four of the following courses (12 hours)

- EPSY 5060 Assessment and Evaluation of Academic Performance (3 hours)
- EPSY 5130 Educational Psychology (3 hours)
- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5290 Family Counseling (3 hours)
- EPSY 5370 Counseling (3 hours)
- EPSY 5380 Multicultural Counseling (3 hours)
- EPSY 5390 Applied Statistics in Educational Psychology (3 hours)
- EPSY 5810 Advanced Adolescent Psychology (3 hours)
- EPSY 5816 Advanced Child Development (3 hours)

- EPSY 5880 Psychology of Memory, Learning, and Problem-Solving (3 hours)
- EPSY 5890 Psychology of Stress (3 hours)
- EPSY 5911 Social and Personality Development: School Psychology (3 hours)
- EPSY 5918 Advanced Educational Psychology (3 hours)
- EPSY 5952 Children, Culture, and Violence (3 hours)
- EPSY 5971 Models and Strategies in Behavioral Management (3 hours)
- EPSY 5980 Motivation in the 21st century classroom (3 hours)
- SPED 5240 Psychoeducational Assessment I (3 hours)
- SPED 5331 Working with Difficult Students (3 hours)
- SPED 5700 School-Based Prevention/Intervention: Rtl and PBIS (3 hours)
- SPED 5701 Universal School-Wide PBIS (3 hours)
- SPED 5702 Secondary Prevention: Targeted Group Interventions (3 hours)
- SPED 5703 Functional Behavior Assessment and Intervention (3 hours)

Electives (9 hours)

Electives may include approved, graduate School of Education courses, or approved 5000 level courses from other disciplines, or approved transfer graduate courses.

Total: 36 hours

Students wishing to pursue an educational specialist or doctoral degree in educational psychology or school psychology should carefully select their master's degree courses with the assistance of an advisor.

Emphasis in Immigrant and Refugee Children and Families

The emphasis in immigrant and refugee children and families provides educators with the knowledge and skills necessary to meet the educational, social, and emotional needs of children and families who are facing multiple challenges as they migrate to new cultures and countries. Most often the educators who work with immigrants and refugees are also second language teachers. In addition to language instruction, these teachers share cultural experiences and provide a "welcoming oasis" for newly arrived refugees and immigrants. International experience and the study of a second language are strongly recommended. Students enrolled in Immigrant and Refugee Children and Families may substitute the practicum requirement with an approved study abroad course.

Required Courses

- EPSY 5001 Global Citizenship and Applied Educational Psychology (3 hours)
or EDIN 5001 Foundations of Global Citizenship (3 hours)
- EPSY 5350 Intercultural Communications (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)
- EPSY 5600 Practicum in Educational Psychology (3 hours)
- EPSY 5800 Applied Research (3 hours)
- EPSY 6001 Integrated Studies in Applied Educational Psychology (for Non-Thesis Track) (3 hours)
or EPSY 6250 Thesis (for Thesis Track) (3-6 hours)

Select three of the following courses (9 hours)

- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5290 Family Counseling (3 hours)
- EPSY 5370 Counseling (3 hours)
- EPSY 5380 Multicultural Counseling (3 hours)
- EPSY 5490 Seminars in Immigrant and Refugee Experiences (3 hours)
(May be repeated for credit if content differs)

degrees

- EPSY 5816 Advanced Child Development (2-3 hours)
- EPSY 5890 Psychology of Stress (3 hours)
- EPSY 5911 Social and Personality Development: School Psychology (3 hours)
- EPSY 5918 Advanced Educational Psychology (3 hours)
- EPSY 5952 Children, Culture, and Violence (3 hours)
- EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3 hours)

Electives (9 hours)

Electives may include approved, graduate School of Education courses, or approved 5000 level courses from other disciplines, or approved transfer graduate courses.

Total: 36 hours

Students wishing to pursue an educational specialist or doctoral degree in educational psychology or school psychology should select their master's degree courses with the assistance of an advisor.

Emphasis in Psychology and Education of Gifted Students

The emphasis in the psychology and education of gifted students provides training on how to understand, nurture, and develop the talents of young people. As suggested by the American Psychological Association Center for Gifted Education Policy, the Webster University program uses a broad definition of gifted and seeks to "enhance the achievement and performance of children and adolescents with special gifts and talents in all domains." This emphasis has courses for educators who are exploring gifted education as well as applied psychology courses for educators who already have knowledge of and experience with gifted education.

Required Courses

- EPSY 5001 Global Citizenship and Applied Educational Psychology (3 hours)
or EDIN 5001 Foundations of Global Citizenship (3 hours)
- EPSY 5350 Intercultural Communications (3 hours)
- EPSY 5600 Practicum in Educational Psychology (3 hours)
or EPSY 5601 Practicum in Gifted Education (3 hours)
- EPSY 5800 Applied Research (3 hours)
- EPSY 6001 Integrated Studies in Applied Educational Psychology (for Non-Thesis Track) (3 hours)
or EPSY 6250 Thesis (for Thesis Track) (3-6 hours)

Select three of the following courses (9 hours)

- EPSY 5060 Assessment and Evaluation of Academic Performance (3 hours)
- EPSY 5100 Theories of Creativity: Implications for Education (3 hours)
- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5290 Family Counseling (3 hours)
- EPSY 5380 Multicultural Counseling (3 hours)
- EPSY 5750 Special Institute (May be repeated for credit if content differs) (3 hours)
- EPSY 5880 Psychology of Memory, Learning, and Problem-solving (3 hours)
- EPSY 5816 Advanced Child Development (3 hours)
- EPSY 5910 Curriculum and Instruction for the Gifted (3 hours)
- EPSY 5918 Advanced Educational Psychology (3 hours)
- EPSY 5920 Meeting the Affective Needs of Gifted Children (3 hours)
- EPSY 5930 Screening, Assessing, and Evaluating Gifted Students (3 hours)
- EPSY 5940 Systems Leadership: Gifted Program Planning and Evaluation (3 hours)

- EPSY 5970 The Gifted Learner (3 hours)
- EPSY 5980 Motivation in the 21st century classroom (3 hours)
- EPSY 5990 Identifying Giftedness in Underserved Populations (3 hours)

Electives (12 hours)

Electives may include approved, graduate School of Education courses, or approved 5000 level courses from other disciplines, or approved transfer graduate courses.

Total: 36 hours

Students wishing to pursue an educational specialist or doctoral degree in educational psychology or school psychology should carefully select their master's degree courses with the assistance of an advisor.

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)
- Nine credit hours (3 courses) from the following listed courses:
 - The Gifted Learner (3 hours)
 - Systems Leadership: Gifted Program Planning and Evaluation (3 hours)
 - Screening, Assessing, and Evaluating Gifted Students (3 hours)
 - Curriculum and Instruction for the Gifted (3 hours)
 - Meeting the Affective Needs of Gifted Children (3 hours)
- Both of these courses:
 - Applied Research (3 hours)
 - Practicum in Gifted Education (3 hours)

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

Admission

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

Admission Requirements

- Receipt of official transcripts from the baccalaureate-granting institution.
- Undergraduate cumulative GPA of 3.0 or higher.
- Essay: what motivated you to become an educator and how do you think your participation in Webster's applied educational psychology program will help you to accomplish your personal and professional goals?

Send all required documents to:

Office of Admission
Webster University
470 East Lockwood Avenue
St. Louis, MO 63119-3141

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

Advancement to Candidacy

After successfully completing 9 credit hours within the major (including one required course) with a B- or better, students are required to apply for advancement to candidacy. When they apply

for advancement to candidacy, students write an essay, declare their emphasis areas, and choose from the thesis track/non-thesis track options. More information about ATC is located in the School of Education policies section.

Sequential MA in Applied Educational Psychology

The sequential master's program in applied educational psychology (MA) requires completion of 24 credit hours of coursework provided that the student has an adequate background in graduate-level courses related to educational psychology. Completion of an admissions essay and a GPA of 3.0 are required for admission into the sequential degree in applied educational psychology. Students accepted into the sequential applied educational psychology degree should advance to candidacy after they have completed nine hours. The five required courses (15 hours) for the sequential MA degree are:

- EPSY 5001 Global Citizenship and Applied Educational Psychology
or EDIN 5001 Foundations of Global Citizenship (3 hours)
- EPSY 5350 Intercultural Communications
- EPSY 5600 Practicum in Educational Psychology
or EPSY 5601 Practicum in Gifted Education
- EPSY 5800 Applied Research
- EPSY 6250 Thesis
or EPSY 6001 Integrated Studies in Applied Educational Psychology

The remaining three elective courses (9 hours) should be selected in consultation with the Coordinator of Applied Educational Psychology.

Applied Educational Psychology: School Psychology

This program is offered by the School of Education, on the St. Louis home campus.

Vision

The vision of this program is to prepare school psychologists who collaborate with teachers, parents, and school personnel to promote educationally and psychologically healthy school environments for all children and youth. This vision is enhanced by Webster University's international perspective that fosters dialogue, respect and understanding across boundaries and between peoples.

Mission

The mission of the Education Specialist (EdS) in applied educational psychology: school psychology is to provide a specialist degree program that completes the academic preparation and professional training required for individuals to become school psychologists. The EdS offers the culminating experiences and coursework that give future school psychologists the knowledge and skills they need to promote well-being and resilience in children and youth, to research and analyze educational problems, and to find solutions that create learning environments that are supportive and engaging for all students and that prepare young people to grow up to become competent, caring adults.

Conceptual Framework

The conceptual framework for this program comes from *School Psychology: A Blueprint for Training and Practice III*. This blueprint emphasizes the importance of problem-solving and scientific methodology in school psychology practice. The blueprint describes a vision of collaboration, education and social justice in which scientist-practitioners contribute to making this world worthy of its children. Webster University shares the vision of the National Association of School Psychologists that "all children and youth thrive in school, at home, and throughout life."

Goals and Outcomes (ISPA, 2009)

The goals for this program originate from the International School Psychology Association (ISPA). At the completion of their programs, EdS students are expected to demonstrate competency in achieving the following six goals:

- Goal 1 - Core knowledge in psychology and education
- Goal 2 - Professional practice preparation
- Goal 3 - Professional skills and abilities in assessment and intervention
- Goal 4 - Interpersonal skills
- Goal 5 - Research methods and statistical skills
- Goal 6 - Knowledge of ethics and establishment of professional values

Domains of School Psychologists

The Missouri Department of Elementary and Secondary Education (DESE) and the National Association of School Psychologists (NASP) have identified ten domains for school psychologists. The Webster University program is directly aligned with these domains; competencies in each of these domains are assessed in the candidate's School Psychology Portfolio. DESE and NASP describe these domains as:

- Data-Based Decision-Making and Accountability
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services for Socialization and Development of Life Skills
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family-School Collaboration
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical and Professional Practice

Dispositions and Ethical Guidelines

Dispositions are "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" (NCATE, Professional Standards, p. 53). Students need to demonstrate competencies in professional dispositions. The school psychology candidate:

- is a reflective practitioner who continually assesses the effects of choices and actions on others;
- fosters relationships with diverse colleagues and educational partners in the larger community to support youth development and well being.

Candidates who complete the program are prepared to be school psychologists who have the knowledge and ability to promote the success of all students by:

- understanding and respecting themselves;
- understanding and respecting others;
- understanding and respecting professional communities.

degrees

“Effective interpersonal skills and the ability to work constructively and collaboratively with diverse individuals and agencies are indispensable for school psychologists” (Quote from page 15 of *School Psychology: A Blueprint for Training and Practice III*). Many of the courses and experiences in the program provide opportunities for intercultural understanding, collaboration, consultation, and the development of strong interpersonal skills.

School psychology candidates must have knowledge of professional ethics and follow the ethical guidelines of the National Association of School Psychologists, the American Psychological Association, and the International School Psychology Association.

Program Description

The Missouri Department of Elementary and Secondary Education requires that a student receive a minimum of sixty (60) semester hours of professional preparation at the graduate level in order to earn educator certification as a school psychologist. A student needs an appropriate master's degree in order to become a school psychologist. Webster University's post-master's EdS degree in applied educational psychology: school psychology is 38 hours.

The EdS degree in applied educational psychology: school psychology is designed to accommodate three main categories of students:

1. Students who have just completed the master's degree in applied educational psychology at Webster University.
2. Students who have completed a master's degree from Webster University in a closely related field.
3. Students who have completed a master's degree from another university in applied educational psychology or in a closely related field such as educational psychology, clinical psychology, counseling psychology, school counseling, or special education.

The EdS degree in applied educational psychology: school psychology is designed to attract students from diverse cultural, linguistic, ethnic/racial, and socioeconomic backgrounds. As suggested by the NASP position statement on the recruitment of culturally and linguistically diverse school psychologists, the program emphasizes diversity, cultural awareness, and cultural sensitivity and offers flexible training options. The majority of our students are working professionals who are enrolled in part-time graduate study.

General Requirements

The entire preparation for becoming a school psychologist includes a master's degree in applied educational psychology or in a closely related field followed by 38 hours of post-master's work in school psychology curriculum and professional experiences. Full-time EdS students may complete the first 28-34 of the 38 credit hours in two summers and the included academic year, and the final 4-10 hours during the subsequent internship year.

School Psychology Portfolio

Work from both the master's degree and the EdS degree is included in the School Psychology Portfolio. The portfolio is aligned with DESE's requirements for Missouri educator certification as a school psychologist and the International School Psychology Association's (ISPA) goals, standards, and indicators identified in the ISPA Guidelines for the Preparation of School Psychologists. The portfolio can be developed in the course, Portfolio Based Analysis: School Psychology.

The portfolios are used for both formative and summative evaluations in school psychology. Students share and discuss

their portfolios with their advisors and program faculty. More information on the portfolio and the portfolio's scoring rubric can be found on the School of Education website and the Applied Educational Psychology Programs page on World Classroom.

Advanced Graduate Certificate (AGC) in the Assessment of Learning and Cognitive Development

Included within the EdS is an AGC in the assessment of learning and cognitive development. While earning this certificate, students acquire skills in the assessment of learning, cognitive abilities, and academic performance. In the state of Missouri a primary professional role for school psychologists is to use psychoeducational assessment as a way to understand children in order to make informed decisions. Accordingly, all students who are enrolled in the EdS in applied educational psychology: school psychology learn how to investigate children's mental processes, memory, behavior, analytic reasoning, and problem-solving skills. They learn how to gather information and recommend interventions that will help children realize their academic potentials in a school setting.

Field Experiences and Internship

School psychology preparation includes a planned program of field experiences, practicum courses, and a year-long internship. Each year of the program provides students with increasingly complex professional responsibilities. These experiences provide graduate students who are studying school psychology with opportunities to apply their knowledge of assessment models and methods, data collection, and data analysis to specific school-related concerns. Students gain experience with program evaluation, consultation, mental health promotion, and the full professional work of school psychologists.

The final hours of EdS courses are taken during the year-long internship in school psychology. This supervised internship is equivalent to one (1) academic year, or a minimum of 1,200 hours and is accompanied by the course, School Psychology Internship. In 2009 the National Association of School Psychologists (NASP) adopted best practices guidelines for school psychology internships. In these guidelines “the internship is conceptualized as a culminating training experience in which the primary focus is on providing breadth and quality of training to the intern...School psychology interns should have opportunities to conduct varying types of assessment linked to intervention for academic, behavioral, and social/ emotional issues; consultation; behavior analysis and intervention; counseling; prevention at varying levels; research and program evaluation; and other activities consistent with NASP standards and deemed appropriate by the field site and university program” (Prus, 2009, p.1). Webster University is in agreement with these guidelines.

Professional Development

Many valuable professional learning experiences take place outside of the context of graduate courses. Students preparing to become school psychologists program are strongly encouraged to assume advocacy roles, to participate in professional organizations, and to contribute to professional conferences and publications. At a local level, students may wish to join the Missouri Association of School Psychologists; at a national level there is the National Association of School Psychologists. Appropriate international organizations include the International School Psychology Association and the Society for Cross-Cultural Research. At Webster University international experiences are encouraged and travel awards are available.

Recommended Master's Level Coursework

- Research or applied research.
- Statistics.

- Assessment.
- Child development/developmental psychology.
- Counseling.
- Educational psychology.
- Behavioral consultation or behavior management.
- Practicum appropriate for school or educational psychology.
- Courses from the prerequisite areas may be taken as EdS electives.

EdS Program Coursework

The goals and "learning outcomes" for this program originate from the International School Psychology Association and the school psychology coursework is organized around the 2009 six goals of ISPA. The 38-hour, post-master's EdS degree builds on the student's master's degree and offers the culminating experiences and coursework needed for educator certification as a school psychologist.

Goal 1 - Core Knowledge in Psychology and Education (6 hours)

With the assistance of an academic advisor, the student will choose from the following courses to strengthen knowledge in these areas: evidence-based practices, social and adaptive skill development, individual differences, prevention, crisis intervention, and mental health promotion.

- EPSY 5810 Advanced Adolescent Psychology (3 hours)
- EPSY 5816 Advanced Child Development (3 hours)
- EPSY 5880 Psychology of Memory, Learning, and Problem Solving (3 hours)
- EPSY 5890 Psychology of Stress (3 hours)
- EPSY 5911 Social and Personality Development: School Psychology (3 hours)
- EPSY 5918 Advanced Educational Psychology (3 hours)
- EPSY 5952 Children, Culture, and Violence (3 hours)
- EPSY 5971 Models and Strategies of Behavior Management (3 hours)
- COUN 5050 Human Growth and Development (3 hours)

Goal 2 - Professional Practice Preparation (9 hours)

- EPSY 6121 Portfolio Based Analysis: School Psychology (1 hour required)
- EPSY 6102 Practicum in Data-Based Decision-Making: Mental Health Services (2 hours required)
- EPSY 6103 Practicum in Data-Based Decision-Making: Advanced Psychoeducational Assessment and Intervention (2 hours required)
- EPSY 6500 School Psychology Internship (4 hours required)

Goal 3 - Professional Skills and Abilities in Assessment and Interventions (4-7 hours)

- EPSY 6036 Psychoeducational Assessment II (2 hours required)
- EPSY 6037 Mental Health in Schools: Assessment and Intervention (2 hours required)
- EPSY 5930 Screening, Assessing, and Evaluating Gifted Students (3 hours)
- EPSY 5990 Identifying Giftedness in Underserved Populations (3 hours)
- EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3 hours)

Goal 4 - Interpersonal Skills, Collaboration, and Consultation (3 hours)

- EPSY 6300 School Consultation in a Global Society (3 hours)
or
• EPSY 5941 Systems Leadership: School Psychology Planning and Evaluation (3 hours)

Goal 5 - Research Methods and Statistical Skills (5 hours)

- EPSY 6104 Practicum in Data-Based Decision-Making: Consultation and Applied Field Research (1 hour required)
- EPSY 6000 Advanced Graduate Certificate Project (3 hours required)
- EPSY 6101 Practicum in Data-Based Decision-Making: Applied Statistics (1 hour required)

Goal 6 - Knowledge of Ethics and Establishment of Professional Values (4-5 hours)

- EPSY 5951 Child Rights for School Professionals (1 hour)
- EPSY 6200: Seminar in School Psychology: Professional School Psychology (2 hours required)
- EPSY 6200: Seminar in School Psychology: International and Multicultural School Psychology (2 hours)
or
• EPSY 6200 Seminar in School Psychology: Case Studies of Exceptional Children and Youth (2 hours)

Electives (1-7 hours)

It is recommended that electives be selected from the EdS Program Coursework listed above or the optional emphasis in International Children's Rights described below

Optional Emphasis in International Children's Rights (12 hours)

An emphasis in international children's rights is in the EdS in applied educational psychology: school psychology. In keeping with the core values and goals of this graduate program, the emphasis in international children's rights acknowledges the fundamental human rights of all children and provides advanced knowledge and skills so that professionals can promote children's well-being, learning, development, and safety. The emphasis is twelve hours and students can include the following courses (EDUC/EPHY 5210, SPED 5319, EPSY 5510, EPSY 5951, EPSY 5952, EPSY 5991, EPSY 6102, EPSY 6200).

Required Course:

- EPSY 5951 Child Rights for School Professionals (1 hour)
May be repeated for credit

Electives:

Choose 11 hours from the following:

- EDUC/EPHY 5210 Annual Human Rights Conference (1 hour)
May be repeated for credit
- SPED 5319 Disabilities and Ethics (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)
- EPSY 5952 Children, Culture, and Violence (3 hours)
- EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3 hours)
- EPSY 6102 Practicum in Data-Based Decision Making: Mental Health Services (1-2 hours)
May be repeated for credit
- EPSY 6200 Seminars in School Psychology: International and Multicultural Perspectives (2 hours)

Graduate Certificates

There are two applied educational psychology 12-hour graduate certificates:

1. The Psychoeducational Needs of Immigrant and Refugee Youth
2. Fostering Resilience in "At-Risk" Children and Youth

degrees

These certificates are available in both face-to-face and online formats in order to provide greater learning opportunities, especially for graduate students from outside the United States. Qualified graduate students may be able to apply these 12-hour graduate certificates to the 24-hour sequential MA in applied educational psychology, the 36-hour MA in applied educational psychology, the 38-hour EdS in Applied Educational Psychology: School Psychology or another graduate degree.

Additional Advanced Graduate Certificates

Additional advanced graduate certificates are available for students who need additional study of applied educational psychology to support their education and preparation for becoming a school psychologist. Students who did not earn an MA in applied educational psychology may need additional coursework about applying psychology to work with children and youth in school settings. This additional coursework may make students eligible for a 15-hour advanced graduate certificate in immigrant and refugee education or a 15-hour advanced graduate certificate in gifted education and talent development.

Educator Certification

Graduate students successfully completing the EdS in applied educational psychology: school psychology and receiving a passing score on the School Psychologist Praxis Test are eligible for Missouri Department of Elementary and Secondary Education certification as a school psychologist. Graduates may use their School Psychology Portfolio and related materials to apply to become a Nationally Certified School Psychologist (NCSPP).

Admission

- A master of arts in applied educational psychology or a master's degree in a closely related field such as clinical psychology, counseling psychology, school counseling, or special education
 - Completion of graduate level study of these areas: statistics, research, counseling, assessment, developmental psychology, behavior management, educational psychology, and practicum. (Prerequisite areas of graduate study may be taken as EdS electives).
 - Official transcripts of previous undergraduate and graduate coursework.
 - A cumulative graduate GPA of 3.5 or higher
 - Two essays (800-1200 words each); these essays may refer to the applicant's résumé and transcripts. In the essays please cite references using APA style.
1. Submit an essay that reflects on your academic experiences and professional growth during your master's degree program and how these will prepare you for becoming a school psychologist. What do you hope to gain from the EdS in applied educational psychology: school psychology?
 2. Submit an essay about student diversity in development and learning. Demonstrate that you have acquired an understanding of individual differences and the sensitivity and skills needed to work with individuals of diverse characteristics.
- A current résumé.
 - Three letters of recommendation from faculty and/or associates.
 - The applicant must be able to provide evidence of superior academic ability.

After all materials have been submitted, an entry interview will be scheduled for selected applicants. For more information about admissions, please see the School of Education website.

Send all required documents to the following address:

Webster University
Office of Admission
Attn: EdS Admissions Committee
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Decisions about full acceptance:

Applicants are judged based on the entirety of their application rather than on isolated quantitative indicators. Admissions decisions are based on each candidate's:

- Prior grades.
- Admissions essays.
- Résumé.
- Research experiences.
- Professional experiences.
- Interview.
- Match to our program philosophy.

Art (MA)

This program is offered by the Leigh Gerding College of Fine Arts.

Program Description

The master of arts (MA) in art is offered with areas of emphasis in studio art (ceramics, drawing, graphic design, painting, photography, printmaking, and sculpture), and in art history and criticism.

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.

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.

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.

This program is offered at the St. Louis home campus.

Program Curriculum

Studio Art Emphasis

A student pursuing the MA in art degree with an emphasis in studio must successfully complete a minimum of 36 credit hours of coursework that is relevant to the student's area of emphasis including:

- ART 5000 Graduate Seminar in Art (3 hours)
- ART 6250 Thesis (3-6 hours)

Additional Requirements

- Emphasis coursework (18 hours)
- Graduate Art electives (9 hours)

The thesis requirement for an MA 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, Design, and Art History Student Handbook.

Art History and Criticism Emphasis

A student pursuing the MA in art degree with an emphasis in art history and criticism must successfully complete a minimum of 36 hours of coursework including:

- ART 5000 Graduate Seminar in Art (3 hours)
- ARHS 5700 Historiography and Methodology (3 hours)
- ARHS 5000/6000 level coursework (24 hours)
- French/German reading (0 hours)
- Comprehensive exam (0 hours)
- ARHS 6250 Thesis (3-6 hours)

Within the first 18 credit hours of graduate work, the MA student in art history 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.

During the semester in which a student completes 20 credit hours of graduate work, the MA student in art history must pass a comprehensive written examination (approximately 4 hours) broadly covering the field of art history. The comprehensive exam may be retaken only once.

MA students in art history 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.

Admission

Students who are interested in applying to this degree program should also see the Admission Section found in the front of this catalog for general requirements, or the Graduate Admissions website. In addition, applicants should demonstrate advanced preparation through portfolio review, previous coursework, and resumé. Applicants must satisfy the admission requirements listed below and petition to study within one of the areas of emphasis.

Admission Requirements

For Studio Art:

- Online Application, \$50 application fee, and official transcripts
- Bachelor of Fine Arts (BFA) or Bachelor of Arts (BA) in Studio Art or approved equivalent from an accredited institution
- Statement of approximately 500 words examining reasons for graduate study in art
- Three letters of recommendation, at least two of which must be from former teachers
- Digital portfolio consisting of about twenty recent works of art

For Art History and Criticism:

- Online Application, \$50 application fee, and official transcripts
- Bachelor of Arts (BA) in art history or approved equivalent from an accredited institution
- Statement of approximately 500 words examining reasons for graduate study in art
- Three letters of recommendation, at least two of which must be from former teachers

- Writing sample demonstrating research and writing abilities from an area of the humanities

Send all admission materials to:

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

Advancement to Candidacy

Advancement to candidacy in the MA in Art program is achieved by completion of a minimum of 12 credit hours with grades of B or above and a positive faculty evaluation in the Graduate Advancement to Candidacy Review.

Policies and Procedures

One grade of F, or two grades of C constitute dismissal from the program.

The candidate should also consult the Academic Policies and Procedures section of the catalog for further Webster University policies regarding course attendance; conduct; grades; academic warning, probation, and dismissal; transcripts; and diploma.

Arts Management and Leadership (MFA)

This program is offered by the Leigh Gerding College of Fine Arts.

Program Description

The master of fine arts (MFA) in arts management and leadership is a program to develop professional, enlightened, and imaginative leadership for visual and performing arts institutions. Students will acquire an understanding of the theories of business management and techniques with special emphasis on the application of these skills to the arts.

The goal of the program is to graduate students who are immediately qualified to assume specialized administrative positions with professional arts organizations and who will eventually assume leading decision-making positions in the field. It is anticipated that these graduates will work to effectively influence policies regarding the appropriate role of arts in our society.

This program is offered at the St. Louis home campus.

Enrollment

- Admission to the program constitutes advancement to candidacy.
- One grade of F, or two grades of C, constitute dismissal from the program.

Program Curriculum

- AMLD 5010 Introduction to Arts Management/Planning (3 hours)
- AMLD 5020 Legal Issues in the Arts (3 hours)
- AMLD 5030 Fund-Raising/Development (3 hours)
- AMLD 5040 Leadership Issues and Board Strategies (3 hours)
- AMLD 5050 Community and Cultural Policy (3 hours)
- AMLD 5060 Accounting and Basics in Finance (3 hours)
- AMLD 5070 Marketing for the Arts (3 hours)
- AMLD 5065 Financial Issues in the Arts (3 hours)
- AMLD 5200 Seminar in Arts Leadership (9 hours)

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- AMLD 5210 Thesis Project (3 hours)
- AMLD 5220 Completion and Acceptance of Final Thesis (3 hours)
- AMLD 5453 Stakeholder Management Communications (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)

Total: 45 hours

Admission

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

Admission Requirements

- Previous practical experience in an arts discipline
- A bachelor of arts (BA), bachelor of fine arts (BFA), or approved equivalent from an accredited institution
- Submission of official transcripts
- Three letters of recommendation
- Statement of at least 1,000 words examining issues concerning "Arts and the Future"
- Interview with faculty

Send all admission materials to:

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

Business and Organizational Security Management (MA)

This program is offered by the Walker School of Business & Technology.

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.

This program is offered online and at a number of campuses in the United States. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.



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

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques, and theories

used in the field of business and organizational security management.

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

Program Curriculum

The 36 credit hours required for the master of arts (MA) or the 54 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) (3 hours)
- SECR 5010 Legal and Ethical Issues in Security Management (3 hours)
- SECR 5020 Security Administration and Management (3 hours)
- SECR 5030 Business Assets Protection (3 hours)
- SECR 5060 Emergency Planning (3 hours)
- SECR 5080 Information Systems Security (3 hours)
- SECR 5090 Behavioral Issues (3 hours)
- SECR 6000 Integrated Studies in Security Management (3 hours)

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

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

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Communication Arts (MA)

This program is offered by the School of Education.

Program Description

The communication arts master of arts (MA) 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 explore career alternatives and enhance their professional standing.

This program is offered at the St. Louis home campus.

It is also available online (internet-based), but only for the general communication arts emphasis. Contact the School of Education office for current information.

Communication arts majors choose one of 11 emphasis areas:

- Aesthetic Education
- Educational Technology
- General Communication Arts
- Inclusive Education
- International Languages and Cultures
- Language Arts
- Media Literacy
- Reading
- Teaching English as a Foreign Language (available online only)
- Teaching English as a Second Language (available online only)
- Writing for Educators

Learning Outcomes

- Refine oral, visual, and written communication skills and understand the importance of language, media, and the arts in the communication process.
- 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.
- Promote creative thought and expression through leadership in schools and communities.
- Develop skills and strategies to respond to diversity in schools and communities.
- 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 Communication (3 hours)
- COMM 5270 Visual Communication (3 hours)
- COMM 5280 Written Communication
or COMM 5199 Teaching Writing (online) (3 hours)
- COMM 5460 Curriculum Design (3 hours)
(must be taken early in program)
- COMM 5800 Applied Research (3 hours)
(after COMM 5460 Curriculum Design)

In addition to the above requirements, students select 12 credit hours of coursework deemed appropriate for an emphasis area. Thus, the 33 credit hours required for the degree must include the 15 credit hours of core courses and 12 credit hours of coursework in the emphasis area, plus 6 credit hours of electives.

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 units. Emphasis areas and suggested courses within the communication arts MA are outlined below.

Students are required to complete a Petition to Graduate the semester before they plan to graduate. Specific deadlines are posted in the School of Education academic calendar.

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 15 credit hours of communication arts MA requirements, 12 credit hours of appropriate coursework are required.

Emphasis in Educational Technology

In addition to the 15 credit hours of communication arts MA requirements, 12 credit hours are needed for the emphasis. Six out of those 12 credit hours for the emphasis must use one of the following options. The remaining 6 credit hours can be graduate level technology courses OR the student may select all the courses listed below to satisfy the 12 credit hours for the emphasis area.

Option 1

- EDTC 5040 Graphic Design for Educators (2 hours)*
- EDTC 5070 Desktop Publishing for Educators (2 hours)*
- EDTC 5465 Instructional Design for Educators (2 hours)

*Note: EDTC 5040 and EDTC 5070 should be taken concurrently.

Option 2

- EDTC 5290 Digital Video for Educators (3 hours)
 - EDTC 5295 Advanced Digital Video for Educators (3 hours)
- Prerequisite: EDTC 5290

Emphasis in General Communication Arts

The general communication arts emphasis is individualized for the professional seeking flexibility in designing a master's degree. Options for earning credit exist in coursework and independent projects. This emphasis area is designed by the student and faculty advisor.

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 15 credit hours of communication arts MA requirements, students

degrees

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.

Emphasis in International Languages and Cultures

The international languages and cultures emphasis provides students with the opportunity to improve their listening comprehension, reading, writing, and oral skills in content-oriented courses in French, German and Spanish taught at the advanced level. French, German and Spanish courses are offered in rotation in a variety of formats and content.

Although the classes cover different periods and genres of literatures, the focus of the program is on oral communication and a deep understanding and appreciation of the language and culture.

In addition to the 15 credit hours of communication arts MA requirements, French, German and Spanish students must take a minimum of 12 credit hours of appropriate coursework in the language of their emphasis.

- ILC 5120 Advanced Skills (3 hours)
- ILC 5130 Advanced Listening & Discussion Skills in Languages (3 hours)
- ILC 5170 Seminars (3 hours)
- ILC 5180 Methods of Teaching Languages (3-4 hours)
- ILC 5210 In-Service Education: Advanced Conversational Weekend — French, German or Spanish (1 hour)

Candidates for this emphasis must be approved by the Department of International Languages and Cultures.

Emphasis in 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 15 credit hours of communication arts MA 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 15 credit hours of communication arts MA requirements, students pursuing this emphasis may choose 12 credit hours from the following courses:

- MEDC 5310 Media and Culture (required) (3 hours)

- COMM 5340/EDTC 5190 Language Arts Seminar/Topics in Classroom Media: Media Literacy — Children Working with Visual Information (3 hours)
- MEDC 5480 Comparative Approaches to Media Literacy (3 hours)
- COMM 5440 Integrated Language Arts (3 hours)
- EDTC 5750/COMM 5750 Special Institute: Media Education — Curriculum and Methodology (3 hours)
- MEDC 5981 Integrated Studies in Media Literacy (3 hours)

Emphasis in Reading

The reading emphasis allows educators to master teaching and assessment necessary in guiding students to develop proficiency and fluency in reading. Webster University emphasizes graduate education for teachers that has direct application to the classroom.

In addition to the 15 credit hours of communication arts MA requirements, 12 credit hours of appropriate coursework in reading are required.

Students choose 12 credit hours from the following courses:

- COMM 5050 Community College Reading/ABE/ESOL (3 hours)
- COMM 5490 Seminars in Reading Instruction Literacy as Empowerment — International Perspectives (3 hours)
- COMM 5820 Foundations in Reading Instruction (3 hours)
- COMM 5830 Emergent Literacy (3 hours)
- COMM 5840 Reading and Writing as Cognitive Processes (3 hours)
- COMM 5850 Reading and Literature Study Groups (3 hours)
- COMM 5880 Survey Reading Course for Secondary Teachers (3 hours)
- COMM 5900 Reading Seminars (1-3 hours)
- COMM 5920 Reading and Writing in the Content Field (3 hours)
- COMM 5930 Investigations in Reading, Intermediate (3 hours)
- COMM 5960 Differentiated Reading Instruction (3 hours)

Emphasis in Teaching English as a Foreign Language

Available online only.

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 15 credit hours of communication arts MA requirements, the following 12 credit hours of TEFL courses are required:

- TESL 5030 Language History, Planning and Policy (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods (3 hours)
- TESL 5230 Second Language Acquisition (3 hours)
- TESL 5350 Language and Culture (3 hours)

This emphasis does not lead to the Webster University TEFL Certificate.

Emphasis in Teaching English as a Second Language

Available online only.

The emphasis in teaching English as a second language (TESL) is designed for preK-12 teachers faced with non-English speakers in regular or bilingual U.S. classrooms. In addition to the 15 credit

hours of communication arts requirements, 12 credit hours from the following courses are needed:

- TESL 5030 Language History, Planning and Policy (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods (3 hours)
- TESL 5220 Curriculum Development in Second Language Classrooms (3 hours)
- TESL 5230 Second Language Acquisition (3 hours)
- TESL 5350 Language and Culture (3 hours)

This emphasis does not lead to Missouri ESOL Certification.

Emphasis in Writing for Educators

The writing emphasis allows educators to master teaching and assessment necessary in guiding students to develop proficiency, fluency, creativity and style in writing. It promotes the graduate students' own development in various facets of effective writing, such as writing for a purpose, for an audience, and as a creative endeavor. Courses focus on various types and styles of writing appropriate in particular contexts, so academic, creative and professional writing are explored in a variety of courses. A Webster University certificate in writing is also available *(See Writing for Educators).

In addition to the 15 credit hours of communication arts MA requirements, 12 credit hours of appropriate coursework in writing are required.

- COMM 5300 Reporting Research (3 hours)
- COMM 5340 Language Arts Seminar (topics)
 - Creative Writing
 - Nature Writing
 - Children's Writing
 - Creating Books for Young Readers
- COMM 5347 Poetry Writing (3 hours)
- COMM 5480 Advanced Composition (3 hours)
- COMM 5520 Communication Seminars (3 hours)
 - Professional Writing
 - Writing Across the Curriculum
- COMM 5750 Special Institute (3 hours)
 - Final Writing Project

Admission

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

Admission Requirements

- Receipt of official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Essay: What motivated you to seek an MA in Communication Arts? Based on the School of education's mission statement, the program description and learning outcomes, how do you think your participation in Webster's MA in Communication Arts will help you accomplish your personal and professional goals?

Send all required documents to the following address:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119-3141

Completed application files will be reviewed by the Language, Literacy and Leadership Department.

Advancement to Candidacy

Automatic Advancement to Candidacy based on 12 credit hours of 3.0 GPA graduate level communication arts courses.

Communications Management (MA)

This program is offered by the School of Communications.

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.

All students entering this program are required to consult with a School of Communications academic advisor prior to registration. Qualifications and required prerequisite courses will be discussed at this time. Qualifications include a strong educational background or professional experience in a communications-related field. A student may be required to enroll in 6 hours of prerequisite undergraduate course work. The selection of prerequisites will be determined through consultation with an academic advisor. Students must earn a grade of "B" or better in the prerequisite courses before they will be allowed to enroll in graduate courses.

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 program is offered online and at the St. Louis home campus.

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 elective courses from various business and management disciplines.

MEDC 5000 Media Communications is the requisite course in the communications management program. It examines communications theory and its application to mass media, as well as introduces students to the graduate program, describes program expectations, and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic or professional experience in media communications.

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The required and elective courses listed may be taken as Directed Studies, subject to the conditions stated in the Directed Studies section listed under Academic Policies and Procedures in the Graduate Studies Catalog 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 toward an MA in communications management is as follows. Any variation from this curriculum should be approved in advance using a program option request form.

Core Courses (21 credit hours)

- MEDC 5000 Media Communications (Requisite Course) (3 hours)
- MEDC 5300 Strategic Communications (3 hours)
- MEDC 5310 Media and Culture (3 hours)
- PBRL 5323 Organizational Communications (3 hours)
- MEDC 5350 Media Organization and Regulations (3 hours)
- MEDC 5400 Media Production Management (3 hours)
- MEDC 6000 Seminar in Media Communications (3 hours)

Elective Courses

A minimum of 15 credit hours must be completed from the following:

- BUSN 5000 Business (3 hours)
- BUSN 5680 Issues in Business: Project Management (3 hours)
- HRDV 5680 Ethics, Values, and Legal Issues in Human Resources Development (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)
- INTB 5000 International Business (3 hours)
- INTB 5650 International Business Management (3 hours)
- MNGT 5000 Management (3 hours)
- MRKT 5000 Marketing (3 hours)
- MEDC 5010 Introduction to Graduate Studies: Advanced Thinking and Writing (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5430 Media Communications Technology (3 hours)
- MEDC 5460 Media Research (3 hours)
- MEDC 5500 Professional Seminars
or MNGT 5500 Professional Seminars (1-3 hours)
- MEDC 5550 Topics in Media Communications (3 hours)
- MEDC 5600 Introduction to Interactive Communications (3 hours)
- PBRL 5322 Public Relations (3 hours)
- PBRL 5451 Communication Strategies for Investors and Financial Stakeholders (3 hours)
- PBRL 5452 Communication Strategies for Public Affairs and Government Relations (3 hours)
- PBRL 5453 Communication Strategies for Nonprofit Organizations (3 hours)
- PBRL 5465 Crisis Management Communications (3 hours)

Admission

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

Send all required documents to the following address:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 6 3119-3141

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two Cs before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Counseling (MA)

This program is offered by the College of Arts & Sciences.

Program Description

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

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

This program is offered at the St. Louis home campus and at select U.S. and international campuses. Please see the Campus Locations section of this catalog for a full list of campuses and the programs they offer.

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

The Clinical Mental Health emphasis offered on the home campus in Webster Groves, Missouri, is accredited by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Learning Outcomes

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

Core Counseling Learning Outcomes

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

- Develop a professional orientation and identity as a counselor by applying sound ethical, legal, advocacy, and supervisory practices which lead to success as a mental health counselor.

- Identify the cultural context of relationships, issues, and trends in a multicultural society that impact the counseling process.
- Synthesize theories of human growth and development to develop culturally responsive counseling practices.
- Apply theories and models of career development to related life factors in multicultural contexts appropriate to an individual's work, family, and lifestyle.
- Develop an empirically based approach to counseling that emphasizes wellness and prevention by integrating theory and best practices.
- Apply theoretical and experiential understandings of group approaches to counseling to develop targeted interventions within a multicultural society.
- Apply individual and group approaches to assessment and evaluation in a multicultural society.
- Utilize statistical concepts, research methods, needs assessment, and program evaluation skills commonly used in the counseling profession.

Clinical Mental Health Counseling Emphasis Additional Learning Outcomes

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

School Counseling Emphasis Additional Learning Outcomes

This emphasis is only offered at the home campus in Webster Groves, Missouri.

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

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

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

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

Community Counseling Emphasis Additional Learning Outcomes

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

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

Family Life Counseling Emphasis Additional Learning Outcomes

This emphasis is only offered at the Fort Bragg, North Carolina campus and is not interchangeable with or transferable to counseling program emphases offered at alternate campuses.

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

Program Curriculum

Not all areas of emphasis are offered at all campus locations. Students should verify that the emphasis they seek is offered at the campus they select prior to registration. Note that certain state licensure laws do not allow for courses to be completed through

degrees

directed study or electronically (online). Certain counseling courses will be taught only in an online format at particular campuses. Please contact your campus for a list of courses that are only offered online or occasionally offered in an online format.

Emphasis in Clinical Mental Health Counseling

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

The Clinical Mental Health emphasis offered on the home campus in Webster Groves, Missouri, is accredited by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Required Core Counseling Courses:

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

Additional Required Subject Area Courses:

- COUN 5150 Psychopathology (3 hours)
- COUN 5450 Trauma, Crisis, and Emergency Relief Counseling (3 hours)
- COUN 5540 Family Systems Theory (3 hours)
- COUN 5630 Techniques of Substance Abuse Counseling (3 hours)

Required Field Experience Courses:

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

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

Recommended Elective Courses:

- COUN 5140 Psychopharmacology (3 hours)
- COUN 5160 Issues in Counseling (3 hours)
- COUN 5230 Psychodiagnostics (3 hours)
- COUN 5545 Blended Family Counseling (3 hours)
- COUN 5670 Counseling of Children (3 hours)
- COUN 5640 Couples, Marriage, and Family Counseling (3 hours)
- COUN 5580 Human Sexuality Theory and Sexual Counseling (3 hours)
- COUN 5820 Consultation and Supervision (3 hours)

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

In addition to the required subject area courses listed above, students work with a faculty advisor to select electives from the

counselor education program curriculum to fulfill the 60 hour requirement for completion of the degree.

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

Emphasis in School Counseling Specialization for Grades K-12

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

Required Core Counseling Courses:

- COUN 5020 Foundations of Counseling: The Helping Relationship (3 hours)
- COUN 5050 Human Growth and Development (3 hours)
- COUN 5100 Social and Cultural Foundations of Counseling (3 hours)
- COUN 5110 Foundations of School Counseling (3 hours)
- COUN 5200 Theories of Counseling (3 hours)
- COUN 5220 Assessment (3 hours)
- COUN 5600 Techniques of Group Counseling (3 hours)
- COUN 5685 Program Development for School Counselors (3 hours)
- COUN 5700 Lifestyle and Career Development (3 hours)
- COUN 5800 Professional Orientation and Ethical Practice (3 hours)
- COUN 5840 School Counseling Methods and Skills (3 hours)
- COUN 5850 Research and Program Evaluation (3 hours)

Required Field Experience Courses:

- EPSY 6101 School Counseling Practicum (1.5 hours per term) (3 hours total)
- EPSY 6501 School Counseling Internship (1.5 hours per term) (6 hours total)

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

Students must select one track from the options below.

Non-teacher track

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

Tiered Instruction and Interventions track (online only)

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

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

Select any four of the following courses:

- EPSY 5350 Intercultural Communications (3 hours)
- EPSY 5816 Advanced Child Development (3 hours)
- EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3 hours)
- EPSY 5490 Seminars in Immigrant and Refugee Experiences (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)

Fostering Resilience in At Risk Children and Youth track

Select any four of the following courses:

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

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

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

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

Emphasis in Couples, Marriage, Family and Child Counseling

This degree emphasis requires satisfactory completion of 60 credit hours of coursework. Some states require completion of all core courses prior to Internship. This degree emphasis is not offered at all extended campuses. Please consult your local campus for information. Note that successful completion of program may exceed 60 credit hours for some students.

Required Core Counseling Courses:

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

Additional Required Subject Area Courses:

- COUN 5150 Psychopathology (3 hours)
- COUN 5540 Family Systems Theory (3 hours)
- COUN 5580 Human Sexuality Theory and Sexual Counseling (3 hours)
- COUN 5640 Couples, Marriage, and Family Counseling (3 hours)

Required Field Experience Courses:

- COUN 6100 Counseling Learning Practicum I (1.5 hours)

- COUN 6200 Counseling Learning Practicum II (1.5 hours)
- COUN 6500 Internship (1.5 hours per term) (6-9 hours)
(A minimum of 6 credit hours and 600 clinical supervised hours required; 9 credit hours and 900 clinical supervised hours may be required in FL)

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

In addition to the required subject area courses listed above, students work with a faculty advisor to select electives from the counselor education program curriculum to fulfill the 60 credit hours required for the degree.

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

Emphasis in Community Counseling

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

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

Required Core Counseling Courses:

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

Required Field Experience Courses:

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

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

Note that the majority of states in the U.S. call for educational requirements toward professional counseling licensure to include the completion of a 60 credit hour graduate counseling degree. Therefore, students and/or graduates who select the community counseling 48 credit hour emphasis may be required to complete additional graduate coursework should the student/graduate relocate to a state that requires a 60 credit hour counseling master's degree.

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Emphasis in Family Life Counseling

This emphasis is only offered at the Fort Bragg, North Carolina campus and is not interchangeable with or transferable to counseling program emphases offered at alternate campuses.

This degree emphasis requires satisfactory completion of a minimum of 48 credit hours of coursework. Note that successful completion of program degree may exceed 48 credit hours for some students. In addition, students will need to seek faculty advisement to determine if elective credits are needed for licensure as LMFT or LPC. Professional licensure is determined by state boards of licensure. Students seeking to become licensed are responsible for verifying this curriculum with their respective state boards of licensure to ensure that this curriculum meets their state's requirements.

Required Core Counseling Courses:

- COUN 5020 Foundations of Counseling: The Helping Relationship (3 hours)
- COUN 5050 Human Growth and Development (3 hours)
- COUN 5150 Psychopathology (3 hours)
- COUN 5200 Theories of Counseling (3 hours)
- COUN 5220 Assessment (3 hours)
- COUN 5600 Techniques of Group Counseling (3 hours)
- COUN 5800 Professional Orientation and Ethical Practice (3 hours)
- COUN 5850 Research and Program Evaluation (3 hours)

Additional Required Subject Area Courses:

- COUN 5540 Family Systems Theory (3 hours)
- COUN 5545 Blended Family Counseling (3 hours)
- COUN 5580 Human Sexuality Theory and Sexual Counseling (3 hours)
- COUN 5630 Techniques of Substance Abuse Counseling (3 hours)
- COUN 5640 Couples, Marriage, and Family Counseling (3 hours)

Required Field Experience Courses:

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

Note that the majority of states call for educational requirements toward professional counseling licensure to include the completion of a 60 credit hour graduate counseling degree. Therefore, students and/or graduates who select the family life counseling 48 credit hour emphasis may be required to complete additional graduate coursework should the student/graduate relocate to a state that requires a 60 credit hour counseling master's degree.

General Requirements

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

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

Students participating in the MA in counseling professional degree program are required to understand and follow the ACA *Code of Ethics* (2014) and adhere to applicable state laws, regulatory policies, and rules and policies governing professional staff behavior at the field placement setting. Students have the same ethical and professional obligation to clients as those required of professional counselors (ACA, 2014).

Professional Commitment

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

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

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

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

Remediation for Student Success Process

The American Counseling Association *Code of Ethics* (2014) requires that all counselor education programs in good standing provide a remediation process for all counselor education students that includes regular and ongoing evaluation of a student's general fit with the counseling profession. Appraisal will occur with faculty review of didactic and clinical competencies, attention to ethical code, openness to supervision, self-awareness and formation, and academic competency. When experiencing

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

Student Handbook

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

Background Check

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

Professional Liability Insurance

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

Path to Licensure

To attain licensure in the field of professional counseling (LPC/LMHC/LCPC) or marriage and family therapy (LMFT), graduates must complete further clinical supervised training, pass nationally-normed field related examinations (NCE and/or NCMHCE), pass a jurisprudence exam in some states, and may have to complete additional coursework depending on the state licensure requirements. Required exams, additional focused coursework, and/or number of required clinical supervised training hours following degree completion is dependent on the state in which

the graduate pursues licensure. For delineation of individual state licensure requirements, consult the following web sites and/or your state professional licensure board website:

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

Course Transfer

A maximum of twelve (12) credit hours from a graduate counseling program at a university with acceptable accreditation (see Catalog for definition of accreditation) may be accepted toward the MA in counseling. There will be no course substitutions once a student has transferred 12 credit hours.

Core counseling classes considered for transfer must be transferred into the counseling program within eight years of completion and must be equivalent to Webster course content and learning outcomes as evidenced by the actual course syllabus for the course requested for transfer. Syllabi samples and/or templates are not sufficient. Core courses include: COUN 5050, COUN 5100, COUN 5150, COUN 5200, COUN 5220, COUN 5600, COUN 5700, COUN 5800, and COUN 5850. Non-core counseling courses considered for transfer can be transferred within ten years of completion. Best education preparation for the field may include advising applicants/students to not transfer related but unsubstantial credits as non-core courses. Practicum and Internship hours cannot be transferred to the degree.

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

Non-specialty accredited coursework not completed at Webster University may not adequately prepare students for nationally-normed exams.

Students/applicants receiving approval for transfer of counseling coursework transfer the coursework content at their own risk.

Special Enrollment Circumstances

Participation and enrollment in the professional counseling degree program takes personal and professional commitment. For this reason, counseling students are required to receive written permission from the Department Chair to register for courses outside of the counseling program while enrolled in the program. Enrollment in non-counseling degree related courses is not encouraged.

Admission

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

Admissions policies and procedures for the MA in counseling program as stated in this catalog affect students applying for program entry in the spring term of 2016 or later. Students currently admitted or enrolled in the counseling program, as well as students entering the program before 2016 should reference the 2014-15 Graduate Studies Catalog for details.

All applications are reviewed on a rolling basis. For priority consideration, application documents must be post-marked by June 30th for fall start in that same calendar year and October 31st for spring start in the following calendar year.

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Admission Requirements

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

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

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

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

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

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

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

Non-Degree Admission Applicants

Applicants with a graduate degree or current graduate program enrollment in the following fields (professional counseling, psychology, social work, school counseling, and pastoral care) may be approved to register for up to four (pre-approved) courses and forgo the full admission process (detailed above under

admission requirements). Non-degree applicants can apply to start in any of Webster's five terms. They are required to submit an online application, official undergraduate transcript, current related graduate transcript, and a brief statement explaining their purpose. Upon approval, non-degree seeking applicants must attend a pre-registration advising meeting with a counseling faculty advisor and get their course plan approved by the department chair or Counseling state coordinator. Non-degree seeking students may not enroll in clinical field coursework (COUN 6000/6100/6200/6500). Students seeking to take more than four courses must go through the full admission process and be fully admitted into the program.

Transfer Between Campuses

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

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

In general:

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

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

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

Students wishing to take courses at a location other than their home campus must obtain approval from the Counseling Program coordinator at both their home campus and the campus where they wish to take the course(s) prior to registration. No more than 12.0 credit hours can be completed at a location other than the student's home campus without transfer. It should be noted that taking courses at a CACREP accredited campus does not imply completion of a CACREP accredited degree.

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Criminal Justice (MS)

This program is offered by the College of Arts & Sciences.

Program Description

The master of science in criminal justice provides students with a multidisciplinary approach to the wider criminal justice system, with particular emphasis on enhancing technical skills, critical thinking skills, decision-making processes, and increasing analytic capabilities to provide students with the ability to explain, predict, and prevent crime and victimization.

Learning Outcomes

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

Program Curriculum

Required Courses

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

Electives

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

Administration of Justice

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

Fraud Investigation

- CRIM 5300 White Collar Crime and Fraud (3 hours)
- CRIM 5350 Computer Crime and Fraud (3 hours)
- ACCT 5100 Investigation of Financial Fraud (3 hours)
- ACCT 5150 Introduction to Cyber Forensics (3 hours)

Cybersecurity - Threat Detection

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5210 Cybersecurity Law & Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)

Note: To qualify for the certificate in cybersecurity - threat detection, students must take all four courses.

Security Studies

- INTL 5590 International Security (3 hours)
- INTL 5550 War and Diplomacy (3 hours)
- INTL 5890 Terrorism in World Politics (3 hours)

- INTL 5560 US Foreign Policy (3 hours)
- INTL 5570 Comparative Foreign Policy (3 hours)
- INTL 5535 International Disaster Response Law (3 hours)
- INTL 5595 Energy Security (3 hours)

Note: To qualify for the certificate in security studies, students must take INTL 5590 and three other courses listed in security studies.

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Cybersecurity (MS)

This program is offered by the Walker School of Business & Technology.

Program Description

The master of science (MS) degree-seeking student should consult the Admission, Enrollment, and Academic Policies sections for policies regarding application, admission, registration, and the academic policies of Webster University.

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

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

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

The MS in cybersecurity prepares individuals for demanding positions in public and private sectors overseeing, operating,

degrees

or protecting critical computer systems, information, networks, infrastructures and communications networks.

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

This program is offered online and at select U.S. and international campuses. Please see the Campus Locations section of this catalog for a full list of campuses and the programs they offer.

Learning Outcomes

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

Program Curriculum

The 39 credit hours required for the MS degree in cybersecurity must include the required core courses.

Core Courses (24 hours)

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5110 Cybersecurity Communications (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5130 Cybersecurity Intelligence/Counter Intelligence (3 hours)
- CSSS 5140 Cybersecurity Strategic Operations (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 6001 Practical Research in Cybersecurity (3 hours)*
- CSSS 6002 Practical Research in Cybersecurity (3 hours)*

*CSSS 6001 and 6002 must be taken sequentially over two terms; CSSS 6001 is a Prerequisite for CSSS 6002

3 elective courses chosen from the following:

- CSSS 5210 Cybersecurity Law and Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)
- CSSS 5230 Cybersecurity Forensics (3 hours)
- CSSS 5240 Pre-emptive Deterrence (3 hours)
- CSSS 5250 Use and Protection of Space Assets (3 hours)
- CSSS 5990 Advanced Topics in Cybersecurity (3 hours)**
- CSSS 6500 Cybersecurity Internship (3 hours)

**A maximum of two CSSS 5990 Advanced Topics in Cybersecurity courses may be counted toward the 39 required credit hours.

The student must also select 2 additional electives from CSSS or other Webster elective credit courses that may be offered at the location where the student is completing their MS requirements.

All students in this curriculum must complete the CSSS 6001 (3) and CSSS 6002 (3) Practical Research in Cybersecurity capstone courses over two sequential terms as a practical research paper, an internship, or an individual or team project for a total of 6 credit hours and 72 contact hours.

The 42 credit hours required for the master of business administration (MBA) with an emphasis in cybersecurity must include the following courses:

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5210 Cybersecurity Law and Policy (3 hours)

- CSSS 5220 Cybersecurity Threat Detection (3 hours)

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

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Sequential MS in Cybersecurity

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

Transfer credit may not be applied toward the sequential MS.

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

- The student must take a minimum of 27 credit hours to earn the sequential MS in cybersecurity. This includes the 24-hour degree core, as well as one elective. The elective must be selected from the following list:
 - CSSS 5210 Cybersecurity Law and Policy (3 hours)
 - CSSS 5220 Cybersecurity Threat Detection (3 hours)
 - CSSS 5230 Cybersecurity Forensics (3 hours)
 - CSSS 5240 Pre-emptive Deterrence (3 hours)
 - CSSS 5250 Use and Protection of Space Assets (3 hours)
 - CSSS 5990 Advanced Topics in Cybersecurity (3 hours)
 - CSSS 6500 Internship in Cybersecurity (3 hours)
- The student must meet the core course requirements of the MS in cybersecurity. If the student enrolled in any of

the core courses as electives in his or her MA, MS or an equivalent degree program, those courses must be replaced with applicable CSSS electives (see list above).

- Advancement to Candidacy for sequential MS in cybersecurity:
 - Sequential MS in cybersecurity students who received the MA, MBA, or MS from Webster University will be advanced to candidacy with initial registration.
 - A student who received the master's degree from another regionally accredited institution will be advanced to candidacy upon approval of the master's degree transcript.

Doctor of Education (EdD)

This program is offered by the School of Education.

Program Description

Webster University's Doctor of Education (EdD) in Transformative Learning in the Global Community, offered by the School of Education, is an interdisciplinary, scholarship and research-oriented program, which invites a broad range of educational professionals to enter into a genre of transformative learning to expand their knowledge and beliefs about learning and teaching. This program develops scholars and leaders with globally and socially conscious perspectives through the study of the philosophies, history and theories of education systems (global, social, and psychological); their practical and ethical applications and global service learning practicums. This doctorate is designed as two-year process. Students will have a limit of five years to complete the program.

- Note for educators: This doctorate is not a path to earn certification in any field of education. Certification courses are not a part of the doctoral curriculum. If a candidate desires to earn a certificate, he/she must work closely with an adviser who specializes in that specific area of certification and develop a DESE approved program of study, outside of this doctoral program.

This program is offered at the St. Louis home campus.

Learning Outcomes

The Doctor of Education in Transformative Learning in the Global Community develops scholars and leaders with expertise in interdisciplinary research and scholarship who have globally and socially conscious perspectives. The program provides opportunities for promoting transformative learning for individuals, organizations, and communities, through the development of theoretical and practical knowledge, research, and mastery of information and communications technologies. This EdD program enables candidates to:

- Investigate and critically analyze issues, theory, practice and policies in education systems and environments (global, community, organizational, individual).
- Apply research to develop knowledge and capacity for studying and supporting transformative and global service learning for individuals, organizations, and communities.
- Reflect on the roles educators assume with courage and confidence as leaders of change through global collaboration with colleagues, students, and families.
- Demonstrate respect of diversity through their ability to facilitate and model collaborative inquiry and dialogue for constructivist and transformative learning.

Program Requirements

This program requires at least two-three years of advanced coursework focused on the global community, global service learning practicum, research, comprehensive exam and a prospectus, dissertation research, and defense of the dissertation.

Admissions Requirement

The following are minimum eligibility requirements:

1. Submission of an admission application in hard copy. Applications are reviewed in a continuous process.
2. Applicants are expected to have identified their burning questions, developed expert knowledge in their areas of interest and have a post-master's degree demonstrating advanced knowledge and study in the field of the applicant's proposed dissertation research. Examples include: an Education Specialist degree, or two master's degrees, or equivalent significant post-Master's academic work or extensive research and publication.
3. Applicants must be able to demonstrate a working knowledge of educational research methods and design (a minimum of three research inquiry courses). Should an outstanding applicant need to expand his/her research base, he/she may take those courses concurrently with the EdD curriculum. The research courses will **not** be part of the doctorate degree curriculum.

Some examples of possible Webster University courses offered online are:

- LEAD 6120: Intro to Research
- SSSL 6120: Intro to Research
- SSSL 6121: Research II

Courses offered Online and Face to Face

- LEAD 6123: Action Research I
- LEAD 6133: Action Research II

4. GRE (to be used as an advising tool).
5. Cumulative graduate GPA of 3.7 or greater (all graduate transcripts).
6. A writing sample demonstrating the ability to meet the rigor of a doctoral program.
7. At least three letters of reference attesting to the applicant's potential to succeed in the program.
8. A non-refundable application fee \$125. This fee is waived for Webster University Graduates.
9. Successfully complete an interview with EdD Program Admissions Committee during which the applicant presents his/her research interest, 'burning question' and plan for dissertation.

Required Courses

- EDOC 7120 Global Histories and Politics in Education (3 hours)
- EDOC 7130 Global Communications Technologies in Educational Systems (3 hours)
- EDOC 7140 Educational Equity and Ethics: Theory and Policies (3 hours)
- EDOC 7150 Social Justice & Transformative Learning (3 hours)
- EDOC 7500 First Service Learning/ Internship (6 hours)
- EDOC 7510 Interdisciplinary Pro-seminar I (2 hours)
- EDOC 7520 Interdisciplinary Pro-seminar II (2 hours)
- EDOC 7530 Interdisciplinary Pro-seminar III (2 hours)
- EDOC 7540 Interdisciplinary Pro-seminar IV (2 hours)
- EDOC 8000 Dissertation (*minimum 10 credits*)

degrees

Total of 36 Credit hours

Additional Information

- EDOC Course Descriptions
- LEAD Course Descriptions
- SSSL Course Descriptions
- Program of Study

For additional information, contact Dr. M. Bevel at dmary@bevelweb.com or Lisa Davis at lisadavis98@webster.edu

Doctor of Management (DMgt)

This program is offered by the Walker School of Business & Technology.

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.

This program is offered at the St. Louis home campus.



The doctor of management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

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.

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, theories, and models used in the areas of organizational development and leadership.
- Students will be able to effectively apply key concepts, analytic techniques, theories, and models used in the areas of organizational development and leadership when analyzing complex situations.
- Students will be able to effectively integrate key facts, concepts, principles, theories, and models in the areas of organizational development and leadership when developing solutions to organizational problems in complex situations.
- Students will be able to design, conduct, and successfully defend a doctoral research project in the areas of organizational development and leadership, using appropriate quantitative and/or qualitative research methods.

Program Curriculum

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.

The following are required courses in the DMgt program:

- DMGT 7140 Statistical Analysis (3 hours)
- DMGT 7160 Quantitative Research Methods (3 hours)
- DMGT 7180 Qualitative Research Methods (3 hours)
- DMGT 7300 Management Systems Redesign (3 hours)
- DMGT 7350 Topics in Technology (3 hours)
- DMGT 7370 Topics in Leadership (3 hours)
- DMGT 7450 Strategic Management (3 hours)
- DMGT 7500 Leadership (3 hours)
- DMGT 7520 Organizational Development and Change (3 hours)
- DMGT 7750 Advanced Organizational Behavior (3 hours)
- DMGT 7810 Survey Design and Methodology (3 hours)
- DMGT 7900 Research Seminar (3 hours)
- DMGT 8000 Doctoral Project (9 hours)

Admission

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

Prerequisites for Admission

Application to the DMgt program requires documentation of the following:

- A master's degree in a management-related field, such as business, economics, management, health management, industrial psychology or an MBA degree.
- Superior academic ability at the graduate level.
- Successful completion of at least one master's level statistics course
- General Management Admission Test (GMAT) score. Applicant must request that Graduate Management Admissions send an official score report to Webster's DMgt program.
- A minimum of three years of management experience.

Admission Requirements

The program accepts applications beginning November 1 for the subsequent year.

Applicants to the DMgt program are accepted annually and should submit the following:

- Fill out and submit application.
- A statement of goals, summarizing how the doctorate will advance the student's career goals and personal objectives.
- Official transcripts of all previous undergraduate and graduate coursework. An English translation must be included if the transcripts are from a foreign institution.
- A current résumé.
- At least three letters of recommendation from business associates and/or faculty.
- A \$125 nonrefundable application fee (waived for Webster University graduates).

A student who has not completed at least one doctoral-level course at Webster University within one year from the date of admission must reapply for admission to the DMgt degree program. This student must be reviewed again by the admission committee before enrolling in a doctoral-level course.

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.

Submission of all required documents should be sent to the following address:

Office of Admission
Webster University
470 East Lockwood Avenue

St. Louis, MO 63119-3194

Admission Process

Completed application files will be reviewed by the Doctoral Admissions Committee

- Applicants who pass initial screening will be invited on campus for a personal interview. An interview is not a guarantee of admission to the program.
- The number of persons admitted for a given cohort will vary according to the total number of students currently in the program.
- Applicants will be notified of final decision by late July or August.
- Admitted students will begin their degree program in the Fall 2 term.
- Admitted students are required to submit a deposit to secure their position in the class.

International Students

Applicants who are not U.S. citizens or permanent residents please complete all of the above documentation and submit the following:

- TOEFL, IELTS or Pearson score-official only
 - TOEFL Paper: 575
 - TOEFL Computer: 230
 - iBT: 89
 - IELTS: 6.5
 - Pearson: 53

Transfer of Credit

At the time of admission, the admission committee will determine coursework acceptable for transfer into the DMgt program.

A maximum of 6 credit hours may be transferred into the doctoral program. This coursework must be equivalent to required courses in the DMgt program.

Coursework that has been applied toward the completion of a degree and reading courses or courses completed by independent or directed study cannot be transferred into a DMgt program.

Academic Probation and Dismissal

Students accepted into this program are expected to perform academically at a doctoral level. To remain in this program, students are expected to achieve the following academic milestones based on a grade-point average:

- At end of six Core Courses: Have a GPA of 3.0
- At the conclusion of their final classroom course: Have a GPA of 3.0

Failure to achieve either GPA milestone will result in the student being dismissed from the program. For the GPA system, see Academic Policies and Procedures.

Students whose GPA falls below 3.0 or who receives a grade below a B in a course will meet with the program director to discuss their academic performance.

Other doctoral academic quality policies include:

- A student who receives an F grade in a course must retake the course with a satisfactory grade before enrolling in the 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 and after the faculty has approved the Doctoral Project proposal. Information on the format and requirements for the Doctoral Project is available in the doctoral student handbook, which can be obtained from the program director.

Degree Completion

Upon completion of a successful defense of the doctoral project, as reviewed by the student's project committee, the committee will recommend to the dean of the George Herbert Walker School of Business & Technology that the student be awarded the DMgt degree.

As of June 1, 1992, students who enter the program must complete all degree requirements within five years after completion of their initial DMgt course. 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.

Early Childhood Education (MA)

This program is offered by the School of Education.

Program Description

Candidates pursuing the MA in early childhood education engage in observation and documentation to research children's learning processes and analyze them in light of developmental theory, current research, best practices, and historical and social contexts. This kind of action research informs curriculum decisions and program improvement.

International perspectives on young children and early childhood education are explored, with in-depth study of the internationally acclaimed early childhood education programs and philosophy of Reggio Emilia, Italy. Central to this philosophy are a strong image of the capabilities of young children; support for integrative, inquiry based, and collaborative learning; participation of families and community; the use of observation and documentation to inform curriculum planning and reflective learning with children; and quality learning environments.

This program is offered at the St. Louis home campus.

Learning Outcomes

The goals of the MA in early childhood education are to cultivate graduates who:

degrees

1. Develop and refine the skills and concepts of collaborative action research in the process of assessing and making learning visible.
2. Develop understanding of cross-cultural and international perspectives on early learning and education to inform responsive teaching and learning.
3. Explore and formulate general criteria and contexts for quality learning environments and materials for young children.
4. Analyze the relationship between social constructivist principles and practices and standards-based curriculum and assessment.
5. Integrate content learning through inquiry based curriculum and collaborative learning experiences.

Requirements

The 33 credit hours for the MA in early childhood education must include the following courses:

Core Course Requirements (24 hours)

- ECED 5470 Observation, Documentation and Analysis in Early Childhood Education (3 hours)
- ECED 5510 Understanding and Supporting Children's Thinking (3 hours)
- ECED 5670 Social Intelligence and Relationships: The Foundations for Learning (3 hours)
- ECED 5750 Negotiated Learning: The Reggio Approach to Early Education (3 hours)
- ECED 5820 Creating Learning Environments (3 hours)
- ECED 5860 Cross-Cultural Perspectives in Early Childhood (3 hours)
- ECED 5870 Valuing the Expressive Languages in Education (3 hours)
- ECED 5800 Applied Research (3 hours)

Electives (9 hours)

Students may choose from the list below or select other appropriate course options, with advisor approval:

- COMM 5830 Emergent Literacy (3 hours)
- COMM 5910 Investigations in Reading: Primary (3 hours)
- ECED 5480 Math Methods for the Young Child (3 hours)
- ECED 5740 Inquiry Learning in Early Childhood (3 hours)
- ECED 5830 Topics in Early Learning (3 hours)
- ECED 5840 Issues in Parenting (3 hours)
- ECED 5830 Topics in Early Learning: The Young Child as Naturalist (3 hours)
- ECED 5760 Fundamentals of the Reggio Approach Study Tour (3 hours)

Total: 33 hours

Optional Emphasis Area

Students who wish to pursue a special emphasis area in inclusive education, in addition to their degree program, may pursue the following program. This is an option available to those who have a special interest in inclusive education.

Emphasis in Inclusive Education

The emphasis in inclusive education is designed to provide classroom teachers and regular and special educators at the pre-primary, 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 24 required early childhood credit hours, students must complete at least 9 credit hours of appropriate coursework related to inclusive education.

The following two courses are required for the area of emphasis in inclusive education:

- EDUC 5080 Planning for the Inclusive Classroom (3 hours)
- SPED 5381 Methods for Teaching Students with Mild/Moderate Disabilities (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 Collaborative Practices for the 21st Century Classroom (3 hours)
- SPED 5300 Communicating with Families and Disabled Persons (3 hours)
- SPED 5330 Legal Issues in Special Education (3 hours)
- ECED 5830 Topics in Early Learning: Assessment for Intervention of Infants and Young Children (3 hours)
- ECED 5830 Topics in Early Learning; Early Childhood Special Education Curriculum (3 hours)

Admission

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

Admission Requirements

- Receipt of official transcripts from an accredited baccalaureate-granting institution.
- A baccalaureate degree in early childhood education or a related field, or early childhood education certification. Individuals who do not meet these criteria may be interested in our MAT in early childhood education.
- Cumulative undergraduate GPA of 3.0 or higher.
- Essay: What motivated you to become an early childhood educator? Based on the School of Education's mission statement, the Early Childhood Education program description and candidate learning outcomes, how do you think your participation in this program will help you to accomplish your personal and professional goals?

Send all required documents to:

Office of Admission
Webster University
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Completed application files will be reviewed by the Department of Language, Literacy, and Leadership

Advancement to Candidacy

Automatic ATC based on 12 credit hours of 3.0 GPA graduate level ECED courses.

Early Childhood Education (MAT)

This program is offered by the School of Education.

Program Description

Students pursuing early childhood education in the MAT program study young children and their families from an ecological systems 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 learn to identify strategies to support the development of individual children and design appropriate educational plans for them. Strategies for meeting the diverse needs of all children in an inclusive environment are emphasized. Throughout this major, students explore methods of consultation and collaboration among teachers, therapist, parents, and others involved in providing services to young children.

The MA in early childhood education has been nationally recognized as an advanced degree that provides evidence that candidates have a strong foundation of both content and pedagogical knowledge by the National Association for the Education of Young Children (NAEYC) and the Council for the Accreditation of Educator Preparation (CAEP).

This program is offered at the St. Louis home campus.

Learning Outcomes

The goals of the MAT in early childhood education are to cultivate graduates who:

- Demonstrate competence as a teacher researcher through ability to observe, document, and analyze children's ideas, learning processes, and actions.
- Apply an interdisciplinary, collaborative, and ecological systems-oriented approach to early education that encourages family and community participation.
- 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.
- Demonstrate professionalism through communication and collaboration with colleagues, families, children, and community leaders; and through understanding and respect for self and others.

Requirements

Course Requirements

- ECED 5010 Foundations of Early Childhood Education (3 hours)
- ECED 5430 Language and Motor Development in Infant Toddler Programs (3 hours)
- ECED 5460 Curriculum Design (3 hours)
- ECED 5470 Observation, Documentation and Analysis in Early Childhood Education (3 hours)
- ECED 5480 Math Methods for the Young Child (3 hours)
- ECED 5880 Integrating Resources: Community Schools and Family (3 hours)
- COMM 5440 Integrated Language Arts (3 hours)
- COMM 5820 Foundations of Reading Instruction (3 hours)
- COMM 5830 Emergent Literacy (3 hours)
- COMM 5960 Differentiated Reading Instruction (3 hours)
- ECED 5096 Apprentice Teaching Seminar (1 hour)
- ECED 5950 Apprentice Teaching: Early Childhood (9 hours)

Total: 40 hours

Additional Courses Required for Certification

- CMAT 5000 Teaching in a Diverse Society (3 hours)
(To be completed within the first 2 semesters; must be taken in residence at Webster; grade of B- or better required)
- COMM 5000 Fiction, Nonfiction and Poetry for children (3 hours)
- COMM 5840 Reading and Writing as Cognitive Processes (3 hours)
- ECED 5431 Practicum: Infant/Toddler (1 hour)
- ECED 5461 Practicum: Pre-Primary (1 hour)
- ECED 5462 Practicum: Primary (1 hour)
- EDUC 4020 Health, Nutrition and Safety (3 hours)
- EDUC 5080 Planning for the Inclusive Classroom (3 hours)
- EPSY 5130 Educational Psychology (3 hours)
- EPSY 5505 Applied Development & Educational Psychology (3 hours)
- EPSY 5170 W1/SPED 5250 Behavioral Management (3 hours)
- EDTC 5410 Technology In-Service Topics (1 hour)
- SPED 5860 Psychology of the Exceptional Student (3 hours)

Prior to apprentice teaching, candidates must take and pass the Missouri Content Assessment Exams: Early Childhood 064.

Teacher Certification in Early Childhood Special Education

Early childhood education MAT students may receive an added teaching certificate in early childhood special education. These students should contact the Teacher Certification advisor.

Student Internship and Apprentice Teaching

Students must also complete the following courses to earn both the MAT Early Childhood Degree and to complete certification in early childhood.

- ECED 5096 Apprentice Teaching Seminar (1 hour)
- ECED 5950 Apprentice Teaching: Early Childhood (9 hours)

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15 for Spring placement and by February 15 for Fall placement. Applications for practicum and apprentice teaching are done through TK20. Directions are located on the School of Education website.

Admission

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

Admission Requirements

- Receipt of official transcripts from the baccalaureate-granting institution.
- Undergraduate cumulative GPA of 2.75 or higher.
- B- or greater in a college-level math course.
- B- or greater in a college-level composition course.

Send all admission materials to:

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

Completed application files will be reviewed by the Language, Literacy and Leadership Department

Advancement to Candidacy (ATC)

Automatic ATC based on 12 credit hours of 3.0 GPA graduate level ECED courses.

Education and Innovation (MA)

This program is offered by the School of Education.

Program Description

Webster University's master of arts (MA) in education and innovation aims to develop knowledge, skills and creative competencies in educational design and innovation. The program serves community, business and organizational leaders, trainers, educators, and other professionals in the public, private and voluntary (not-for-profit) sectors. The program bridge the online or on-campus learning environment and the workplace by cultivating personal transformative learning and professional efficacy. Students develop teamwork and collaboration skills for real-world problem-solving, high-impact instruction and change process management. The program stresses experiential learning designs and technology transfer. Participants in this program learn to foster a "culture of innovation" in multi-faceted learning environments, workplaces and community contexts.

The MA in education and innovation embraces Webster University's mission "to transform students for global citizenship and individual excellence." The program is available with online courses, or with on-campus and field/travel-based formats.

Learning Outcomes

Candidates completing the MA in education and innovation will be able to:

- GOAL 1: Promote, inspire and cultivate creativity and innovative thinking for learning, service and leadership.
- GOAL 2: Practice instructional methods and technologies for transformative learning, interdisciplinary problem-solving, and planet-sustainable solutions to local and global issues.
- GOAL 3: Develop competencies as design team leaders and learning facilitators.
- GOAL 4: Engage in lifelong learning for continuous improvement in professional practice and collaborative leadership.

Summary of Assessment Plan

The assessment plan for the MA in education and innovation will include key assessment of knowledge and competencies in four topical areas, including (a) theory and foundations, (b) methodologies and technologies in design and innovation, (c) instruction and leadership for innovation, and (d) evaluation and research. The MA in education and innovation program assessment principles are drawn from recommendations of the National Advisory Council on Innovation and Entrepreneurship (U.S. Department of Commerce, 2013). Requisite Competencies are assessed in one course in each of the topical areas. An overall program competencies review is included in the capstone course (EDIN 6001 Integrated Studies: Education and Innovation).

Requirements

Core Courses (15 hours)

- EDIN 5001 Foundations of Global Citizenship (3 hours)
- EDIN 5461 Curriculum: Creativity and Design (3 hours)
- EDIN 5631 Multimedia Design for Innovative Learning (3 hours)
- EDIN 5624 Transformative Learning (3 hours)
- EDIN 5800 Research Designs for Education and Innovation (3 hours)

Electives (15 hours)

Elective courses may include: program-relevant courses such as those listed below; advisor-approved graduate courses pertinent to the student's program of study or coursework applicable to graduate certificate programs in related fields. For complete list of available graduate certificate programs, see <http://www.webster.edu/certificates>. Up to 9 hours of approved transfer graduate courses from other universities or in-service courses may be included in the program.

Examples of relevant elective courses:

- EDIN 5750 Special Institute: Design Thinking (3 hours)
- EDIN 5190 Leadership and Innovation (3 hours)
- EDIN 5840 Innovations in Learning Systems: Global Perspectives (3 hours)
- EDIN 5622 Restorative Justice: Learning Communities (3 hours)
- EDIN 5620 Mindfulness (3 hours)
- EDIN 5750 Special Institute (1-3 hours)
- EFGS 5000 Foundations of Global Sustainability (3 hours)
- EFGS 5430 Sustainability Leadership: Transitions and Change (3 hours)
- EFGS 5740 Economics: Choices and Challenges (3 hours)

Capstone (3 hours)

- EDIN 6001 Integrated Studies: Education and Innovation (3 hours)

Total: 33 hours

Emphasis in Education for Global Sustainability

This emphasis program is no longer accepting new students. Current and new students may include courses for the Graduate Certificate in Education for Global Sustainability within this MA program.

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 in the P-12 context.

Required Courses (9 hours)

- EDIN 5001 Foundations of Global Citizenship (3 hours)
- EPSY 5461 Curriculum and Creativity (3 hours)
- EDIN 5631 Multimedia Design for Innovative Learning (3 hours)

Emphasis Area Courses (12 hours)

Choices to be approved by program coordinator. EFGS 5000 Education for Global Sustainability is required. Candidates must have one course each in economics, environmental issues and social sustainability.

- EFGS 5000 Foundations of Global Sustainability (3 hours) [required]
- Additional 9 hours of EFGS courses

Additional Electives (9 hours)

Elective courses include additional hours of advisor-approved graduate School of Education courses pertinent to the student's emphasis area (EFGS courses and others).

Capstone or Thesis (3-6 hours)

- EDIN 6001 Integrated Studies: Education and Innovation

Total: 33 hours for Non-Thesis Track

Emphasis in Positive Behavioral Interventions and Supports (PBIS)

This emphasis program is no longer accepting new students. Current and new students may include courses for the Graduate Certificate in Tiered Instruction and Interventions: RTI and PBIS within this MA program.

The emphasis in PBIS is designed to provide educators with the knowledge and expertise to design, implement and evaluate individual, small group, and systematic 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 team members or consultants.

Required Courses (9 hours)

- EDIN 5001 Foundations of Global Citizenship (3 hours)
- EDIN 5461 Curriculum: Creativity and Design (3 hours)
- EDIN 5631 Multimedia Design for Innovative Learning (3 hours)

Emphasis Area Courses (12 hours)

The following coursework is required for an emphasis in PBIS:

- SPED 5700 School-Based Prevention/Intervention: RTI and PBIS (3 hours)
- SPED 5701 Universal School-Wide PBIS** (3 hours) (may substitute for SPED 5413, with permission of advisor)
- SPED 5702 Secondary Prevention: Targeted Group Interventions (3 hours)
- SPED 5703 Functional Behavior Assessment and Intervention (3 hours)

Additional Electives (9 hours)

Elective courses include additional hours of advisor-approved graduate School of Education courses pertinent to the student's graduate certificate program, self-named specialization area, or Master's Thesis topic.

Capstone or Thesis (3-6 hours)

- EDIN 6001 Integrated Studies: Education and Innovation (3 hours) (For Non-Thesis Track)
or EDUC 6250 Thesis (3-6 hours) (For Thesis Track)

Total: 33 hours for Non-Thesis Track; 36 hours for Thesis Track

Advancement to Candidacy

Students are automatically advanced to candidacy upon successful completion of 12 credit hours of approved courses, with a grade of B- or better.

Admission

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

Admission Requirements

- Receipt of official transcripts from the baccalaureate-granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Essay: Describe your professional goals.

Send all required documents to:

Office of Admission
Webster University
470 East Lockwood Avenue
St. Louis, MO 63119-3141

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

Educational Leadership (EdS)

This program is offered by the School of Education.

Vision

To develop exemplary leaders for tomorrow's world.

Mission

To provide academic rigor, pragmatic experiences and opportunities for individuals to become courageous leaders who are responsive to the diverse needs of the global community.

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

This program is offered online and at the St. Louis home campus

Program Description

The Education Specialist (EdS) provides many opportunities for those who wish to increase their knowledge and skills beyond the master's level. Course-work, action research, and internship experiences enable students to develop and demonstrate competencies required to move from a specific focus in teaching, curriculum, or support services in schools to the broader view of the educational leader in the community. The EdS program encourages educators to think outside the box, seek solutions to

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challenges in schooling, to make the world different, and find the courage to do what is best for all students.

Certification

Students wishing to combine the EdS program with the certification program must work with their advisor and EdS faculty to meet certification requirements and document performance. Students in the educational leadership major can work toward elementary, middle, or high school principal certification as well as special education director. After successful completion of state-required assessment activities, students can apply for administrative certification.

Webster University does not grant administrative certification. Coursework is based upon the requirements as stated by NCATE, DESE, ISLLC, and ELCC. The goal of the program is to increase student knowledge and skills to be better prepared to take the licensure test issued by the department of education in the state where the student resides. Therefore, it is in the student's best interest to confirm certification requirements with the department of education in the state in which they reside or wish to obtain certification. Certification requirements vary from state to state.

General Requirements

The EdS requires satisfactory completion of 38 credit hours of curriculum. Students seeking administrative certifications must also hold valid teacher certification in Missouri for the appropriate grade level or specialty area. Students seeking an out-of-state certificate must contact their State's Department of Elementary and Secondary Education for information on requirements for administrative certificates. Some states require students to complete the entire program at one university before issuing certification. Some states also require that you must complete the entire Ed S program before certification will be granted. Please check with your state's Department of Elementary and Secondary Education for certification requirements.

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, drop, add, and withdrawal from a course are outlined in the Enrollment section of this catalog.

EdS students are required to demonstrate graduate level writing skills. Students who are unable to do so will be required to seek assistance for every writing assignment at Webster University's Writing Center.

The EdS 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

Program Requirements

The following are required courses for the EdS program in educational leadership:

Face-to-face program:

- LEAD 6000 Introduction to Educational Leadership* (2 hours)
- LEAD 6001 Foundations in Educational Leadership** (5 hours)
- LEAD 6002 School Administration and Resource Management** (5 hours)
- LEAD 6003 Instructional Leadership** (5 hours)
- LEAD 6004 Leadership and Collaboration** (5 hours)
- LEAD 6006 Advanced Internship (optional) (1-3 hours)
- LEAD 6007 Special Education Law and Legal Issues (1-3 hours)

- LEAD 6008 Foundations in Special Education Administration* (3 hours)
- LEAD 6009 Leadership Seminar (2 hours)
- LEAD 6123 Action Research Internship Step One (2 hours)
- LEAD 6133 Action Research Internship Step Two (2 hours)
- LEAD 6134 Topics for Internship I: Dispositions (2 hours)
- LEAD 6135 Topics for Internship II: Diversity (2 hours)

*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 EdS program or have permission from the program coordinator.

***Students must take LEAD 6123 prior to LEAD 6133.

*** Students enrolled in the Educational Leadership program must pass the appropriate Praxis/licensure exam prior to enrolling in LEAD 6009/LEAD 6121 and must have the permission of the program coordinator(s).

Online program:

- LEAD 6119 Educational Foundations of Administration (3 hours)
- LEAD 6120 Research I (2 hours)
- LEAD 6121 Portfolio Based Analysis (2 hours)
- LEAD 6122 Special Education Law (3 hours)
- LEAD 6123 Action Research Internship Step One (2 hours)
- LEAD 6124 Schools and Leadership Law (2 hours)
- LEAD 6125 Building Level Administration (3 hours)
- LEAD 6126 School Building Finance (2 hours)
- LEAD 6127 Personnel (2 hours)
- LEAD 6128 Facilities & Building Level Management (1 hour)
- LEAD 6129 Curriculum (2 hours)
- LEAD 6130 Supervision (2 hours)
- LEAD 6131 School and Community Relations (2 hours)
- LEAD 6132 Seminar in Principalship: Issues and Politics (2 hours)
- LEAD 6133 Action Research Internship Step Two (2 hours)
- LEAD 6134 Topics for Internship I: Dispositions (2 hours)
- LEAD 6135 Topics for Internship II: Diversity (2 hours)
- LEAD 6136 Special Education Internship (2-3 hours)

Program description materials providing additional information on course requirements for specific certification can be obtained from an EdS advisor.

***Students must take LEAD 6123 prior to LEAD 6133.

*** Students enrolled in the Educational Leadership (EdS) program must pass the appropriate Praxis/licensure exam prior to enrolling in LEAD 6009/LEAD 6121 and must have the permission of the program coordinator(s).

Admission

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

Admission Requirements

Applicants to the EdS program are accepted each term. The applicant will submit the following credentials.

- Completion of a master's degree in education or a related field, such as social work, business, or communications.
- Superior academic ability at the graduate level with at least a 3.0 GPA.
- Official transcripts of previous undergraduate and graduate coursework.

- A current résumé.
- At least three letters of recommendation from faculty and/or associates.
- An entry interview.
- Essay:
How will you demonstrate and hope to continue to demonstrate the dispositions of ethics, integrity, and fairness (stipulated by the ELCC and NCATE) as a future administrator?

Send all required documents to the following address:

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

Completed application files will be reviewed by the Language, Literacy and Leadership Department.

Advancement to Candidacy

The student is advanced to candidacy upon the successful completion of the advancement packet. The timeline for advancing to candidacy is after successful completion of the first 6 hours and before completion of 12 hours. Completing the Advancement to Candidacy packet is the student's responsibility. The packet must be completed at this time in order for the student to continue to take courses. The advancement to candidacy information may be found online.

Educational Technology (MET)

This program is offered by the School of Education.

Program Description

The Master of Educational Technology (MET) degree enables corporate and military trainers, as well as other professional educators, to develop multiple literacies and to foster creative thinking using technologies. Candidates learn how to develop learner-centered and content-centered projects and assessments. Candidates in this program acquire the 21st century learning skills to creatively apply, assess, and reflect on technologies and media in formal and informal learning environments. Candidates view technology and media as vehicles for learning, communication, and collaboration.

This program is offered online, at the St. Louis home campus and at select U.S. campuses. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.

Themes of the Master of Educational Technology Degree Program

Candidates who pursue the master of educational technology (MET) degree explore technology and multimedia including print, graphics, sound, video, and the web. The degree is aligned to International Society for Technology in Education (ISTE) NETS-T standards:

- Practicing, supporting and fostering learning and creativity through technologies
- Enhancing learning experiences and assessments with digital age tools and processes
- Modeling authentic digital age work and learning practices through collaboration, professional development, and leadership in professional learning communities

- Practicing and modeling digital citizenship and responsibility with colleagues and with learners
- Engaging in professional growth and leadership

Learning Outcomes

Learners completing the MET degree program will be able to:

- Model ethical uses and applications of digital media in work and educational settings. (NETS.T 2008.4)
- Demonstrate effective uses of technology and multimedia (audio, video, text, images, interactive media, etc) for learning, professional growth and productivity. (NETS.T 2008.2; NETS.T 2008.5)
- Demonstrate effective uses of technology and multimedia (audio, video, text, images, interactive media, etc) for collaborative learning and the development of professional learning communities. (NETS.T 2008.3)
- Design, develop, implement, and evaluate technology-embedded learning experiences that enhance content mastery, creative thinking, critical thinking, and global citizenship. (NETS.T 2008.1)

Program Curriculum

Learners pursuing the master of educational technology (MET) are required to complete 33 credit hours in the curriculum.

All majors take the following courses:

Design & Ethics Core Courses (8 hours)

- EDTC 5460 Curriculum Design Technology Apps (3 hours)
- EDTC 5465 Instructional Design (2 hours)
- EDTC 5900 Technology Ethics & Society (3 hours)

Technology Core Courses (11 hours)

- EDTC 5040 Graphic Design for Educators (2 hours)
- EDTC 5070 Desktop Publishing for Educators (2 hours)
- EDTC 5290 Digital Video for Educators (3 hours)
or EDTC 5295 Advanced Digital Video (3 hours)
- EDTC 5550 Web Page Authoring and Design I (2 hours)
- EDTC 5555 Web Page Authoring and Design II (2 hours)

Electives (12 hours)

- At least 6 credit hours must be in EDTC, other than EDTC 5210 and EDTC 5410

Capstone (2 hours)

(Both courses are required)

- EDTC 5995 Final Program Survey (0 hours)
- EDTC 5996 Content Performance Portfolio
This course includes a formal review of the student's portfolio of documented competencies or other faculty-approved methods of documenting established competencies. (2 hours)

Policies & Procedures

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, dismissal, transcripts, and diploma. Procedures for registration and drop, add, and withdrawal from a course are outlined in the Enrollment section of this catalog.

Admission

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

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Admission Requirements

- Receipt of official transcripts from a baccalaureate-granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Essay: Why are you interested in a MET in Educational Technology?

Send all admission materials to:

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

Completed application files will be reviewed by the Coordinator of Educational Technology.

Advancement to Candidacy

Upon successful completion of 12 credit hours within the MET, all degree-seeking students are required to apply for advancement to candidacy. For specific details please see your advisor.

Educational Technology Leadership (EdS)

This program is offered by the School of Education.

Program Description

Technology is integral to all teaching and learning in this global age. Technology leaders apply processes and tools to provide for professional development experiences for professional educators. The education specialist in educational technology leadership program is designed to prepare and support candidates for educational technology leadership at multiple levels.

Candidates who pursue the educational specialist in technology leadership degree focus on leadership in building technology embedded learning communities and workplaces. They acquire knowledge, skills and competencies for building, facilitating and supporting technology-rich learning environments. Their experiences involve planning professional development experiences, managing facilities and organizing human and technical resources for evidence based technology integration.

This program is only offered online.

Learning Outcomes

Learners completing the education specialist in technology leadership degree will be able to:

- demonstrate and model continuous growth and development of the understanding of technology operations and concepts. [TF-I]
- plan, design, and model effective learning environments, curriculum plans, authentic learning experiences and assessment / evaluation strategies that are consistent with current research and supported by technology [TF-II, III, IV]
- contribute to personal productivity, professional development, and the building of a learning communities with a shared vision for campus or institutional integration of technology [TF-II, V, VIII]
- understand and model the social, ethical, legal, and human issues in the ethical use of technology in schools and society [TF-VI]
- promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for schools and other learning environments. [TF-VII]

General Requirements

The EdS in educational technology leadership degree-seeking student should consult the Admission, Enrollment, and Academic Policies sections for policies regarding application, admission, registration, and the academic policies of Webster University. Academic policies or exceptions to policies applicable to EdS students are noted under their respective general academic policies.

Prerequisites

For those students who do not have a master's degree in educational technology, the following prerequisites need to be met prior to taking the required courses for the EdS in educational technology leadership.

- EDTC 5460 Curriculum Design: Tech Apps (3 hours)
- EDTC 5465 Instructional Design (2 hours)
- EDTC 5900 Technology, Ethics, and Society (3 hours)

Choose one of the following two:

- EDTC 5745 Instructional Technology, Planning, and Management (2 hours)
- EDTC 5032 Introduction to Assessment Using Technology (2 hours)

Note: Program prerequisites are to be completed before beginning coursework for the EdS in educational technology leadership 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 requisite 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 38-credit-hour EdS in educational technology leadership.

Required Courses

Students pursuing the educational specialist in technology leadership are required to complete 38 credit hours. All majors take the following required courses:

Leadership Courses (9 hours)

- EDTC 6465 Design of Technology Supported Learning Environments (3 hours)
- EDTC 6460 Foundations of Educational Technology Leadership (3 hours)
- EDTC 6022 Designing Accessible Learning Communities (3 hours)

Technological Core Courses (11 hours)

- EDTC 6300 Technology Project Management (3 hours)
- EDTC 5250 Programming for Educators I (2 hours)
- EDTC 5255 Programming for Educators II (2 hours)
- EDTC 5720 Computer Networks (2 hours)
- EDTC 5730 Technology Environment Management (2 hours)

Field Courses (2 hours - choose two)

- EDTC 6461 Design of Technology Supported Learning Environments Internship (1 hour)
- EDTC 6301 Technology Project Management Internship (1 hour)
- EDTC 6136 Designing Accessible Learning Communities Internship (1 hour)

Educational Technology Electives (9 hours)

- EDTC 5332 Computer Information Systems (3 hours)

- EDTC 5338 Evaluating Emerging Technologies (3 hours)
- EDTC 5340 Modeling Data to Enhance Instruction (3 hours)
- EDTC 5632 Databases for Decision Making (3 hours)
- EDTC 5637 Systemic Change Theory & Technology (3 hours)
- EDTC 5740 Planning Educational Technology Facilities (3 hours)
- EDTC 5900 Technology, Ethics & Society(3 hours)

Research (7 hours)

- EDTC 6240 Educational Statistics (2 hours)
- EDTC 6245 Research Design (2 hours)
- EDTC 6996 Content Performance Portfolio (3 hours)

Final Program Survey (0 hours)

- EDTC 6995 Final Program Survey (0 hours)

Admission

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

Admission Requirements

Applicants to the EdS program are accepted each term. The applicant will submit the following credentials, along with completing an interview with the Educational Technology Coordinator:

- Completion of a master's degree in educational technology or a related field.
- Superior academic ability at the graduate level with at least a 3.0 GPA.
- Official transcripts of previous undergraduate and graduate coursework.
- A current résumé.
- At least three letters of recommendation from faculty and/or associates.
- An essay entitled, "Why are you interested in the EdS in educational technology leadership degree?"

Send all admission materials to:

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

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

Advancement to Candidacy

Upon successful completion of 12 credit hours within the EdS in educational technology leadership, all degree-seeking students are automatically advanced to candidacy.

Transfer of Credit

Students may transfer no more than six (6) hours of graduate coursework from another accredited institution of higher learning with approval from the coordinator. In-service credit is not allowed for the EdS in educational technology leadership degree. The transfer credit is allowed to be applied only toward the elective requirements.

Policies and Procedures

The student should consult the Academic Policies section of the catalog for Webster University policies regarding course attendance, conduct, grades, academic warning, probation, dismissal, transcripts, and diploma. Procedures for registration

and drop, add, and withdrawal from a course are outlined in the Enrollment section of this catalog.

Elementary Education (MAT)

This program is offered by the School of Education.

Program Description

The MAT in elementary education degree program provides candidates with a strong knowledge base of content, child development, and current research that supports best practice in elementary education. The degree emphasizes the principles and practices of inquiry-based and cooperative learning, differentiated instruction, and culturally responsive teaching.

This graduate degree program is designed to provide the foundation for teacher preparation leading to initial Missouri teacher certification in Elementary Education.

This program is offered at the St. Louis home campus.

Learning Outcomes

The goals of the MAT in elementary education are to cultivate graduates who are:

1. Knowledgeable Learners

Candidates in the elementary MAT will:

- Understand, demonstrate, and apply knowledge of many disciplines.
- Learn how to engage students through an integrated and innovative curriculum that builds learners confidence.

2. Reflective Collaborators

Candidates in the elementary MAT will:

- Demonstrate their ability to facilitate student learning and to reflect on educational outcomes.
- Demonstrate their ability to collaborate with colleagues, students, and families.

3. Informed Instructors

Candidates in the elementary MAT will:

- Use educational theory, best practices, and research to design curriculum, and conduct assessment.
- Learn pedagogical strategies to motivate students to learn.
- Teach students academic, social and technological skills for living in a changing world.

4. Responsive Educators

Candidates in the elementary MAT will:

- Recognize and appreciate the needs of diverse learners based on child development theory and research.
- Create a positive learning experience that responds to the needs of all learners.
- Celebrate the talents and cultures of all students.

Degree Program Requirements

The following 31 hours of courses and 13 hours of field experiences are required to earn the MAT degree in Elementary School Education. Students are advised that initial teacher certification in elementary education (grades 1-6) may require more hours than are listed for the MAT degree program. Students must consult an advisor in order to obtain a personalized program of study.

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Foundations

- CMAT 5000 Teaching in a Diverse Society (3 hours)
- CMAT 5015 Differentiated Instruction and Assessment (3 hours)
- CMAT 5170 Classroom & Behavioral Management (3 hours)
- EDTC 5410 In-Service Topics in Educational Technology (1 hour)

Methods

- COMM 5820 Foundations in Reading (3 hours)
- COMM 5840 Reading & Writing as Cognitive Processes (3 hours)
- COMM 5440 Integrated Language Arts (3 hours)
- COMM 5960 Differentiated Reading Instruction (3 hours)
- MTH 4310 Elementary School Mathematics Methods (3 hours)
- SPED 5010 Differentiated Math Instruction (3 hours)
- CMAT 5020 Inquiry Methods for STEM and Social Sciences (3 hours)

Clinical Experiences

- CMAT 5090 Practicum: Elementary (3 hours)
- CMAT 5091 Apprentice Teaching: Elementary School (9 hours)
- CMAT 5096 Apprentice Teaching Seminar (1 hour)

Total: 44 hours

Other Certification Requirements

- CMAT 5505 Psychological Foundations of Education (3 hours)
- SPED 5860 Psychology of the Exceptional Child (3 hours)
- SPED 5050 Language Development (3 hours)
- COMM 5000 Fiction, Nonfiction, and Poetry for Children (3 hours)
- Content courses in Science, Math, and Social Studies as determined in consultation with the advisor

All of the above courses are required to complete the requirements for initial Missouri teacher certification in the Elementary Education program.

Emphasis: Special Education Content

To gain additional expertise in providing effective instruction to students with disabilities, students may choose to complete an additional 18 hours to complete a special education content emphasis.

The following coursework is required for the special education content emphasis:

- SPED 5030 Introduction to Mild/Moderate Disabilities (3 hours)
- SPED 5240 Psychoeducational Assessment (3 hours)
- SPED 5245 Counseling for Life's Transition (3 hours)
- SPED 5280 Methods I (3 hours)
- SPED 5381 Methods II (3 hours)
- EDUC 5080 Planning for the Inclusive Classroom (3 hours)

Admission

Students who are interested in applying to this degree program should also see the

Admission Section of this catalog for general requirements.

Admission Requirements

- Receipt of official transcripts from the baccalaureate granting institution

- Undergraduate cumulative GPA of 2.75
- Grade of B- or better in college-level mathematics
- Grade of B- or better in college-level composition

Send all required documents to the following address:

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

Advancement to Candidacy

Advancement to Candidacy (ATC) represents a significant milestone in a candidate's academic career. Candidates who successfully advance to candidacy have demonstrated mastery of program standards and may continue enrolling in courses to complete their major. In the case of the MAT ATC means that a student is formally enrolled in the initial teacher certification program.

Advancement to Candidacy occurs provided that a student:

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

After 15 hours of graduate credit, candidates will be restricted from registering in further coursework until advanced to candidacy.

Requirements for Missouri Initial Teacher Certification in Elementary (Grades 1-6)

Transcript Evaluation

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

Background Checks

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

Certification Hours

To achieve Missouri state certification in Elementary School Education candidates are required to take more than 31 credit hours (plus 13 credit hours of field experiences)

State Assessments

To obtain a teaching licensure in Missouri, students are required to complete a number of state assessments. State required assessments are administered by designated agencies, and students are required to pay all associated fees. All state assessments are administered in computer based format.

Students must pass the state-required Content Area Examination before Apprentice Teaching Orientation.

Successful completion of the Missouri Pre-Service Teacher Assessment (MoPTA) is required in order to obtain a recommendation for initial teacher certification from Webster University. Such recommendation must be presented to the Missouri Department of Elementary and Secondary Education (DESE) by the university in order for a candidate to earn teacher licensure in the state of Missouri.

Application and Eligibility to CMAT 5090, Elementary School Practicum

Registration in CMAT 5090 Elementary School Practicum must be approved by the student's advisor by September 15 for Spring placement and by February 15 for Fall placement. Applications for practicum are completed through TK20. Directions are located on the School of Education website. No late applications will be accepted. B or better is required for the practicum.

Application to CMAT 5091, Apprentice Teaching: Elementary School

Successful completion of CMAT 5091 Apprentice Teaching: Elementary School is required to meet the graduation requirements of the MAT in elementary education. Application and registration in CMAT 5091 must be approved electronically by the student's advisor by September 15 for Spring placement and by February 15 for Fall placement. Applications for apprentice teaching are completed through TK20. Directions are located on the School of Education website. Students who are full-time paraprofessionals or teachers in an approved educational setting may be eligible to earn credit for Apprentice Teaching through an assessment process.

Eligibility requirements for acceptance to CMAT 5091, Apprentice Teaching

1. Students must have successfully completed all required courses for initial teacher certification in elementary education
2. Students must have successfully completed CMAT 5090 Elementary Practicum with a grade of B or higher
3. Students must have passed state required content area exam score equal to or greater than the Missouri qualifying score prior to registration in CMAT 5091, Apprentice Teaching: Elementary School. Students should talk to their advisor or the teacher certification professionals at Webster University in order to understand how DESE changes are accommodated in their personalized program of study

Environmental Management (MS)

This program is offered by the College of Arts & Sciences.

Program Description

The 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. 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.

This program is offered online and at select campuses in the United States. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.

Learning Outcomes

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

- Apply key terminology, facts, concepts, principles, historical perspectives and theories concerning environmental management and global sustainability toward solving environmental challenges.
- Align sustainability initiatives with organization mission and core values.
- Manage environmental-related risk from an organization's operation.
- Identify environmental hazards affecting air, water and soil quality.
- Assess environmental-related risk.
- Develop controls to reduce or eliminate risk.
- Employ project management processes and analytical tools to achieve a sustainable outcome to environmental problems.
- Conduct environmental research and communicate risk from an organization's operations.
- Research scientific, engineering, economic, and congressional information for statutory, regulatory, and sustainable approaches to environmental problems.
- Prepare technical papers/briefings to communicate risk/solutions to stakeholders.

Program Curriculum

Required Courses

The 36 credit hours required for the MS in environmental management or the 54 credit hours required for the master of business administration (MBA) with an emphasis in environmental management must include the following courses:

- ENMG 5000 Environmental Science (3 hours)
- BUSN 6110 Operations and Project Management (3 hours)
- ENMG 5100 Environmental Law (3 hours)
- ENMG 5200 Environmental Regulations and Compliance Auditing (3 hours)
- ENMG 5300 Environmental Accounting (3 hours)
- ENMG 6100 Management of Land and Water Resources (3 hours)
- ENMG 6110 Management of Air Quality (3 hours)
- ENMG 6120 Waste Management and Pollution Control (3 hours)
- ENMG 6200 Environmental Risk Management and Strategies (3 hours)

In addition, the student completes 9 credit hours of graduate elective courses offered from other programs.

Emphasis in Environmental Sustainability

The emphasis in environmental sustainability is designed to provide environmental managers with specialized coursework in this area. This emphasis area concentrates on the relationship between sustainability and environmental resource management to include managing economic, social, and ecological systems with and external to an organizational entity in order for it to sustain both itself and the system it exists within.

Additional Emphasis Learning Outcomes

Upon completion of this emphasis, students will be able to:

- Identify the basic scientific principle of ecology and biodiversity and the way human systems integrate with natural systems.
- Conduct research and present findings on selected environmental sustainability topics.
- Identify the limits of science and law in resolving environmental disputes.

degrees

- Review managerial, technological, and policy approaches to natural resource management.
- Effectively communicate energy-related legislation and policies to stakeholders.

Emphasis Curriculum

The MS in environmental management with an emphasis in environmental sustainability requires 39 credit hours. The 12 credit hours required for the emphasis in environmental sustainability must include the following courses:

- ENMG 5400 Environmental Sustainability (3 hours)
- ENMG 5410 Environmental Ethics and Decision Making (3 hours)
- ENMG 5420 Natural Resource Management and Sustainability (3 hours)
- ENMG 5430 Energy Policy and Sustainability (3 hours)

Admission

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

Prerequisites

The prerequisites for the program are a bachelor's degree and BUSN 5760 Applied Statistics (or 6 credit hours of undergraduate statistics).

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Finance (MS)*

This program is offered by the Walker School of Business & Technology.

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, with a significant focus on mergers and acquisitions, and will expose

students to literature, and the analysis thereof, pertinent to the field.

After a comprehensive examination of the field, students may choose their electives to satisfy their specific career goals. Students desiring to take advanced certification, such as the CFA (Chartered Financial Analyst) or CFP (Certified Financial Planner), will want to take advanced courses in Derivatives, Financial Statement Analysis, Investments and Portfolio Management, while students interested in pursuing careers in other fields may want to take Entrepreneurial Finance, or similar advanced topics offered by the George Herbert Walker School of Business & Technology.

This program is offered online, at the St. Louis home campus, and at select campuses in the United States and internationally. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.

*NOTE: The master of science (MS) is abbreviated as MSc in Vienna.



The master of science in finance is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students can determine the value of financial assets.
- Students can analyze the financial decisions of a corporation.
- Students can evaluate credit and interest rate risk.

Program Curriculum

The master of science in finance requires successful completion of 36 credit hours including 27 required credit hours and 9 credit hours of electives. The following courses are required for the master of science in finance:

- BUSN 6070 Management Accounting (3 hours)
- BUSN 6120 Managerial Economics (3 hours)
- FINC 5000 Finance (3 hours)
- FINC 5210 Investments (3 hours)
- FINC 5810 Capital Budgeting and Corporate Investments (3 hours)
- FINC 5830 Institutions and Financial Markets (3 hours)
- FINC 5840 International Finance (3 hours)
- FINC 5880 Advanced Corporate Finance (3 hours)
- FINC 6290 Mergers and Acquisitions (3 hours)

Prerequisites

- BUSN 5600 Accounting Theory and Practice (3 hours)
- BUSN 5620 Current Economic Analysis (3 hours)
- BUSN 5760 Applied Business Statistics (3 hours)

Note: Program prerequisites are to be completed before beginning coursework for the master of science in finance for those students who have not completed prerequisite courses (or an appropriate equivalent) within five years of entering the program and having earned a grade of B or better. If the appropriate prerequisite course content was completed longer than five years prior to entering the program, the department will allow a waiver if the student demonstrates a command of the content area by successfully completing a waiver examination. The prerequisite courses BUSN 5600 and BUSN 5620 may not count as electives in the 36-credit-hour master of science in finance.

Dual Degree Option: MBA/MS Finance

The MBA/MS finance dual degree option requires the completion of 48 credit hours: 2 courses (6 credit hours) that are required for both programs, 6 required courses (18 credit hours) in the MS in finance, and 8 required courses (24 credit hours) in the MBA.

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

MBA/MS Finance Dual Degree Curriculum

- BUSN 5760 Applied Business Statistics (3 hours)
- BUSN 6070 Management Accounting (3 hours)
- BUSN 6110 Operations and Project Management (3 hours)
- BUSN 6120 Managerial Economics (3 hours)
- BUSN 6200 Strategy and Competition (3 hours)
- FINC 5000 Finance (3 hours)
- FINC 5880 Advanced Corporate Finance (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- MNGT 5990 Corporate Responsibility and Society (3 hours)
- MRKT 5000 Marketing (3 hours)
- FINC 5210 Investments (3 hours)
- FINC 5810 Capital Budgeting and Corporate Investments (3 hours)
- FINC 5830 Institutions and Financial Markets (3 hours)
- FINC 5840 International Finance (3 hours)
- FINC 6290 Mergers and Acquisitions (3 hours)
- FINC XXXX One FINC Elective course to meet requirements (3 hours)

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Forensic Accounting (MS)

This program is offered by the Walker School of Business & Technology.

Program Description

The master of science (MS) in forensic accounting degree program is designed to provide students with the skills necessary to be successful in the growing and exciting field of forensic

accounting. The curriculum for this degree includes courses in criminal and civil investigation, legal procedure, management of evidence, cyber forensics, substantive law, valuation, economic damages and internal auditing. An important element of the courses is the integration, in the course activities, of a variety of cases and role playing exercises. Another important element is the faculty with their extensive backgrounds in forensic accounting, both from an academic and practical standpoint, who will both challenge and educate the students. Successful graduates of the program will have the ability to conduct successful investigations and be able to effectively communicate in writing and orally both in and out of the courtroom with respect to a variety of criminal and civil financial matters. Graduates of this program will be well prepared for a career in this interesting mix of accounting, investigation, valuation and law known as forensic accounting.

This program is offered at the St. Louis home campus.



The MS in forensic accounting is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students will be able to identify and apply the law, the rules of procedure and evidence and ethics that relate to forensic accounting.
- Students will be able to identify, investigate and discover fraud and other improper accounting activities.
- Students will be able to, orally and in writing, effectively communicate matters related to forensic accounting.

Program Curriculum

The master of science in forensic accounting requires the successful completion of 36 credit hours, including 30 required credit hours and 6 credit hours of electives. The following courses are required for the master of science in forensic accounting:

- ACCT 5000 Introduction to Forensic Accounting (3 hours)
- ACCT 5010 Legal Procedure, Substantive Law and Professional Ethics in Forensic Accounting (3 hours)
- ACCT 5100 Investigation of Financial Fraud (3 hours)
- ACCT 5150 Introduction to Cyber Forensics (3 hours)
- ACCT 5200 Business Valuation (3 hours)
- ACCT 5250 Special Topics in Litigation Accounting (3 hours)
- ACCT 5350 Analytics for Forensic Accountants (3 hours)
- ACCT 5400 Internal Auditing (3 hours)
- ACCT 5500 Case Studies in Forensic Accounting (3 hours)
- ACCT 5900 Forensic Accounting Capstone (3 hours)

Admission

- Official transcripts from all of your all previously attended colleges and universities (including community colleges and summer courses).
- The applicant must have completed the BS in business administration degree or approved equivalent from an accredited institution.
- The applicant must have the following accounting courses or approved equivalent:
 - Financial Accounting
 - Managerial Accounting
 - Advanced Cost Accounting
 - Intermediate Accounting I
 - Intermediate Accounting II
 - Federal Income Tax

degrees

- Accounting Information Systems
- Auditing

Webster University reserves the right to modify the requirements for admission and/or graduation, the program curricula, program dates and locations, tuition, fees, and other regulations affecting the student body.

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Gerontology (MA)

This program is offered by the College of Arts & Sciences.

Program Description

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

As the population of the United States and other parts of the world ages, the need for individuals in all aspects of society and business with knowledge of aging will only increase. Those who prepare for this change in demographics by developing an expertise relative to gerontological issues and concerns will be quite marketable as professionals. The gerontology curriculum is designed to provide students with the requisite core knowledge regarding aging individuals and the impact of this "age wave" on social, economic, and political structures. A degree in gerontology prepares you to understand and provide vital services for the older adult population, including: policy development; case management; community-based services; product design and advertising; administration; health services; human resources; and direct services such as counseling, medical, and financial planning.

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

This program is only offered online.

Learning Outcomes

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

- Demonstrate their knowledge of concepts related to healthy aging in terms of physical, psychological, economic, and social science domains.
- Demonstrate an integration and synthesis of theoretical approaches to healthy aging in the physical, psychological, economic, and social science domains.
- Apply scientific research to specific, real world issues.

Program Curriculum

The 36 credit hours required for the master of arts (MA) in gerontology or the 54 credit hours required for the master of business administration (MBA) with an emphasis in gerontology must include the following courses:

- GERN 5000 Gerontology* (3 hours)
- GERN 5600 Economic Issues for Older Adults (3 hours)
- GERN 5620 Physiology of Aging (3 hours)
- GERN 5630 Psychology of Aging (3 hours)
- GERN 5640 Management of Programs for Older Adults (3 hours)
- GERN 5660 Research and Assessment in Gerontology (3 hours)
- GERN 5670 Social Science Perspectives in Gerontology (3 hours)
- GERN 6000 Integrated Studies in Gerontology (3 hours)

**Requisite course*

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

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

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

Admission

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

Send all required admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of

Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Global MA in International Relations (GMA)

This program is offered by the College of Arts & Sciences.

Program Description

The global master of arts (GMA) in international relations enables students to analyze the complexities and processes involved in world politics and international affairs while traveling the world. Students achieve this objective not only through coursework providing exposure to the key subfields of the discipline and relevant issues such as globalization, human rights, humanitarian action, and economic development, but also through professional seminars and experiences at five of Webster's overseas sites. Traveling in cohorts, students develop broad expertise in international relations while also earning a certificate in one of four specialized areas: Security Studies, International Development, Comparative and Regional Governance, or International Non-Governmental Organizations. This program is ideal for students seeking work with a governmental agency, an intergovernmental organization, a nongovernmental organization, or a multinational corporation. This program is also recommended to students planning to pursue a PhD or an academic career at another institution.

Global Degrees

Students enrolled in Webster Global degrees achieve greater comprehension of theoretical approaches to understanding global issues, not only through traditional course work but also through lived experience in different nations, interaction with local people, and through field visits. Hence, there are several fundamental experiences that distinguish the "Global degree" from a "non-global" degree.

- A Global degree cannot be completed at one Webster University campus alone.
- A Global degree includes study at several Webster University campuses in a minimum of three different countries.
- A Global degree allows students to engage directly in various cultures and develop a global perspective that might not otherwise be achieved.
- A Global degree requires a structured rotation of students among the Webster campuses with a predefined academic curriculum for each campus.
- A Global degree allows for the movement of a cohort of students between campuses while still achieving all of the requirements for graduation.
- A Global degree is designed so that the time spent in the local culture at each Webster campus complements the academic work in the student's particular area of study.

Global degree programs have a cohort of students. They are not available for single students moving among campuses. The cohort size will be determined by the academic department offering the Global degree. The integration of location-specific highlights that enhance academic understanding is crucial to a Global degree and should be organized as a part of the student's coursework, normally in professional seminars.

Locations

Students in the global international relations program typically visit five of the following countries:

- Accra, Ghana
- Athens, Greece
- Bangkok, Thailand
- Beijing, China
- Geneva, Switzerland
- Havana, Cuba
- Leiden, The Netherlands
- Vienna, Austria

Students interested in this program may enroll through the St. Louis home campus.

For more information, visit webster.edu/global.

Learning Outcomes

Students who complete this program will be able to:

- Demonstrate working knowledge of several subfields of the discipline.
- Demonstrate strong research skills.
- Critically analyze international events and issues.
- Apply theories of international relations.
- Demonstrate effective written communication skills.
- Develop the requisite skills to seek employment.

Program Curriculum

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

- INTL 5000 Introduction to International Relations (3 hours)
- INTL 5100 Research Methods and Perspectives (3 hours)
- INTL 6000 Capstone in International Relations (3 hours)
- INTL 5500 Professional Seminar (4 hours)
- INTL 5555 Policy and Practice: Global Project in International Relations (0-1 hour)
- Two courses from the Comparative Politics Cluster (6 hours)
- Four courses from the International Politics Cluster (12 hours)
- One elective course from either the Comparative Politics or International Politics Cluster (3 hours)

Students in the Global MA in international relations can apply to complete the INTL 6250 Thesis course and in place of the INTL 6000 Capstone in International Relations. Doing so requires 3-6 additional credits.

Comparative Politics Cluster (2 courses)

- INTL 5050 Comparative Politics (3 hours)
- INTL 5570 Comparative Foreign Policy (3 hours)
- INTL 5580 Politics of Development (3 hours)
- INTL 5600 Area Studies (3 hours)
- INTL 5605 Topics in Comparative Politics (3 hours)
- INTL 5625 Middle East Area Studies (3 hours)
- INTL 5635 Western European Area Studies (3 hours)
- INTL 5645 Asian Area Studies (3 hours)
- INTL 5655 African Area Studies (3 hours)
- INTL 5665 South and Central Asian Area Studies (3 hours)
- INTL 5675 Central and Eastern European Area Studies (3 hours)
- INTL 5685 Latin American Area Studies (3 hours)

International Politics Cluster (4 courses)

- INTL 5400 International Political Economy (3 hours)
- INTL 5510 Theories of International Relations (3 hours)
- INTL 5530 International Law (3 hours)

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- INTL 5535 International Disaster Response Law (3 hours)
- INTL 5540 International Organizations (3 hours)
- INTL 5550 War and Diplomacy (3 hours)
- INTL 5560 U.S. Foreign Policy (3 hours)
- INTL 5590 International Security (3 hours)
- INTL 5595 Energy Security (3 hours)
- INTL 5700 Humanitarian Issues in International Politics (3 hours)
- INTL 5800 Globalization (3 hours)
- INTL 5860 Issues in International Politics (3 hours)
- INTL 5870 International Law and Politics of Outer Space (3 hours)
- INTL 5890 Terrorism in World Politics (3 hours)
- HRTS 5000 Introduction to International Human Rights (3 hours)
- INGO 5000 Introduction to International Non-Governmental Organizations (3 hours)
- INGO 5600 Principles of Negotiations (3 hours)

Approved Electives

With permission of the program director, the following courses can count toward the GMA program:

- INTB 5960 Economic Development (3 hours)
- INGO 5900 Project Management for International Nongovernmental Organizations (3 hours)
- INGO 5700 Grant Writing, Fundraising, and Development for International Nongovernmental Organizations (3 hours)
- INGO 6500 Internship in International Nongovernmental Organizations (3 hours)
- INTL 5300 Field Work (3-6 hours)
- INTL 5900 Advanced Research Methods (3 hours)

Not all of the courses listed above will be available to students at all locations. If a requisite course is waived, the student must choose an elective course from this major. The required courses and electives listed in this core may be taken as directed studies, subject to the conditions stated in the Directed Studies section under Academic Policies and Procedures.

Tracks

In addition to the Global MA Degree, each cohort is organized in an informal 'track' that focuses their studies on a particular area of international relations. Courses and locations are themed to this track to allow for specialization within the program. Completing the degree requirements for a particular cohort of the GMA program will also result in earning the Certificate for that track. The Tracks are:

- Security Studies
- International Development
- Comparative and Regional Governance
- International Non-Governmental Organizations

Admission

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

Application deadline is March 1st, or until the class is filled, for enrollment in August of the same year.

Admission Requirements

- A completed Graduate Application for Admission, which can be completed and submitted online at <http://webster.edu/> apply.

Important Note: When asked to choose a program on the online application, applicants should select "St. Louis campuses" > "St Louis Home campus" > "Graduate", and then choose "Global International Relations." Applicants do

not have to submit another application specific to the GMAIR program.

- A \$50 non-refundable application fee, which can be submitted online with the application for admission.
- An official transcript showing conferral of a bachelor's degree from a regionally accredited institution. Students who completed their university education outside the US must have earned a comparable recognized bachelor's degree, as determined by Webster University. Students who expect to earn their bachelor's degree by July (the month prior to the start of the program) must submit an official transcript showing current academic progress. A final degree-conferred transcript must be submitted for full admission. Applicants who have completed graduate-level work should also request an official graduate transcript to be mailed to the Office of Admission.
- Students should have a minimum GPA of a 3.0 out of a 4.0 grading scale from their bachelor's degree. Students with below this GPA may be considered for admission if they show successful academic achievement in their junior and senior years. This is considered on a case-by-case basis.
- A current résumé showing education, work, and volunteer experience.
- Two letters of recommendation which speak to the applicant's motivation, character, and ability to be successful in an intensive, 11-month graduate program that requires significant travel. One letter should come from a former or current professor/instructor. Recommendation letters should be written in narrative form and no more than one page in length. Applicants may submit recommendation letters with their application packet.
- A phone interview or essay may be required.

In addition to the documents listed above, non-US applicants must submit an official English translation of their transcript and diploma, if applicable. Applicants whose primary language is not English must document their English language proficiency at the time of application. Refer to the Admission section of the catalog for details.

Send all admission materials to:

Office of Admission
RE: Global MA in International Relations
Webster University
470 East Lockwood Avenue
St. Louis, MO 63119

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Health Care Management (MA)

This program is offered by the Walker School of Business & Technology.

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 program is available only in Geneva, Switzerland, and the courses are taught in French.



The MA in health care management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of health care management.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories used in the field health care management when analyzing complex factual situations.
- Students will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of health care management when developing solutions to multifaceted health care management problems in complex factual situations.

Program Curriculum

The 36 credit hours required for the master of arts (MA) must include the following courses for a major/emphasis in health care management:

- HEAL 5000 Advanced Theories and Concepts in Health Care (Requisite Course) (3 hours)
- HEAL 5200 Professional Values and Ethics in Health Care (3 hours)
- HEAL 5210 Program Development in Health Care (3 hours)
- HEAL 5220 Politics and Economics of Health Care (3 hours)
- HEAL 5140 The Law and Health Services (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- HEAL 6000 Integrated Studies in Health Care (3 hours)

Admission

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

Send all admission materials to:

Office of Admission
Webster University Geneva
Route de Collex 15
CH-1293 Bellevue, Switzerland

Advancement to Candidacy

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

for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Human Resources Development (MA)

This program is offered by the Walker School of Business & Technology.

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.

This program is offered online, at the St. Louis home campus, and at a number of campuses in the United States. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.



The MA in human resources development is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of human resources development.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories in the field of human resources development when analyzing complex factual situations.
- Students will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of human resources development when developing solutions to multifaceted human resources development problems in complex factual situations.

Program Curriculum

The 36 credit hours required for the master of arts (MA) in human resources development or the 51 credit hours required for the master of business administration (MBA) with an emphasis

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in human resources development must include the following courses:

- HRDV 5000 Introduction to Human Resources Development (Requisite Course) (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- HRDV 5610 Training and Development (3 hours)
- HRDV 5560 Group Development and Change (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- HRDV 5700 Career Management (3 hours)
- HRDV 5750 Research and Assessment Methods in Human Resources Development (3 hours)
- HRDV 6000 Integrated Studies in Human Resources Development (3 hours)

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

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

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Human Resources Management (MA)

This program is offered by the Walker School of Business & Technology.

Program Description

The goal of the human resources management degree is to prepare human resource professionals to address the complexities and challenges of managing today's workforce. The program content is designed to provide a comprehensive

coverage of the major human resource functions, addressing strategic decisions and operational execution of HR service delivery. The courses involve both practical and theoretical considerations in the development of HR professionals in settings such as business, industry, government, and nonprofit organizations and institutions, both nationally and globally.

This program is offered online, at the St. Louis home campus, and at select U.S. and international campuses. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.



The MA in human resources management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in human resources management.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories used in human resources management when analyzing situations.
- Students will be able to effectively integrate important facts, concepts, principles, and theories used in human resources management when developing solutions or analyzing situations.

Program Curriculum

The 36 credit hours required for the master of arts (MA) in human resources management or the 51 credit hours required for the master of business administration (MBA) with an emphasis in human resources management must include the following courses:

- HRMG 5000 Managing Human Resources (Requisite Course) (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- HRDV 5610 Training and Development (3 hours)
- HRMG 5700 Employment Law (3 hours)
- HRMG 5800 Staffing (3 hours)
- HRMG 5920 Compensation (3 hours)
- HRMG 5930 Labor-Management Relations (3 hours)
- HRMG 6000 Integrated Studies in Human Resources Management (3 hours)

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

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

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Human Services (MA)

This program is offered by the College of Arts & Sciences.

Program Description

The human services curriculum is designed to prepare students for professional careers in human and social service agencies. The curriculum incorporates interdisciplinary local and global perspectives and knowledge, which facilitate the interpretation, analysis, synthesis, and communication of human services concepts, theories, and skills.

This program is available at select U.S. campuses. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.

Learning Outcomes

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

- Analyze the scope of social and human conditions that promote or inhibit effective human services delivery systems, policies, and outcomes.
- Identify core human services ethics, values, systems and skills.
- Evaluate policy or process recommendations to improve the functioning of human service agencies and interventions.
- Apply current research-based knowledge, theories, skills, and ethics in a human services context.

Program Curriculum

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

- HUMS 5000 Foundations in Human Services (3 hours)
- COUN 5050 Human Growth and Development (3 hours)
- HUMS 5200 Social Welfare Policy (3 hours)
- NURN 5360 Organization and Systems Leadership (3 hours)
or MNGT 5590 Organizational Behavior (3 hours)
- GERN 5660 Research and Assessment in Gerontology (3 hours)
or EPSY 5800 Applied Research (3 hours)
- HUMS 5800 Field Experience I (3 hours)
- HUMS 5850 Field Experience II (3 hours)
- HUMS 6000 Human Services Capstone (3 hours)

- 4 appropriate graduate elective courses (12 hours), determined in consultation with the student's advisor and approved by the department.

Admission

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

Send all required admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Information Technology Management (MA)

This program is offered by the Walker School of Business & Technology.

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.

This program is offered online, at the St. Louis home campus, and at a number of campuses in the United States. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.



The MA in information technology management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

degrees

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of information technology management.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of information technology management when analyzing complex factual situations.
- Students will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of information technology management when developing solutions to multifaceted information technology management problems in complex factual situations.

Program Curriculum

The 36 credit hours required for the master of arts (MA) or the 51 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) (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- ITM 5100 Information and Communications Systems and Networks (3 hours)
- ITM 5200 Project Management of Information Technology (3 hours)
- ITM 5300 Procurement and Contract Management for Information Technology (3 hours)
- ITM 5400 Systems Analysis, Design and Implementation (3 hours)
- ITM 5600 Information and Communications Security (3 hours)
- ITM 6000 Final Project in Information Technology Management (3 hours)

In addition, the student chooses 9 hours of electives, to include ITM 5900, Issues in Information Technology Management, or other graduate elective courses offered in the program curricula of the George Herbert Walker School of Business & Technology majors.

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may

apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

International Business (MA)

This program is offered by the Walker School of Business & Technology.

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.

This program is offered at the St. Louis home campus.



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

Learning Outcomes

- Graduates can demonstrate foundation knowledge in the functional areas of a global business.
- Graduates can analyze the complexities of global businesses.
 - Graduates can identify cultural aspects, and infer 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 and apply appropriate tools for facilitation of international trade.
- Graduates can select, explain, and apply strategies and tools for solving complex problems posed by managing global businesses.

Program Curriculum

The 39 credit hours required for the master of arts (MA) in international business or the 65 credit hours required for the master of business administration (MBA) with an emphasis in international business must include the following courses:

- INTB 5000 International Business (Requisite Course) (3 hours)
- INTL 5000 Introduction to International Relations (Requisite Course) (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
or FINC 5000 Finance (3 hours)
- INTL 5400 International Political Economy (3 hours)
- INTB 5630 International Law and Business (3 hours)
- MNGT 5710 Cross-Cultural Management (3 hours)
- MRKT 5730 International Marketing (3 hours)
- BUSN 5220 Global Supply Chain Management (3 hours)
- INTB 5600 International Accounting (3 hours)
- FINC 5840 International Finance (3 hours)
- INTB 5740 Global Topics I (1 hour)
- INTB 5750 Global Topics II (1 hour)

- INTB 5760 Advanced Global Topics (1 hour)
- INTB 6000 Integrated Studies in International Business (3 hours)
- Elective (3 hours)

In addition, students are required to meet one of the following criteria:

- A study-abroad course experience
- A hybrid course experience

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.

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

International Human Rights (MA)

This program is offered by the College of Arts & Sciences.

Program Description

The master of arts (MA) in international human rights takes an interdisciplinary approach to human rights in practice, utilizing the contributions of diverse fields such as international public policy, international law, global business, and international organizations to give students a broad conception of human rights practice for careers in these areas. The MA goes beyond a narrow legalistic approach: students will examine the international process of human rights protection and advocacy, including the nature of the international order, the relationship between human rights and sovereignty of states, and the problems of intervention and resource distribution. By their completion of this degree, students not only master the theoretical and conceptual aspects of the discipline of international human rights, but also

acquire the necessary skills to work in the field of human rights as researchers, advocates, and project managers, among others.

This degree requires completion of 36 credit hours of the international human rights program.

This program is not currently being offered.

Learning Outcomes

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

- Identify the fields, theories, history, and major actors that underpin international human rights in practice.
- Critically analyze and assess human rights practice in international affairs, business, and advocacy.
- Evaluate the consequences of the political and moral choices of a wide range of actors that impact the realization of human rights.
- Apply their theoretical knowledge to contemporary issues in human rights.
- Recognize cultural differences and how they contribute to the debates surrounding human rights.
- Explain how the forces of globalization can contribute to and detract from the realization of human rights.
- Communicate findings through presentations, research papers, and an independent research project or thesis.

Program Curriculum

The 36 credit hours required for the MA in international human rights must include the following courses:

- HRTS 5000 Introduction to International Human Rights (3 hours)
- INTL 5000 Introduction to International Relations (3 hours)
- HRTS 5200 Research Methods and Approaches (3 hours)
or INGO 5200 Research Methods and Approaches (3 hours)
- INTL 5530 International Law (3 hours)
- HRTS 6000 Capstone in International Human Rights (3 hours)
or HRTS 6250 Thesis (6 hours)
- Two courses from the Law Organizations Cluster (6 hours)
- Three courses from the Skills Cluster (9 hours)
- Two courses from the Interdisciplinary Electives Cluster (6 hours)

Law Organizations Cluster (2 courses)

- HRTS 5600: International Human Rights Law and Organizations (3 hours)
Prerequisite: INTL 5530 International Law
- HRTS 5610: International Humanitarian Law (3 hours)
- HRTS 5620: International Criminal Law (3 hours)
- INTL 5540: International Organizations (3 hours)
or INGO 5000: International Nongovernmental Organizations (3 hours)

Skills Cluster (3 courses)

- MNGT 5210 Nonprofit Revenue Development (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
or BUSN 5210 Financial Management for Nonprofits (3 hours)
or INGO 5100 Finance, Budgeting, and Accounting for International Nongovernmental Organizations (3 hours)
- INTB 5710 Cross Cultural Management (3 hours)
- INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations (3 hours)
- HRTS 5300 Human Rights Advocacy, Fact Finding, and Outreach (3 hours)
- HRTS 6500 Internship (3-6 hours)

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Interdisciplinary Electives Cluster (2 courses)*

- HRTS 5450 History of Human Rights (3 hours)
- HRTS 5350 Gender and Human Rights (3 hours)
- HRTS 5400 Human Right Diplomacy (3 hours)
- HRTS 5800 Issues in Human Rights (3 hours)

*Students completing the Thesis option are required to take only one class from the Interdisciplinary Electives cluster.

Note: Not all of the courses listed above will be available to the 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.

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

International Nongovernmental Organizations (MA)

This program is offered by the College of Arts & Sciences.

Program Description

The master of arts (MA) in international nongovernmental organizations (INGO) program educates students to engage in world affairs and issues by working with and through 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 specialists who will have the appropriate skills for working in international governmental and nongovernmental organizations and non-profits.

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

This program is offered at the Geneva campus.

Learning Outcomes

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

- Identify the theories, history, and major actors that govern the modern operations of INGOs.
- Develop professional-level proficiency in written communication skills.
- Critically analyze and evaluate the roles and activities of INGOs in international affairs.
- Demonstrate managerial and operational skills relevant to the activities of INGOs.
- Evaluate the consequences of the political and moral choices of INGOs.

Program Curriculum

Required Courses

The 36 credit hours required for the master of arts (MA) in international non-governmental organizations must include the following courses:

- INGO 5000 International Nongovernmental Organizations (NGOs) (3 hours)
- INGO 5200 Research Methods and Approaches to International Nongovernmental Organizations (3 hours)
- INTL 5540 International Organizations (3 hours)
- INGO 5600 Principles of Negotiation (3 hours)
- INGO 5700 Grant Writing, Fundraising and Development for International Nongovernmental Organizations (3 hours)
- INGO 5900 Project Management for International Nongovernmental Organizations (3 hours)
- INGO 6000 International Nongovernmental Organizations in Theory and Practice (3 hours)
or INGO 6250 Thesis (6 hours) and INGO 6900 University Thesis Requirement (0 hours)
- Two courses from the Issues Cluster (6 hours)
- Two courses from the Skills Cluster (6 hours)
- One additional course from either the Issues or the Skills Cluster (3 hours)

Issues Cluster (2 courses)

- INTL 5700 Humanitarian Issues in International Politics (3 hours)
- INTL 5530 International Law (3 hours)
- INTL 5400 International Political Economy (3 hours)
- INTL 5580 Politics of Development (3 hours)
- INTL 5050 Introduction to Comparative Politics (3 hours)
- INTL 5600 Area Studies (maximum of one course or 3 credit hours) (3 hours)

Skills Cluster (2 courses)

- MRKT 5000 Marketing (3 hours)
or NPLR 5020 Essentials of Marketing Resource Development in Nonprofits (3 hours)
- MNGT 5590 Organizational Behavior
or HRDV 5630 Organizational Development and Change (3 hours)
- NPLR 5210 Social Enterprise and Social Entrepreneurship (3 hours)
- INGO 5100 Finance Budgeting and Accounting for International Nongovernmental Organizations (3 hours)
- INTB 5710 Cross Cultural Management (3 hours)
- PBRL 5453 Communication Strategies for Nonprofit Organizations (3 hours)

- INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations (3 hours)

Note: 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.

Dual Major in INTL/INGO

51 credit hours

The dual major in international relations and international nongovernmental organizations is designed for the student who wishes to seek a single Master of Arts degree with two majors: international relations and international nongovernmental relations. Unlike a sequential or dual degree, the student earns a single master's degree but with two concentrations. It is therefore more credit hours than a single-concentration Masters (36 credit hours) but still fewer than a sequential degree (60 or 63 credit hours).

This program is offered at the Geneva campus.

Required Courses:

- INTL 5000 Introduction to International Relations (3 hours)
- INGO 5000 Introduction to INGO (3 hours)
- INTL 5100 or INGO 5200 Methods (3 hours)
- INTL 6000 or INGO 6000 Capstone (3 hours)
or INTL 6250* Thesis (6 hours) and INTL 6900 University Thesis Requirements (0 hours)
or INGO 6250* Thesis (6 hours) and INGO 6900 University Thesis Requirements (0 hours)
- INTL 5540 International Organizations (3 hours)
- INGO 5600 Principles of Negotiations (3 hours)
- INGO 5700 Grant Writing, Fundraising and Development for INGOs (3 hours)
- INGO 5900 Project Management for INGOs (3 hours)

*Students taking INTL or INGO 6250 Thesis (6 hours) must also register for INTL or INGO 6900 University Thesis Requirements (0 hours). INTL or INGO 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines as well as depositing the thesis in the University library.

Elective Courses:

- Skills Cluster from INGO (9 hours)
- Comparative Cluster from INTL (6 hours)
- International Politics Cluster from INTL (12 hours)

Admission

Prerequisites

Students are required to complete INTL 5000 prior to admission to the INGO program. This requirement can be waived if the student has completed undergraduate coursework in international relations.

Admission Requirements

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

International Relations (MA)

This program is offered by the College of Arts & Sciences.

Program Description

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

The degree requires satisfactory completion of 27 credit hours of the INTL curriculum and 9 credit hours of graduate electives for a total of 36 credit hours.

This program is offered online, at the St. Louis home campus, and at select U.S and international campuses. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.

Webster also offers a Global MA program in international relations. Learn more at the Global MA Program page (external to the catalog).

Learning Outcomes

Students who complete this program will be able to:

- Demonstrate a working knowledge of several subfields of the international relations discipline.
- Demonstrate strong research skills.
- Critically analyze international events and issues.
- Apply theories of international relations.
- Demonstrate effective written communication skills.

Program Curriculum

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

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- INTL 5000 Introduction to International Relations (3 hours)
- INTL 5100 Research Methods and Perspectives (3 hours)
- INTL 6000 Capstone in International Relations (3 hours)
or INTL 6250* Thesis (6 hours) and INTL 6900 University Thesis Requirement (0 hours)
- Two courses from the Comparative Politics Cluster (6 hours)
- Four courses from the International Politics Cluster (12 hours)
- Additional graduate elective credit hours (9 hours)

* Students taking INTL 6250 Thesis (6 hours) must also register for INTL 6900 University Thesis Requirements (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guideline as well as depositing the thesis in the University library.

* Students completing their degree at either the Vienna or Geneva campuses are required to complete INTL 6250 Thesis to meet this requirement.

The 57 credit hours required for the master of business administration (MBA) with an emphasis in international relations must include the following courses:

- INTL 5000 Introduction to International Relations (3 hours)
- INTL 5100 Research Methods and Perspectives (3 hours)
- Two courses from the Comparative Politics Cluster (6 hours)
- Four courses from the International Politics Cluster (12 hours)
- INTL 6000 Capstone in International Relations (3 hours)

Comparative Politics Cluster (2 courses)

- INTL 5050 Comparative Politics (3 hours)
- INTL 5580 Politics of Development (3 hours)
- INTL 5570 Comparative Foreign Policy (3 hours)
- INTL 5600 Area Studies (3 hours)
- INTL 5605 Topics in Comparative Politics (3 hours)
- INTL 5625 Middle East Area Studies (3 hours)
- INTL 5635 Western European Area Studies (3 hours)
- INTL 5645 Asian Area Studies (3 hours)
- INTL 5655 African Area Studies (3 hours)
- INTL 5665 South and Central Asian Area Studies (3 hours)
- INTL 5675 Central and Eastern European Area Studies (3 hours)
- INTL 5685 Latin American Area Studies (3 hours)

International Politics Cluster (4 courses)

- INGO 5000 Introduction to International Nongovernmental Organizations (3 hours)
- INTL 5400 International Political Economy (3 hours)
- INTL 5510 Theories of International Relations (3 hours)
- INTL 5530 International Law (3 hours)
- INTL 5535 International Disaster Response Law (3 hours)
- INTL 5540 International Organizations (3 hours)
- INTL 5550 War and Diplomacy (3 hours)
- INTL 5560 U.S. Foreign Policy (3 hours)
- INTL 5585 Food and Water Security (3 hours)
- INTL 5590 International Security (3 hours)
- INTL 5595 Energy Security (3 hours)
- INTL 5700 Humanitarian Issues in International Politics (3 hours)
- INTL 5800 Globalization (3 hours)
- INTL 5860 Issues in International Politics (3 hours)
- INTL 5870 International Law and Politics of Outer Space (3 hours)
- INTL 5890 Terrorism in World Politics (3 hours)

International Relations Elective Courses (3 courses)

Any additional courses from the two clusters above, or any of the following:

- INTL 5300 Field Work (3-6 hours)
- INTL 5500 Professional Seminars (1-3 hours)
- INTL 5610 Non-Thesis Readings/Research (3 hours)
- INTL 5900 Advanced Research Methods* (3 hours)
- INTL 6500 Internship (3 hours)
- Any other graduate elective course (3 hours)

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

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

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

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

Dual Major INTL/INGO

51 credit hours

The dual major in international relations and international nongovernmental organizations is designed for the student who wishes to seek a single Master of Arts degree with two majors: international relations and international nongovernmental relations. Unlike a sequential or dual degree, the student earns a single master's degree but with two concentrations. It is therefore more credit hours than a single-concentration Masters (36 credit hours) but still fewer than a sequential degree (60 or 63 credit hours).

This program is offered at the Geneva campus.

Required Courses:

- INTL 5000 Introduction to International Relations (3 hours)
- INGO 5000 Introduction to INGO (3 hours)
- INTL 5100 or INGO 5200 Methods (3 hours)
- INTL 6000 or INGO 6000 Capstone (3 hours)
or INTL 6250* Thesis (6 hours) and INTL 6900 University Thesis Requirements (0 hours)
or INGO 6250* Thesis (6 hours) and INGO 6900 University Thesis Requirement (0 hours)
- INTL 5540 International Organizations (3 hours)
- INGO 5600 Principles of Negotiations (3 hours)
- INGO 5700 Grant Writing, Fundraising, and Development for INGOs (3 hours)
- INGO 5900 Project Management for INGOs (3 hours)

* Students taking INTL or INGO 6250 Thesis (6 hours) must also register for INTL or INGO 6900 University Thesis Requirements (0 hours). INTL or INGO 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines as well as depositing the thesis in the University library.

Elective Courses:

- Skills Cluster from INGO (9 hours)
- Comparative Cluster from INTL (6 hours)
- International Politics Cluster from INTL (12 hours)

Admission

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

Send all admission materials to:

Office of Admission

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Legal Studies (MA)

This program is offered by the College of Arts & Sciences.

Program Description

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

MA degree-seeking students with a declared major in legal studies may seek, concurrently with the degree, a certificate in paralegal studies. 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.

This program is offered online, at the St. Louis home campus and at the Gateway Campus in downtown St. Louis.

Learning Outcomes

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

- Utilize critical thinking strategies for legal reasoning and analysis.
- Demonstrate an understanding of the Code of Professional Responsibility to guide professional behaviors and decision-making.
- Integrate the skills and knowledge necessary for understanding legal issues working from both theoretical and practical applications.
- Demonstrate an understanding of the essential goals of legal researching, problem solving, and logic as applied to legal writing.
- Evaluate legal information to be used in effective written communication for practical problems encountered in a legal environment.
- Analyze the significant role that legal assistants have in the legal world.
- Apply advanced legal knowledge and skills in legal practice.

Program Curriculum

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

- LEGL 5000 Introduction to Legal Studies (Requisite Course) (3 hours)
- LEGL 5100 Jurisprudence (3 hours)
- LEGL 5300 Ethics for the Legal Professional (3 hours)
- LEGL 5260 Methods of Legal Research and Writing I (3 hours)
- LEGL 5270 Methods of Legal Research and Writing II (3 hours)
- LEGL 5400 Anglo-American Legal History (3 hours)
- LEGL 5450 American Constitutional Law (3 hours)
- LEGL 5470 Civil Actions (3 hours)
- LEGL 5480 Criminal Actions (3 hours)
- LEGL 5490 Advanced Topics in Law (6 hours)
- LEGL 5800 Computerized Legal Research (3 hours)
- LEGL 6000 Research and Writing Project (3 hours)

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.

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Management and Leadership (MA)

This program is offered by the Walker School of Business & Technology.

Program Description

This curriculum is designed for individuals who are seeking a graduate degree with a broad general management and leadership perspective.

This program is offered online, at the St. Louis home campus, and at select U.S and international campuses. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered. *(Note: This program is titled Management at our Ft. Leavenworth, Kansas, campus.)*



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

Learning Outcomes

- Students will be able to explain the important terminology, concepts, principles, analytic techniques, and theories used in management and leadership.
- Students will be able to effectively apply important terminology, concepts, principles, analytic techniques, and theories used in management and leadership when analyzing situations.
- Students will be able to effectively integrate important concepts, principles, and theories used management and leadership when developing solutions to multifaceted problems in complex situations.

Program Curriculum

The 36 credit hours required for the master of arts (MA) in management and leadership or the 48 credit hours required for the master of business administration (MBA) with an emphasis in management and leadership must include the following courses:

- MNGT 5000 Management (Requisite Course) (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- MNGT 5650 Management and Strategy (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- MNGT 6000 Integrated Studies in Management (3 hours)

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

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

Emphasis Options

Management and leadership has 12 hours of elective credit. Students can customize this generalist degree by using these hours to capture an emphasis. Four emphases are show below, with their parent departments.

Cybersecurity* (Math & Computer Science)

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5210 Cybersecurity Law and Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)

Health Administration (Business)

- HLTH 5000 Organization and Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration (3 hours)
- HLTH 5140 Health Administration Law (3 hours)

Organizational Development (Management)

- CHNG 5000 Practicing Organizational Development (3 hours)
- CHNG 5100 Change Leader Self-Mastery (3 hours)
- CHNG 5200 Organizational Development Consulting Practices (3 hours)
- CHNG 5300 Data-Driven Approaches to Organizational Development (3 hours)

Project Management* (Business)

- BUSN 5100 Introduction to Project Management (3 hours)
- BUSN 5300 Project Procurement Management (3 hours)
- BUSN 5700 Advances in Project Management (3 hours)

*Completion of a cybersecurity or project management emphasis also qualifies a student for a certificate in the area. To gain the certificate, students must pay a second graduation fee.

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Marketing (MS)*

This program is offered by the Walker School of Business & Technology.

Program Description

The objective of the marketing core is to provide an opportunity for students to study the dynamic impact of the business environment and human behavior on marketing endeavors. Included in this analysis is an examination of effective marketing practices, procedures and analytical required to produce impactful marketing decisions.

This program is offered at the St. Louis home campus and at Webster's Vienna* campus.

*NOTE: The master of science (MS) is abbreviated as MSc in Vienna.



The master of science in marketing is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of marketing.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of marketing when analyzing complex marketing situations.
- Students will be able to effectively integrate (or synthesize) important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of marketing as demonstrated through the successful development of a marketing plan.

Program Curriculum

The 36 credit hours required for the master of science in marketing or the 54 credit hours required for the master of business administration (MBA) with an emphasis in marketing must include the following courses:

- MRKT 5000 Marketing (Requisite Course) (3 hours)
- MRKT 5610 Marketing Channel Management (3 hours)
- MRKT 5720 Promotional Management (3 hours)
- MRKT 5730 International Marketing (3 hours)
- MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5850 Marketing Research (3 hours)
- MRKT 5890 Marketing Statistics (3 hours)
or BUSN 5760 Business Statistics (3 hours)
- MRKT 5895 Marketing Analytics (3 hours)
- MRKT 5960 Marketing Management (3 hours)
- MRKT 6000 Integrated Studies in Marketing (3 hours)

In addition, the student chooses elective courses offered in this major (e.g. MRKT prefix) or from the following list:

- NPLR 5020 Essentials of Marketing and Resource Development in Nonprofits (3 hours)
- ADVT 5410 Fundamentals of Branding (3 hours)
- CSIS 5420 Data Mining (3 hours)
- BUSN 6160 Integrated Business Processes and ERP (3 hours)

If the requisite course is waived, the student must choose an elective course from the electives listed above. Students pursuing dual majors who have the requisite course(s) waived will complete only the remaining required courses for the dual majors.

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Master of Business Administration (MBA)

This program is offered by the Walker School of Business & Technology.

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 30 credit hours of the MBA curriculum and 6 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 39 credit hours. Students who require prerequisite courses may have to complete more than 36 or 39 credit hours to receive the MBA. Electives for the MBA may be selected from any graduate School of Business offering. If a student has a particular interest in a graduate course outside

degrees

of the School of Business, approval may be sought for such course(s).

This program is offered online, at the St. Louis home campus, and at a number of U.S and international campuses. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.

The MBA is also available in an accelerated, 1-year format at select campus locations. The 1-Year MBA program is cohort based with a structured schedule that begins in the Fall 1 term. More information including admission requirements can be found at www.webster.edu/1MBA.



The MBA is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Walker Joint MBA Program

For any undergraduate degree student at Webster University who is considering the master of business administration degree, the Walker Joint MBA enables completion of the MBA in a shorter amount of time.

How it works:

Webster undergraduate students are permitted to take up to 6 hours of graduate credit toward their BS or BA degrees. For students considering the MBA, they should take the following two courses during their senior year at Webster:

- MRKT 5000 Marketing
- MNGT 5590 Organizational Behavior

These courses will be counted as 6 hours of elective credit toward the BS or BA degree, and also will complete the requirement for those two courses within the MBA degree program. With the completion of these two courses, students will need only 30 hours of graduate coursework to complete the MBA, excluding any necessary pre-requisite coursework, if applicable.*

For further information, please contact Academic Advising, or the MBA Director.

*PLEASE NOTE: Non-Business majors (BSBA, BA Economics, BS Finance, BS Accounting) and non-BA in Management majors are also encouraged to use undergraduate elective credit during sophomore, junior, or senior years, to take MNGT 2100, ACCT 2010, ACCT 2025, ECON 2020, and ECON 2030 to fulfill the necessary pre-requisite courses for the MBA. Otherwise, any non-applicable majors applying to the MBA will also be required to complete BUSN 5000, BUSN 5600 (Accounting), and BUSN 5620 (Economics) prior to starting the MBA, or to pass qualifying waiver exams for those courses.

Learning Outcomes

- Students will demonstrate foundation knowledge in each of the primary functional areas of business.
- Students will be able to solve semi-structured business problems.
- Students will be able to solve unstructured business problems.

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.

Prerequisites:

- BUSN 5000 Business (3 hours)
- BUSN 5600 Accounting Theory and Practice (3 hours)
- BUSN 5620 Current Economic Analysis (3 hours)

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.

The required courses in the MBA program are:

- MRKT 5000 Marketing (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- BUSN 5760 Applied Business Statistics (3 hours)
- FINC 5000 Finance (3 hours)
(prerequisites: BUSN 5600 and BUSN 5760)
- FINC 5880 Advanced Corporate Finance (3 hours)
(prerequisite: FINC 5000)
- MNGT 5990 Corporate Responsibility and Society (3 hours)
- BUSN 6070 Management Accounting (3 hours)
(prerequisites: BUSN 5600 and BUSN 5760)
- BUSN 6110 Operations and Project Management (3 hours)
(prerequisite: BUSN 5760)
- BUSN 6120 Managerial Economics (3 hours)
(prerequisites: BUSN 5620 and BUSN 5760)
- BUSN 6200 Strategy and Competition (3 hours)
(prerequisites: all of the above)
- Additional elective credit hours (6 hours)

Areas of Emphasis

Requirements for an area of emphasis in the MBA program include the MBA core (30 hours) and additional course requirements as identified below for each individual area of emphasis. A student may be required to complete electives to meet the minimum number of hours required. Prerequisites may be used to meet the emphasis course requirements, depending on program - students should see an advisor for details.

Areas of emphasis for the MBA degree are:

- Business and Organizational Security Management
- Cybersecurity
- Environmental Management
- Gerontology
- Health Administration
- Human Resources Development
- Human Resources Management
- Information Technology Management
- International Business
- International Relations
- Management and Leadership
- Marketing
- Media Communications
- Procurement and Acquisitions Management
- Project Management

Not all areas of emphasis are offered at every Webster University location.

The student should consult individual campuses to verify the areas of emphasis offered.

MBA with an Emphasis in Business and Organizational Security Management (54 credits)

The MBA with an emphasis in business and organizational management must include the following courses:

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

See also:

- MA in business and organizational security management

MBA with an Emphasis in Cybersecurity (42 credits)

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

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5210 Cybersecurity Law and Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)

See also:

- MA in cybersecurity
- Certificate in cybersecurity - threat detection

MBA with an Emphasis in Environmental Management (54 credits)

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

- ENMG 5000 Environmental Science (3 hours)
- ENMG 5100 Environmental Law (3 hours)
- ENMG 5200 Environmental Regulations and Compliance Auditing (3 hours)
- ENMG 5300 Environmental Accounting (3 hours)
- ENMG 6100 Management of Land and Water Resources (3 hours)
- ENMG 6110 Management of Air Quality (3 hours)
- ENMG 6120 Waste Management and Pollution Control (3 hours)
- ENMG 6200 Environmental Risk Management and Strategies (3 hours)

See also:

- MS in environmental management

MBA with an Emphasis in Gerontology (54 credits)

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

- GERN 5000 Gerontology (Required Course) (3 hours)
- GERN 5600 Economic Issues for Older Adults (3 hours)
- GERN 5620 Physiology of Aging (3 hours)
- GERN 5630 Psychology of Aging (3 hours)
- GERN 5640 Management of Programs for Older Adults (3 hours)
- GERN 5660 Research and Assessment in Gerontology (3 hours)
- GERN 5670 Social Science Perspectives in Gerontology (3 hours)
- GERN 6000 Integrated Studies in Gerontology (6 hours)

See also:

- MA in gerontology
- Certificate in gerontology

MBA with an Emphasis in Health Administration (39 credits)

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

- HLTH 5000 Organization and Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration (3 hours)
- HLTH 5140 Health Administration Law (3 hours)

See also:

- Master of health administration

MBA with an Emphasis in Human Resource Development (51 credits)

The MBA with an emphasis in human resources development must include the following courses:

- HRDV 5000 Introduction to Human Resources Development (Required Course) (3 hours)
- HRDV 5610 Training and Development (3 hours)
- HRDV 5560 Group Development and Change (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- HRDV 5700 Career Management (3 hours)
- HRDV 5750 Research and Assessment Methods in Human Resources Development (3 hours)
- HRDV 6000 Integrated Studies in Human Resources Development (3 hours)

See also:

- MA in human resources development

MBA with an Emphasis in Human Resource Management (51 credits)

The MBA with an emphasis in human resources management must include the following courses:

- HRMG 5000 Managing Human Resources (Required Course) (3 hours)
- HRDV 5610 Training and Development (3 hours)
- HRMG 5700 Employment Law (3 hours)
- HRMG 5800 Staffing (3 hours)
- HRMG 5920 Compensation (3 hours)
- HRMG 5930 Labor-Management Relations (3 hours)
- HRMG 6000 Integrated Studies in Human Resources Management (3 hours)

degrees

See also:

- MA in human resources management

MBA with an Emphasis in Information Technology Management (51 credits)

The MBA with an emphasis in information technology management must include the following courses:

- ITM 5000 Information Technology Management: Overview (Required Course) (3 hours)
- ITM 5100 Information and Communications Systems and Networks (3 hours)
- ITM 5200 Project Management of Information Technology (3 hours)
- ITM 5300 Procurement and Contract Management for Information Technology (3 hours)
- ITM 5400 Systems Analysis, Design and Implementation (3 hours)
- ITM 5600 Information and Communications Security (3 hours)
- ITM 6000 Final Project in Information Technology Management (3 hours)

See also:

- MA in information technology management

MBA with an Emphasis in International Business (65 credits)

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

- INTB 5000 International Business (Required Course) (3 hours)
- INTL 5000 Introduction to International Relations (3 hours)
- INTL 5400 International Political economy (3 hours)
- INTB 5630 International Law and Business (3 hours)
- MNGT 5710 Cross-Cultural Management (3 hours)
- MRKT 5730 International Marketing (3 hours)
- BUSN 5220 Global Supply chain management (3 hours)
- INTB 5600 International Accounting (3 hours)
- FINC 5840 International Finance (3 hours)
- INTB 5740 Global Topics #1 (1 hour)
- INTB 5760 Global Topics #3 (1 hour)
- INTB 6000 Integrated Studies in International Business (3 hours)

In addition, students are required to choose an elective course which meets one of the following criteria:

1. a study-abroad course experience
2. a hybrid course experience

See also:

- MA in international business

MBA with an Emphasis in International Relations (57 credits)

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

- INTL 5000 Introduction to International Relations (3 hours)
- INTL 5100 Research Methods and Perspectives (3 hours)
- Two courses from the Comparative Politics Cluster (6 hours)
- Four courses from International Relations Cluster (12 hours)
- INTL 6000 Capstone In International Relations (3 hours)

Note: Additional INTL electives are not required for the MBA emphasis.

Comparative Politics Cluster (2 courses)

- INTL 5050 Comparative Politics (3 hours)
- INTL 5570 Comparative Foreign Policy (3 hours)
- INTL 5580 Politics of Development (3 hours)
- INTL 5600 Area Studies (3 hours)
- INTL 5605 Topics in Comparative Politics (3 hours)
- INTL 5625 Middle East Area Studies (3 hours)
- INTL 5635 Western European Area Studies (3 hours)
- INTL 5645 Asian Area Studies (3 hours)
- INTL 5655 African Area Studies (3 hours)
- INTL 5665 South and Central Asian Area Studies (3 hours)
- INTL 5675 Central and Eastern European Area Studies (3 hours)
- INTL 5685 Latin American Area Studies (3 hours)

International Politics Cluster (4 courses)

- INTL 5400 International Political Economy (3 hours)
- INTL 5510 Theories of International Relations (3 hours)
- INTL 5530 International Law (3 hours)
- INTL 5540 International Organizations (3 hours)
- INTL 5550 War and Diplomacy (3 hours)
- INTL 5560 U.S. Foreign Policy (3 hours)
- INTL 5590 International Security (3 hours)
- INTL 5700 Humanitarian Issues in International Politics (3 hours)
- INTL 5800 Globalization (3 hours)
- INTL 5860 Issues in International Politics (3 hours)
- INTL 5870 International Law and Politics of Outer Space (3 hours)
- INTL 5890 Terrorism in World Politics (3 hours)

See also:

- MA in international relations

MBA with an Emphasis in Management and Leadership (48 credits)

The MBA with an emphasis in management and leadership must include the following courses:

- MNGT 5000 Management (Required Course) (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)
- MNGT 5650 Management and Strategy (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- MNGT 6000 Integrated Studies in Management (3 hours)

See also:

- MA in management and leadership

MBA with an Emphasis in Marketing (54 credits)

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

- MRKT 5610 Marketing Channel Management (3 hours)
- MRKT 5720 Promotional Management (3 hours)
- MRKT 5730 International Marketing (3 hours)
- MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5850 Marketing Research (3 hours)
- MRKT 5895 Marketing Analytics (3 hours)
- MRKT 5960 Marketing Management (3 hours)
- MRKT 6000 Integrated Studies in Marketing (3 hours)

See also:

- MS in marketing

MBA with an Emphasis in Media Communications (51 credits)

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

- MEDC 5000 Media Communications (Required Course) (3 hours)
- MEDC 5310 Media and Culture (3 hours)
- MEDC 5350 Media Organization and Regulations (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5400 Media Production Management (3 hours)
- MEDC 6000 Seminar in Media Communications (3 hours)
- MEDC Elective-one additional core course from MEDC electives, as determined through consultation with an academic advisor

See also:

- MA in media communications

MBA with an Emphasis in Procurement and Acquisitions Management (48 credits)

The MBA with an emphasis in procurement and acquisitions management must include the following courses:

- PROC 5000 Procurement and Acquisitions Management (Required Course) (3 hours)
- PROC 5810 Acquisitions Law (3 hours)
- PROC 5830 Pricing (3 hours)
- PROC 5840 Negotiations (3 hours)
- PROC 5850 Logistics (3 hours)
- PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3 hours)

See also:

- MA in procurement and acquisitions management
- Certificate in government contracting

MBA with an Emphasis in Project Management (39 credits)

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

- BUSN 5100 Introduction to Project Management (3 hours)
- BUSN 5300 Project Procurement Management (3 hours)
- BUSN 5700 Advances in Project Management (3 hours)

See also:

- Certificate in project management

Dual Degree Option: MBA/MHA

The MBA/MHA dual degree option requires the completion of 57 credit hours consisting of the 9 required core courses (27 credit hours) in the Master of Health Administration (MHA) and the 10 required core courses (30 credit hours) in the master of business administration (MBA), as listed in the respective sections of this catalog.

Upon completion of the 57 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.)

Dual Degree Option: MBA/MS Finance

The MBA/MS finance dual degree option requires the completion of 48 credit hours: 2 courses (6 credit hours) that are required for both programs, 6 required courses (18 credit hours) in the MS in finance, and 8 required courses (24 credit hours) in the MBA.

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

MBA/MS Finance Dual Degree Curriculum

- BUSN 5760 Applied Business Statistics (3 hours)
- BUSN 6070 Management Accounting (3 hours)
- BUSN 6110 Operations and Project Management (3 hours)
- BUSN 6120 Managerial Economics (3 hours)
- BUSN 6200 Strategy and Competition (3 hours)
- FINC 5000 Finance (3 hours)
- FINC 5880 Advanced Corporate Finance (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- MNGT 5990 Corporate Responsibility and Society (3 hours)
- MRKT 5000 Marketing (3 hours)
- FINC 5210 Investments (3 hours)
- FINC 5810 Capital Budgeting and Corporate Investments (3 hours)
- FINC 5830 Institutions and Financial Markets (3 hours)
- FINC 5840 International Finance (3 hours)
- FINC 6290 Mergers and Acquisitions (3 hours)
- FINC XXXX One FINC Elective course to meet requirements (3 hours)

Dual Degree Option: MBA/SCML

The MBA/SCML dual degree option requires the completion of 45 credit hours consisting of 5 required core courses (15 credit hours) in the MS in science management and leadership (SCML) and 7 required core courses (21 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 45 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 (3 hours)
- BUSN 6070 Management Accounting (3 hours)
- BUSN 6110 Operations and Project Management (3 hours)
- BUSN 6120 Managerial Economics (3 hours)
- BUSN 6200 Strategy and Competition (3 hours)
- FINC 5000 Finance (3 hours)
- FINC 5880 Advanced Corporate Finance (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- MNGT 5990 Corporate Responsibility and Society (3 hours) **or** SCML 5590 Ethics & Social Responsibility in Science Management and Leadership (3 hours)
- MRKT 5000 Marketing (3 hours) **or** SCML 5700 Marketing & Comparative Analysis for Science Management and Leadership (3 hours)
- PATA 5120 Foundations in Intellectual Property Law (3 hours)
- SCML 5050 Communication for Professional Science Management and Leadership (3 hours)

degrees

- SCML 5800 Project Management (3 hours)
- SCML 5850 Regulatory Affairs for Science Management and Leadership (3 hours)
- SCML 6000 Practical Application in Science Management and Leadership (3 hours)

Admission

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

Admission requirements for the 1-Year MBA program include a 3.0 GPA and the completion of MBA prerequisites prior to the start of the program. For more information, visit www.webster.edu/1MBA.

Send all admission materials to:

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

For information on dual degree and sequential degree options, see the appropriate sections in the Academic Policies and Procedures section of this catalog.

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Master of Health Administration (MHA)

This program is offered by the Walker School of Business & Technology.

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.

This program is offered at the St. Louis home campus and at a number of U.S. campus locations. Please see the Campus Locations section of this catalog for a full list of campuses and the programs they offer.



The MHA is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of health care administration.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories in the field of health care administration when analyzing complex factual situations.
- Students will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of health care administration when developing solutions to multifaceted health care administration problems in complex factual situations, for greater organization efficiency and effectiveness.

Program Curriculum

The 36 credit hours required for the master of health administration (MHA) or the 57 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 (3 hours)
- HLTH 5020 Organizational Planning and Change in Health Administration (3 hours)
- HLTH 5040 Human Resources Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration (3 hours)
- HLTH 5070 Financial Analysis in Health Administration (3 hours)
- HLTH 5100 Statistics for Health Administration (3 hours)
- HLTH 5120 Issues in Health Policy (3 hours)
- HLTH 5140 Health Administration Law (3 hours)
- HLTH 6000 Integrated Studies in Health Administration (3 hours)

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

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

The 39 credit hours required for the master of business administration (MBA) with an emphasis in health administration must include the following courses:

- HLTH 5000 Organization and Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration (3 hours)
- HLTH 5140 Health Administration Law (3 hours)

Dual Degree Option: MBA/MHA

The MBA/MHA dual degree option requires the completion of 57 credit hours consisting of the 9 required core courses (27 credit hours) in the Master of Health Administration (MHA) and the 10 required core courses (30 credit hours) in the master of business

administration (MBA), as listed in the respective sections of this catalog.

Upon completion of the 57 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.)

Admission

Admission Criteria

Students applying for admission to the Master of health administration (MHA) Program must meet the admission requirements outlined below:

- A bachelor's degree from an accredited educational institution recognized by Webster University.
- An undergraduate cumulative GPA of 3.0 on a 4.0 scale or a cumulative 3.0 GPA for a minimum of 12 credit hours of graduate work.
- Applicants with an undergraduate GPA that is at least 2.5 but below 3.0 are preferred and may be admitted on a conditional basis. These students must successfully complete 12 credit hours of graduate credit with a grade of B or better to advance to candidacy.
- A minimum of one year of relevant work experience.

Application Process

Students applying for admission must submit the following to the Office of Admission:

- Application for graduate study.
- A non-refundable application fee of \$50.
- Official transcripts from all universities and colleges attended.
- One signed letter of recommendation supporting the applicant's petition for graduate study from a current or former employer or from a faculty member familiar with the student's work.
- A résumé.
- A personal statement of 500 words or less describing the applicant's career goals and rationale for seeking the MHA degree.

Admission materials may be submitted on line by visiting: webster.edu/apply

Admission materials may also be submitted by mail:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
admit@webster.edu
(314) 246-7800

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Master of Public Administration (MPA)

This program is offered by the Walker School of Business & Technology.

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.

This program is offered online and at a number of campuses in the United States. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.



The MPA is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Program Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of public administration.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of public administration when analyzing complex factual situations.
- Students will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of public administration when developing solutions to multifaceted public administration problems in complex factual situations.

Program Curriculum

The 36 credit hours required for the master of public administration (MPA) must include the following courses for a major in public administration:

- PADM 5000 Public Administration (required course) (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- PADM 5820 Planning and Evaluation (3 hours)
- PADM 5830 Administrative Law and Processes (3 hours)
- PADM 5840 Budgetary Theory and Analysis (3 hours)
- PADM 5850 Research and Assessment in Public Administration (3 hours)
- PADM 5870 Public Personnel Management (3 hours)
- PADM 5890 Public Policy and Administration (3 hours)
- PADM 6000 Integrated Studies in Public Administration (3 hours)

In addition, the student chooses 9 credit hours of elective courses offered from the program curricula of other George Herbert Walker School of Business & Technology majors.

degrees

If the requisite course is waived, the student must choose an elective course from this major or from the program curriculum of another George Herbert Walker School of Business & Technology major.

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Mathematics for Educators (MA)

This program is offered by the School of Education.

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 study 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 mathematics teacher, grades 7-14. 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 power to employ mathematical reasoning and problem-solving techniques, and they will experience learning mathematics in ways that stimulate their imagination and intelligence.

This program is offered at the St. Louis home campus.

Requirements

Mathematics students must meet the requirements for an emphasis in community college mathematics, secondary mathematics or middle school mathematics. Upon completing 9 credit hours with a grade of B or better, students are required to Advance to Candidacy. Refer to the Mathematics for Educator's

ATC form and the section on ATC in this catalog for more information.

During their penultimate semester, and at least one academic year following their advancement to candidacy, students need to register for MTHC 5900 Final Reflections. This is a no-tuition, zero-credit-hour course in which students write an essay describing how they have changed as a result of participating in the program.

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.

This emphasis requires 33 credit hours above MTHC 5200, and a GPA of at least 3.75.

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.

This emphasis requires 33 credit hours of graduate mathematics courses with at least 21 of these credit hours above MTHC 5200, and a GPA of at least 3.5.

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 can be adapted for their own classroom use. Relevant courses include those numbered between MTHC 5000 and MTHC 5200, as well as an occasional course numbered above MTHC 5200.

This emphasis requires 33 credit hours of graduate math courses, including at least one math course that incorporates technology, as well as a GPA of 3.25 or higher.

The following courses do not meet area-of-emphasis requirements for any of the emphases: MTHC 5210, MTHC 5410.

Admission

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

Admission Requirements

- Receipt of official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 3.0 or higher.
- Essay: "Why I Teach". If you do not currently teach, then describe why you want to be a teacher.
- The student's mathematical background needs to be commensurate with the emphasis he or she is seeking. In particular, the secondary and community college emphases require (roughly) the equivalent of an undergraduate mathematics major. The middle school emphasis requires successful completion of the undergraduate calculus sequence.

Send all admission materials to:

Office of Admission
Webster University
470 E. Lockwood Ave.

St. Louis, MO 63119

Completed application files will be reviewed by the Mathematics for Educators Program Coordinator.

Advancement to Candidacy

Upon successful completion of 9 credit hours of MA Mathematics for Educators courses, all degree-seeking students are required to apply for advancement to candidacy. For specific details please see your advisor.

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 and that the grades earned for the courses are B or higher.

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 and that the grades earned for the courses are B or higher.

Media Communications (MA)

This program is offered by the School of Communications.

Program Description

The master of arts (MA) degree in media communications is for students who have both an interest and background in communications.

All students entering this program are required to consult with a School of Communications academic advisor prior to registration. Qualifications and required prerequisite courses will be discussed at this time. Qualifications include a strong educational background in their intended area of graduate communications study or professional experience in their area of interest. Students without a strong educational background or experience in the communications field are required to enroll in 6 credit hours of prerequisite course work. The selection of prerequisites will depend on each student's area of academic interest in communications and should be approved by a School of Communications academic advisor.

Students must earn a grade of "B" or better in the prerequisite courses before they are allowed to enroll in graduate courses. The prerequisite courses are not counted toward the 36 credit hours required for the degree, nor are they considered as part of the credit hours required for advancement to candidacy.

This program is offered online, at the St. Louis home campus, and at select international campuses. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.

Learning Outcomes

Successful graduates of this program will be able to:

- Understand the breadth of media communications.
- Examine media using multiple perspectives.

- Examine media in multiple contexts: cultural, economic, political, etc.
- Look at media as product, process, and commentary.
- Apply qualitative and quantitative research methodologies.
- Apply research strategies to analyze media.

Program Curriculum

The 36 credit hours required for the MA in media communications or the 51 credit hours required for the master of business administration (MBA) with an emphasis in media communications must include the following courses (21 credit hours):

- MEDC 5000 Media Communications (Requisite Course) (3 hours)
 - MEDC 5310 Media and Culture (3 hours)
 - MEDC 5350 Media Organization and Regulations (3 hours)
 - MEDC 5360 International Communications (3 hours)
 - MEDC 5400 Media Production Management (3 hours)
 - MEDC 6000 Seminar in Media Communications (3 hours)
 - MEDC Elective (3 hours)
- One additional core course from MEDC electives, as determined through consultation with an academic advisor

In addition to the seven core courses, students can choose elective courses offered in the other School of Communications majors. Courses from program curricula outside the School of Communications may be considered, if appropriate and approved in advance using a program option request form. Students taking courses that are a part of their approved curriculum and that are from outside of the School of Communications should verify prerequisites with the appropriate school or college.

MEDC 5000 Media Communications is the requisite course in the media communications program. It examines communications theory and its application to mass media, as well as introduces students to the graduate program, describes program expectations, and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic 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 and the dean of the School of Communications.

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications are limited to taking one course per term. Such students who earn one grade

degrees

of C or below before they are advanced to candidacy will be dismissed without further right to appeal for reinstatement but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Media Literacy (MA)

This program is offered by 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.

All students entering this program are required to consult with a School of Communications academic advisor prior to registration. Qualifications and required prerequisite courses will be discussed at this time. Qualifications include a strong educational background in a communications-related field or professional experience in this area. Students without a strong educational background or professional experience are required to enroll in 6 credit hours of prerequisite course work. The selection of prerequisites will depend on each student's area of academic interest in media literacy.

Students must earn a grade of "B" or better in the prerequisite courses before they are allowed to enroll in graduate courses. The prerequisite courses are not counted toward the 36 credit hours required for the degree, nor are they considered as part of the credit hours required for advancement to candidacy.

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.

This program is offered at the St. Louis home campus.

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 communications arts (MA) program offered by the School of Education may apply approved courses 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 and elective courses 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 and the dean of the School of Communications.

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 toward 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) (3 hours)
- MEDC 5310 Media and Culture (3 hours)
- MEDC 5350 Media Organization and Regulations (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5460 Media Research (3 hours)
- MEDC 5480 Comparative Approaches to Media Literacy (3 hours)
- MEDC 5981 Integrated Studies in Media Literacy (3 hours)
- MEDC 6000 Seminar in Media Communications (3 hours)

Elective Courses

A minimum of 12 credit hours must be completed from the following with no more than 6 credit hours from the 4000-level course work:

- COMM 5340 Language Arts Seminars (approved topics only) (3 hours)
- COMM 5440 Integrated Language Arts (3 hours)
- COMM 5460 Curriculum Design (3 hours)
- JOUR 4500 Media Criticism for Publication (3 hours)
- MEDC 4110 Media and Digital Culture (3 hours)
- MEDC 4220 Genre Studies (3 hours)
- MEDC 4440 Patterns of Media Ownership (3 hours)
- MEDC 4500 Political Communications (3 hours)
- MEDC 5010 Introduction to Graduate Studies: Advanced Thinking and Writing (3 hours)
- MEDC 5370 International Media Literacy (3 hours)
- MEDC 5550 Topics in Media Communications: Campaign Strategy and Political Power (3 hours)
- MEDC 5550 Topics in Media Communications: Video and Media Literacy (3 hours)
- MEDC 5985 Media Literacy Fieldwork (3 hours)
- NPRO 5300 Visual Storytelling (3 hours)
- PSYC 4825 Advanced Research Methods (3 hours)

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Middle School Education (MAT)

This program is offered by the School of Education.

Program Description

The MAT in middle school education degree program at Webster University, provides candidates with a strong foundation in content knowledge and early adolescent development. It is centered around contemporary design-based research principles with a focus on how students learn within inquiry based environments. This degree emphasizes practices associated with of inquiry based learning, differentiated instruction, and culturally responsive teaching.

This graduate degree program is designed to prepare candidates to meet initial Missouri Teacher Certification in Middle School Education in one of the following areas:

1. Language Arts
2. Mathematics
3. Science
4. Social Studies

This program is offered at the St. Louis home campus.

Learning Outcomes

The goals of the MAT in middle school education are to cultivate graduates who are:

1. Knowledgeable Learners

Candidates in the middle school MAT will:

- Understand, demonstrate, and apply in-depth knowledge of their chosen discipline(s).
- Embrace the synergy of collaborative learning.
- Understand how to guide students through a period of significant developmental change.

2. Informed Instructors

Candidates in the middle school MAT will:

- Develop curriculum and assessments based on the best educational theory, practice, research, national, state, and content standards.
- Motivate students to learn by implementing instruction based on the developmental needs of young adolescents.
- Apply the best academic, social, and technological tools to address the needs of the 24th century learner.

3. Reflective Collaborators

Candidates in the middle school MAT will:

- Demonstrate collaborative skills in working with colleagues, students, and families in schools and communities to support student learning.

4. Responsive Educators

Candidates in the middle school MAT will:

- Recognize, appreciate, and respond to the needs of diverse learners based on theory and research of developmental sciences.
- Create a positive, productive learning community that responds to the needs of individual learners.
- Celebrate and integrate the talents and cultures of each student.

Degree Program Requirements

The following 31 hours of courses and 13 hours of field experiences are required to earn the MAT degree in Middle School Education. Students are advised that initial teacher certification in Middle School Education (grades 5-9) may require more hours than are listed for the MAT degree program. Students must consult an advisor in order to obtain a personalized program of study.

Foundations

- CMAT 5000 Teaching in a Diverse Society (3 hours)
- SOCS 5700 Middle School History and Philosophy (3 hours)
- SOCS 5760 Middle School Curriculum & Instruction (3 hours)
- CMAT 5015 Differentiated Instruction and Assessment (3 hours)
- COMM 5290 Interpersonal Communication (3 hours)
- EDTC 5410 In-Service Topics in Educational Technology (1 hour)

Methods

- CMAT 5170 Classroom & Behavioral Management (3 hours)
- COMM 5920 Reading and Writing in the Content Field (3 hours)
- COMM 5199 Teaching Writing (3 hours)
- COMM 5905 Reading Assessments and Interventions Grades 6-12 (3 hours)

Content Methods – (based on certification content area) (3 hours)

- COMM 5440 Integrated Language Arts Methods (3 hours)
- MTH 4450 Middle School Math Methods (3 hours)
- EDUC 4585 Methods for Teaching Middle School Science (3 hours)
- EDUC 4115 Middle School Social Studies Methods (3 hours)

Clinical Experience

Practicum (3 hours)

- CMAT 5100 Practicum Middle School Language Arts (3 hours)
- CMAT 5101 Practicum Middle School Mathematics (3 hours)
- CMAT 5102 Practicum Middle School Science (3 hours)
- CMAT 5103 Practicum Middle School Social Science (3 hours)

Apprentice Teaching

- CMAT 5200 Apprentice Teaching Middle School Language Arts (9 hours)
or CMAT 5201 Apprentice Teaching Middle School Mathematics (9 hours)

degrees

- or CMAT 5202 Apprentice Teaching Middle School Science (9 hours)
- or CMAT 5203 Apprentice Teaching Middle School Social Science (9 hours)
- CMAT 5096 Apprentice Teaching Seminar (1 hour)

Total: 44 hours

All of the above courses are necessary to meet the requirements for Missouri initial teacher certification in Middle School Education.

Other Certification Requirements

- CMAT 5505 Psychological Foundations of Education (3 hours)
- SPED 5860 Psychology of the Exceptional Child (3 hours)
- Content area courses as required for initial state certification (to be determined in consultation with advisor)

Content Areas

Students choose one of the following content areas in which to seek initial teacher certification. Students must maintain a minimum GPA of 3.0 in their content area in order to be recommended for certification.

Language Arts: 24 hours

- 3 hours of Composition
- 6 hours of American Literature
- 6 hours of World Literature
- 3 hours Modern Grammar
- 3 hours of Oral/Interpersonal Communication
- 3 hours Young Adult Literature

Mathematics: 24 hours

- 4-5 hours Calculus I (MATH 1610)
- 4-5 hours Calculus II (MATH 1620)
- 11-13 hours from the following: (to be determined in consultation with advisor)
 - Statistics
 - Geometry
 - Discrete Mathematics

Science: 24 hours

- 4-5 hours Biology with lab
- 4-5 hours Chemistry with lab
- 4-5 hours Physics with lab or Physical Science with lab
- 9-12 hours of coursework addressing:
 - Astronomy
 - Environmental Science
 - Physical Geology
 - Meteorology

Social Science: 24 hours

- 3 hours of Economics
- 3 hours of Geography
- 3 hours American Government
- 6 hours American History (to include 18th, 19th, 20th Century)
- 6 hours World/European History
- 3 hours Young Adult Literature

All of the above courses are required to complete the requirements for initial Missouri teacher certification in the Middle School Education program.

Admissions

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

Admission Requirements

- Receipt of official transcript from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.75.
- Grade of B- or better in college-level mathematics.
- Grade of B- or better in college-level composition.

Send all required documents to the following address:

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

Advancement to Candidacy

Advancement to Candidacy (ATC) represents a significant milestone in a candidate's academic career. Candidates who successfully advance to candidacy have demonstrated mastery of program standards and may continue enrolling in courses to complete their major. In the case of the MAT ATC means that a student is formally enrolled in the initial teacher certification program.

Advancement to Candidacy occurs provided that a student:

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

After 15 hours of graduate credit, candidates will be restricted from registering in further coursework until advanced to candidacy.

Requirements for Missouri Initial Teacher Certification in Middle School Education (Grades 5-9)

Transcript Evaluation

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

Background Checks

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

Certification Hours

To achieve Missouri state certification in Elementary School Education candidates are required to take more than 31 credit hours (plus 13 credit hours of field experiences).

State Assessments

To obtain a teaching licensure in Missouri, students are required to complete a number of state assessments. State required

assessments are administered by designated agencies, and students are required to pay all associated fees. All state assessments are administered in computer based format.

Students must pass the state-required Content Area Examination before Apprentice Teaching Orientation.

Successful completion of the Missouri Pre-Service Teacher Assessment (MoPTA) is required in order to obtain a recommendation for initial teacher certification from Webster University. Such recommendation must be presented to the Missouri Department of Elementary and Secondary Education (DESE) by the university in order for a candidate to earn teacher licensure in the state of Missouri.

Application and Eligibility to Middle School Practicum

Registration in Middle School Practicum must be approved electronically by the student's advisor by September 15 for Spring placement and by February 15 for Fall placement. Applications for practicum are completed TK20. Directions are located on the School of Education website. Late applications will not be accepted. A grade of B or higher is required for successful completion of the practicum.

Application to Apprentice Teaching: Middle School

Successful completion of Apprentice Teaching: Middle School is required to meet the graduation requirements of the MAT in middle school education. Application and registration in CMAT 5092 must be approved electronically by the student's advisor by September 15 for Spring placement and by February 15 for Fall placement. Applications for apprentice teaching are completed through TK20. Directions are located on the School of Education website. Students who are full time paraprofessionals or teachers in an approved educational setting may be eligible to earn credit for Apprentice Teaching through an assessment process.

Eligibility requirements for acceptance to Apprentice Teaching: Middle School Education

1. Students must have successfully completed all required courses for *Missouri initial teacher certification in Middle School Education*
2. Students must have successfully completed Middle School Practicum with a grade of B or higher
3. Students must have passed the state-required Content Area Examination with a qualifying score equal to or greater than the Missouri qualifying score prior to Apprentice Teaching Orientation. Students should talk to their advisor or the teacher certification professionals at Webster University in order to understand how DESE changes are accommodated in their personalized program of study

Multimodal Literacy for Global Impact (MA)

This program is offered by the School of Education.

Program Description

This master of arts degree is designed for students that are interested in integrating the areas of multimodal literacy within an international framework along with an understanding of various languages and cultures in order to have a global impact on various forms of educational programming. The degree is grounded in the theory that various forms of communication skills, along with strategic communications within an international framework, are needed in order to promote the exchange of new and promising educational and entrepreneurship programs around

the world. This particular degree would be helpful for students that are interested in working with various non-profit organizations, business enterprises, and national/international agencies to promote educational programs for global impact. Six credit hours of electives can be selected as long as they are at the 5000 level or above.

This program is offered online.

Learning Outcomes

Students will:

- Integrate the use of visual media and Interpersonal communication skills for the design and promotion of educational programs.
- Apply an understanding of various languages and cultures in the design and implementation of educational programs.
- Integrate the appropriate forms of technology into the design and delivery of educational programs.
- Integrate the various forms of media communications within an international context to promote and deliver effective educational programs.

Requirements

The 33 credit hours required for this degree include the following courses (27 hrs.), plus 6 hrs. of electives:

- COMM 5199 Teaching Writing (3 hours)
- COMM 5270 Visual Communications (3 hours)
- COMM 5290 Interpersonal Communications (3 hours)
- COMM 5350 Language and Culture (3 hours)
- COMM 5631 Literacies and Technology (3 hours)
- MEDC 5000 Media Communications (3 hours)
- MEDC 5310 Media and Culture (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5370 International Media Literacy (3 hours)

Admission

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

Admission Requirements

- Undergraduate grade point average at least a 2.5 GPA.
- Official transcripts of previous undergraduate coursework.
- Essay: What motivated you to seek this program? Based on the degree's program description and candidate learning outcomes, how do you think your participation in this program will help you accomplish your personal and professional goals?

Send all required documents to the following address:

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

Completed application files will be reviewed by the Department of Language, Literacy, and Leadership.

Advancement to Candidacy

Automatic Advancement to Candidacy based on 12 credit hours of 3.0 GPA graduate level courses in the Multimodal Literacy for Global Impact program.

degrees

Music (MA)

This program is offered by the Leigh Gerding College of Fine Arts.

Program Description

Webster University offers the master of arts (MA) in music for students who desire a more general course of study.

The MA in music is offered without an official area of 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, private or public school music teaching (if you have teacher certification), 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.

The MA program conforms to the guidelines specified by the National Association of Schools of Music for accreditation. Webster University is a full member of the National Association of Schools of Music.

Webster University also offers the master of music (MM) with a major in composition, jazz studies, music education, performance, orchestral performance, and church music.

This program is offered at the St. Louis home campus.

Admission

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

Admission Requirements

Students seeking admission to the MA in music programs must submit or complete the following:

- An official transcript that documents the awarding of a baccalaureate degree in music from an accredited institution.
- A satisfactory audition/interview before an appointed faculty committee. Guidelines for audition repertoire are available upon request from the Director of Graduate Studies in Music or the specific program director (voice, piano, jazz, music education, instrumental studies, and so forth). Please read the following section on Audition Procedures. Additional information on audition procedures and requirements may be found at the Department of Music website.
- A satisfactory performance on an entrance examination in music history and theory. Remedial studies-without credit-may be prescribed for students who have deficiencies in either or both of these areas.
- Three letters of recommendation, at least two of which should be from former music teachers

Send all required documents to:

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

Audition Procedures

Applicants should follow the guidelines for their instrument or interest area as listed previously. Applicants should discuss audition preparation with the Director of Graduate Studies in Music.

Departmental Standards and Policies

Students should consult the Academic Warning, Probation, and Dismissal sections of this catalog for further information. In addition, the Department of Music Handbook, available at the Department of Music website, includes departmental policies on admission to candidacy, degree recitals, theses, applied music, and ensembles, as well as other areas that pertain to MM and MA students. This departmental policy manual constitutes an extension of the Webster University Graduate Studies Catalog.

Ensemble Requirement for Graduate Students

All graduate students in music are required to complete two semesters in a major ensemble. Jazz studies majors 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, or substituted for one semester of major ensemble with the approval of the Department. Specific ensemble requirements are listed with each degree and area of emphasis.

Graduate Oral Examinations

The Graduate Oral Examination is required of all students at the graduate level. This examination is based on the student's program of study, and includes topics in music history and literature, music theory, and the area of emphasis. Students are expected to demonstrate the ability to integrate and interpret materials and issues in the major field. The exam emphasizes topics dealt with directly in the student's thesis, recital, or other major project presented in fulfillment of the degree requirements.

This is an oral examination conducted by a committee that is appointed by the Director of Graduate Studies, in consultation with the Director of the area of study and other members of the faculty. The committee will include a majority of full-time faculty members. The oral examination is usually taken during the last semester of study toward the degree.

Students who fail the oral examination may retake it upon the recommendation of the committee.

Program Requirements

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
- Music Education
- Jazz Studies
- Conducting
- Composition/Arranging
- Music History/Theory
- Collaborative Piano
- 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 4900 Webster University Concert Choir
 - MUSC 4910 Webster University Chamber Singers
 - MUSC 4940 Webster University Orchestra
 - MUSC 4960 Jazz Ensemble (Jazz Studies emphasis only)
 - MUSC 4980 Webster University Wind Ensemble
 - Music electives (10-12 hours)
- Courses in music at the 4000-5000 levels to be chosen in consultation with the Director of Graduate Studies (At least 6 credit hours of these courses must be academic electives.)
- Additional coursework (10-12 hours)
- These courses may be in music or in another related field such as art, literature, philosophy, or history.
- Final Project/Recital Program (0 hours)
- Students will present a major historical, pedagogical, or analytical paper, a recital, or other appropriate demonstration. Final projects are approved by the Director of your area of emphasis in consultation with the Director of Graduate Studies and the Chair of the Department of Music.
- Oral examination (0 hours)

Total: 32 hours

Suggested Electives

- MUSC 4040 Music of the Twentieth Century (3 hours)
- MUSC 4070 Choral Arranging (2 hours)
- MUSC 4080 Choral Literature and Techniques (3 hours)
- MUSC 4140 Lyric Diction (2 hours)
- MUSC 4150 The Art Song (3 hours)
- MUSC 4160 Operatic Literature (3 hours)
- MUSC 4170, 4175, 4270 Piano Literature I, II (6 hours)
- MUSC 4185 Piano in Chamber Music Literature (3 hours)
- MUSC 4190 Orchestral Literature (3 hours)
- MUSC 4250, 4255 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 4990 Opera Studio (1 hour)
- MUSC 5200 Independent Study (1-3 hours)
- MUSC 4360 Survey of Music Business (3 hours)
- MUSC 5320 Advanced Instrumental Conducting (1-4 hours)
- MUSC 5330 Advanced Choral Conducting (1-4 hours)

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Library Holdings

Books, periodicals, scores, records, compact discs, and videos, as recommended for music libraries by the National Association of Schools of Music, are conveniently housed in the Emerson Library. In addition, the library subscribes to a number of

significant online music-related resources including The New Grove Dictionaries of Music, the International Index of Music Periodicals, The Music Index, and RILM.

Graduate Assistantships

The Department of Music offers graduate assistantships in jazz studies, music theory, orchestra, and choral music. For further information, interested applicants should contact the Director of Graduate Studies in Music. Assistantship stipends do not include tuition remissions. Applications for assistantships must be received by April 1.

Graduate Scholarships

The Department of Music offers a limited number of scholarships to graduate students based on merit. Among these are the Buder Foundation Scholarships, the James Moroney Nigh Endowed Scholarship Fund in Opera, and the TKT Jazz Scholarship. These scholarships are available to graduate students only after the first year of study. For more information, interested applicants should contact the Chair of the Department of Music. Scholarship applications are due by April 1.

Adjunct Teaching Appointments

In addition to graduate assistantships, exceptionally qualified graduate students may be considered for employment as instructors in one of the following areas: academic studies, jazz studies, orchestral instruments, piano, and voice. Employment determination is made by the Chair of the Department of Music with the Director of Graduate Studies in Music in consultation with the director of the specific academic area.

Graduate Student General Financial Aid Information

For information on non-music related sources of financial aid, including work study and loan programs, interested applicants should contact the Webster University Office of Financial Aid.

Music (MM)

This program is offered by the Leigh Gerdine College of Fine Arts.

Program Description

Webster University offers the master of music (MM) with a major in composition, jazz studies, music education, performance, orchestral performance, and church music. Graduates of the MM program will be trained to further their careers in private studio teaching or public performance as soloists, ensemble members, or composers. The emphasis for each student's training will be determined by individual consultation with the major professor, the Director of Graduate Studies in Music, and the Committee for Graduate Studies in Music.

The MM program conforms to the guidelines specified by the National Association of Schools of Music for accreditation. Webster University is a full member of the National Association of Schools of Music.

Students who desire a more general course of studies may pursue the master of arts (MA) with a major in music.

This program is offered at the St. Louis home campus.

Admission

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

degrees

Admission Requirements

Students seeking admission to the MM in music programs must submit or complete the following:

- An official transcript that documents the awarding of a baccalaureate degree in music from an accredited institution.
- A satisfactory audition/interview before an appointed faculty committee. Guidelines for audition repertoire are available upon request from the Director of Graduate Studies in Music or the specific program director (voice, piano, jazz, music education, instrumental studies, and so forth). Please read the following section on Audition Procedures. Additional information on audition procedures and requirements may be found at the Department of Music website.
- A satisfactory performance on an entrance examination in music history and theory. Remedial studies-without credit may be prescribed for students who have deficiencies in either or both of these areas.
- Three letters of recommendation, at least two of which should be from former music teachers

Send all required documents to:

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

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.

Piano or Organ

Piano and organ applicants should prepare a minimum of three major works, performed from memory, in contrasting styles. Two selections must be from the Baroque, Classical, or Romantic periods. The third work should be from the Impressionist or contemporary periods.

Voice

Applicants must submit previous recital programs and will be assessed on knowledge of repertoire, diction, and language phonetics. Applicants will perform five works from memory, including oratorio/opera arias and songs from the classical repertoire in four languages. Applicants may be asked to sight-sing or vocalize to assess pitch perception and tone production.

Departmental Standards and Policies

Students should consult the Academic Warning, Probation, and Dismissal sections of this catalog for further information. In addition, the Department of Music Handbook, available at the Department of Music website, includes departmental policies on admission to candidacy, degree recitals, theses, applied music, and ensembles, as well as other areas that pertain to MM and MA students. This departmental policy manual constitutes an extension of the Webster University Graduate Studies Catalog.

Ensemble Requirement for Graduate Students

All graduate students in music are required to complete two semesters in a major ensemble. Jazz studies majors 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, or substituted for one semester of major ensemble with the approval of the Department. Specific ensemble requirements are listed with each degree and area of emphasis below.

Graduate Oral Examinations

The Graduate Oral Examination is required of all students at the graduate level. This examination is based on the student's program of study, and includes topics in music history and literature, music theory, and the area of emphasis. Students are expected to demonstrate the ability to integrate and interpret materials and issues in the major field. The exam emphasizes topics dealt with directly in the student's thesis, recital, or other major project presented in fulfillment of the degree requirements.

This is an oral examination conducted by a committee that is appointed by the Director of Graduate Studies, in consultation with the Director of the area of study and other members of the faculty. The committee will include a majority of full-time faculty members. The oral examination is usually taken during the last semester of study toward the degree.

Those students in the MME programs are also required to complete a written comprehensive examination.

Students who fail the oral examination may retake it upon the recommendation of the committee.

Master of Music (MM) 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 4360 Survey of Music Business (3 hours)
- MUSC 4950 New Music Ensemble (1 hour)
- Major Ensemble:
 - MUSC 4900 Webster University Concert Choir (1 hour)
 - MUSC 4940 Webster University Orchestra (1 hour)
 - MUSC 4980 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.
- Oral examination (0 hours)

Total: 32 hours

*Students who completed MUSC 4040, or equivalent, as undergraduates (with grades of B or better) may choose electives.

Suggested Electives

- AUDI 4300 Advanced MIDI Applications: Film Scoring (3 hours)
- MUSC 4020 Sixteenth-Century Counterpoint (3 hours)
- MUSC 4030 Eighteenth-Century Counterpoint (3 hours)
- MUSC 4340 Jazz Scoring and Arranging I (3 hours)
- MUSC 5000 Applied Music (1-3 hours)
- MUSC 5200 Independent Study (1-3 hours)

Master of Music (MM) Jazz Studies Emphasis

The Webster jazz studies program is based around the small group performing experience. The MM in jazz studies allows for students to emphasize composition or performance. Students who elect to emphasize jazz history may pursue the MA in music. Students work directly with a faculty mentor on various graduate jazz studies projects.

Required Courses

- MUSC 5000 Applied Music: Major Instrument(s) (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 4340 Jazz Scoring and Arranging I (3 hours)
- MUSC 5200 Independent Study: Advanced Arranging (two semesters) (4 hours)
- MUSC 5800 Advanced Studies in Music: Jazz History (2 hours)
- Major Ensemble - 2 semesters (2 hours)
 - MUSC 4960 Jazz Ensemble
 - MUSC 4950 Vocal Jazz Ensemble (for vocal majors only)
 - MUSC 4970 Webster University Jazz Collective
- Electives (6 hours)
- Final project (0 hours)
Two recitals or one major arranging project, or one major historical document
- Oral examination (0 hours)

Total: 32 hours

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 4360 Survey of Music Business (3 hours)

Master of Music (MM) 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(s) (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 4900 Webster University Concert Choir
 - MUSC 4940 Webster University Orchestra
- 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 4185 Piano in Chamber Music Literature (3 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)
 - Piano Trio (1 hour)
 - New Music Ensemble (1 hour)
- MUSC 5000 Applied Music (2 hours)
- MUSC 5200 Independent Study (1-4 hours)
- MUSC 4360 Survey of Music Business (3 hours)
- MUSC 5800 Advanced Studies in Music (1-4 hours)

Required Courses for Vocal Performance

- MUSC 5000 Applied Music: Major Instrument(s) (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 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 4900 Webster University Concert Choir
- MUSC 4910 Webster University Chamber Singers
- MUSC 4990 Webster University Opera Studio (*MM vocal performance majors may count Opera Studio as a major ensemble for one semester, but only if they have a major role, and only if they take Opera Studio during the fall semester.*)
- Electives (4 hours)
- Two Public Recitals (0 hours)
- Oral examination (0 hours)

Total: 32 hours

degrees

**Students who completed these courses as undergraduates (with grades of B or higher) may choose electives.*

Suggested Electives

- MUSC 4250, 4255 Voice Pedagogy I and II (4 hours)
- MUSC 4800 Advanced Topics in Music (2-3 hours)
- MUSC 4810 Advanced Aural Skills (2 hours)
- MUSC 4990 Opera Studio (1 hour)
- MUSC 5000 Applied Music (1-2 hours)
- MUSC 4360 Survey of Music Business (1-2 hours)

Master of Music (MM) Orchestral 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 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 4360 Survey of Music Business (3 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.*

Master of Music (MM) 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 (3 hours)
- Major Ensemble - 2 semesters (2 hours)
 - MUSC 4910 Webster University Chamber Singers
- 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)
- Public 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, at 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 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.

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Library Holdings

Books, periodicals, scores, records, compact discs, and videos, as recommended for music libraries by the National Association of Schools of Music, are conveniently housed in the Emerson Library. In addition, the library subscribes to a number of significant online music-related resources including The New Grove Dictionaries of Music, the International Index of Music Periodicals, The Music Index, and RILM.

Graduate Assistantships

The Department of Music offers graduate assistantships in jazz studies, music theory, orchestra, and choral music. For further information, interested applicants should contact the Director of Graduate Studies in Music. Assistantship stipends do not include tuition remissions. Applications for assistantships must be received by April 1.

Graduate Scholarships

The Department of Music offers a limited number of scholarships to graduate students based on merit. Among these are the Buder Foundation Scholarships, the James Moroney Nigh Endowed Scholarship Fund in Opera, and the TKT Jazz Scholarship. These scholarships are available to graduate students only after the first year of study. For more information, interested applicants should contact the Chair of the Department of Music. Scholarship applications are due by April 1.

Adjunct Teaching Appointments

In addition to graduate assistantships, exceptionally qualified graduate students may be considered for employment as instructors in one of the following areas: academic studies, jazz studies, orchestral instruments, piano, and voice. Employment determination is made by the Chair of the Department of Music with the Director of Graduate Studies in Music in consultation with the director of the specific academic area.

Graduate Student General Financial Aid Information

For information on non-music related sources of financial aid, including work study and loan programs, interested applicants should contact the Webster University Office of Financial Aid.

New Media Production (MA)

This program is offered by the School of Communications.

Program Description

In the current dynamic media environment, the demand is for practitioners who are able to produce content on various digital platforms using the latest equipment and methods. This degree is designed to teach students how to succeed in that changing media environment and to give them the production skills necessary to communicate stories with impact.

The master of arts (MA) in new media production degree consists of two stackable 18 credit hour certificates. Taken together, the certificates total 36 credit hours. To be awarded the MA in new media production, students must complete the following certificates:

- Fundamentals of Multimedia Production
- Advanced New Media Production

The certificate in fundamentals of multimedia production provides students with a basic understanding of how to produce multi-platform content for today's modern workplace. It builds on production skills students already have while providing a basic understanding of a full range of multimedia production.

The certificate in advanced new media production provides students with a mastery of techniques appropriate to achieve success in the multi-platform universe of today's modern workplace. It provides students with skills in website construction,

audio and video production, and an integration of multimedia projects with social networking.

The certificate in the fundamentals of multimedia production must be completed before the certificate in advanced new media production can be undertaken.

Students who complete both certificates will be awarded the MA in new media production.

This program is offered at Webster's St. Louis home campus and at the Leiden campus.

Learning Outcomes

- Students will demonstrate proficiency on multiple digital platforms and possess multiple digital skill sets as part of a modern production process and should be able to perform those skills in a professional environment.
- Students will develop proficiency in using various media platforms as part of the storytelling process.
- Students will demonstrate a mastery of storytelling techniques.
- Students will demonstrate knowledge of various approaches to employing multimedia storytelling to the social media environment.

Program Curriculum

The 36 credit hours required for the MA in new media production must include the following courses as specified in each certificate (21 credit hours):

Core Courses:

- NPRO 5000 New Media Tools (3 hours)
- NPRO 5100 Written Storytelling (3 hours)
- NPRO 5200 Audio Storytelling (3 hours)
- NPRO 5300 Visual Storytelling (3 hours)
- NPRO 5900 New Media Project Production (3 hours)
- NPRO 6000 New Media Thesis Project (6 hours)

Students are required to take five courses listed as skills courses for this degree from the following list of available electives (15 credit hours) as specified in each certificate. The 15 hours of course work may come only from the following list of approved electives. No electives used in the completion of the certificate in the fundamentals of multimedia production may be used by students to complete the certificate in advanced new media production.

Elective Skills Courses

- AUDI 5220 Podcast Production and Promotion (3 hours)
- FTVP 5310 Fundamentals of Video Cameras and Lighting (3 hours)
- FTVP 5330 Digital Graphics and Motion Graphics Production (3 hours)
- FTVP 5331 Video Editing and Webisode Creation (3 hours)
- INTM 5630 Digital Design and Information Graphic Production (3 hours)
- INTM 5640 Multimedia Production for Websites and Mobile Applications (3 hours)
- MEDC 5600 Introduction to Interactive Communications (3 hours)
- NPRO 5650 Special Topics in New Media Production (3 hours)
- PHOT 5060 Digital Images and Storytelling (3 hours)

Students may substitute appropriate 4000-level courses for electives in this program with the approval of the student's academic advisor and by submitting a program option request prior to registration to be approved in writing by the department chair and the dean of the School of Communications.

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All students entering this program are required to consult with a School of Communications academic advisor to create a program plan to chart progress through the curriculum in this degree program.

The required and elective courses listed may be taken as directed studies, subject to the conditions stated in the Directed Studies section listed under Academic Policies and Procedures and approved by the director of Graduate Studies and the dean of the School of Communications.

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Nonprofit Leadership (MA)

This program is offered by the Walker School of Business & Technology.

Program Description

The goal of the nonprofit leadership degree is to prepare nonprofit professionals to deal with the complexities and challenges of managing a nonprofit organization in today's "new normal" business environment. The program content is designed to promote a holistic business-focused nonprofit management thinking process among students and develop real-world nonprofit business skills that emphasize both the organization's mission and the business of leading a self-sustaining nonprofit organization. Courses deliver both practical and theoretical considerations to address the needs of nonprofit professional and the organizations they work in. The degree requires satisfactory completion of 24 credit hours of required courses and 12 credit hours of graduate electives for a total of 36 credit hours.

This program is offered at the St. Louis home campus.

Program Learning Outcomes

Students completing master of arts in nonprofit leadership will be able to:

- Articulate the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of nonprofit leadership.
- Analyze complex factual situations using the important facts, concepts and theories of the nonprofit leadership field to help diagnose best practices, problems, and opportunities facing nonprofit organizations.
- Integrate theories and models to develop solutions to complex issues and problems facing leaders of nonprofit organizations, and then 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) must include the following courses for a major in nonprofit leadership:

- NPLR 5000 Nonprofit Organizations (3 hours)
- NPLR 5010 Governance and Executive Leadership in Nonprofits (3 hours)
- NPLR 5020 Essentials of Marketing and Resource Development in Nonprofits (3 hours)
- BUSN 5210 Financial Management and Budgeting in Nonprofits (3 hours)
- NPLR 5210 Social Enterprises and Social Entrepreneurship (3 hours)
- NPLR 5810 Alliances, Partnerships and Mergers Among Nonprofits (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- NPLR 6210 Integrated Studies in Nonprofit Leadership (3 hours)

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

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Nurse Anesthesia (MS)

This program is offered by the College of Arts & Sciences.

Program Description

The master of science (MS) in nurse anesthesia program prepares students for expertise in the art and science of anesthesia. Nurse anesthesia is an evolving profession, sensitive to the needs of society and the profession. Individuals develop this expertise through a holistic and complex integration of affective, cognitive, and psychomotor skills. The philosophy of Webster University's nurse anesthesia program is that graduate education is fundamental to preparation for practicing as a certified registered nurse anesthetist.

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

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

This program is offered at the St. Louis home campus.

Learning Outcomes

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

Professional Outcomes:

- Discuss and define the Scope of Practice of the CRNA.
- Discuss current issues pertaining to the practice of nurse anesthesia.
- Demonstrate professional attributes through attendance and participation in local, state, and national professional organizational meetings and events.
- Demonstrate strong ethics and personal integrity in all professional pursuits to include the delivery of quality and safe anesthesia to the communities served.
- Maintain AANA Associate membership until certification is obtained.
- Demonstrate professional behaviors in the classroom, clinical settings, and organizational activities.

Didactic Outcomes:

- Develop a strong and comprehensive knowledge base necessary for the safe and effective delivery of anesthesia evidenced by academic progression with a B or better average.

- Demonstrate requisite knowledge of content learned as evidenced by bi-annual Self Evaluation Examination (SEE) scores at or above median range for year in program.
- Propose, develop, complete, and defend a research thesis demonstrating a thorough understanding of the research and scientific method.
- Pass the National Board Certifying Exam for Certified Registered Nurse Anesthetists.

Clinical Outcomes:

- Advocate for patient safety at all times.
- Perform a thorough preanesthetic assessment and physical examination.
- Develop an anesthesia care plan based on reported patient health conditions and physical exam.
- Perform relevant patient and family teaching.
- Obtain informed consent for anesthesia services.
- Administer and manage a variety of anesthetic techniques, to include MAC, regional, and general anesthetic techniques.
- Provide advanced airway management skills.
- Safely emerge patient from the anesthetic and transport to the Post Anesthesia Care Unit (PACU).
- Transfer care to PACU staff.
- Recognize and manage any post anesthetic conditions in PACU.
- Maintain accurate record keeping of anesthetic experience.

Clinical Education Partners

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

Nurse anesthesia residents may obtain clinical experiences at the intermediate (second year) and advanced (third year) levels at any of our affiliated institutions. They include Cardinal Glennon Children's Hospital, DePaul Health Center, Des Peres Hospital, Memorial Hospital Jefferson, Lake Regional Hospital, Missouri Baptist Medical Center, Phelps County Regional Medical Center, St. Clare Hospital, and the Veteran's Affairs Medical Center.

Program Curriculum

90 hours

Enrollment requires admission to the nurse anesthesia program or special permission of the program director.

- CHEM 5500 Biochemistry (3 hours)
- PHYS 5500 Physics for Anesthesia (2 hours)
- BIOL 5200 Advanced Anatomy and Physiology I, including lab (3 hours)
- BIOL 5300 Advanced Anatomy and Physiology II, including lab (3 hours)
- BIOL 5320 Advanced Anatomy and Physiology III, including lab (3 hours)
- BIOL 5250 Biostatistics for Nurse Anesthesia (3 hours)
- BIOL 6255 Cell Biology (3 hours)
- BIOL 6650 Developmental Biology (1 hour)
- BIOL 5780 Genetics (1 hour)
- BIOL 5800 Introduction to Research (2 hours)
- BIOL 6500 Immunology (2 hours)
- BIOL 6600 Microbiology (2 hours)
- BIOL 6640 Microbiology II (2 hours)
- BIOL 6460 Neuroendocrinology (3 hours)
- BIOL 5900 Pathophysiology I (3 hours)
- BIOL 6100 Pathophysiology II (3 hours)
- BIOL 5700 Pharmacology I (3 hours)
- BIOL 6000 Pharmacology II (3 hours)
- BIOL 6200 Pharmacology III (3 hours)

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Required Nurse Anesthesia Courses

- BIOL 5400 Introduction to Anesthesia (3 hours)
- BIOL 5410 Advanced Physical Assessment (3 hours)
- BIOL 5450 Basics of Anesthesia (2 hours)
- BIOL 5500 Principles of Anesthesia I (3 hours)
- BIOL 6270 Principles of Anesthesia II (3 hours)
- BIOL 5510 Anesthesia Concepts I (2 hours)
- BIOL 5550 Anesthesia Concepts II (2 hours)
- BIOL 5570 Anesthesia Concepts III (2 hours)
- BIOL 5580 Anesthesia Concepts IV (2 hours)
- BIOL 5960 Seminars in Anesthesia I (0 hours)
- BIOL 6050 Seminars in Anesthesia II (0 hours)
- BIOL 6160 Seminars in Anesthesia III (0 hours)
- BIOL 6260 Seminars in Anesthesia IV (0 hours)

Required Nurse Anesthesia Clinical Courses

- BIOL 5600, BIOL 5760, and BIOL 5770 Clinical Experience I, II, and III Beginning Level (3 hours)
- BIOL 6220, BIOL 6230, BIOL 6240, BIOL 6280, and BIOL 6290 Clinical Experience IV, V, VI, VII, and VIII Intermediate Level (5 hours)
- BIOL 6420, BIOL 6430, BIOL 6440, and BIOL 6450 Clinical Experience IX, X, XI, and XII Advanced Level (4 hours)

Required Thesis Courses

- BIOL 6310/6320/6330/6340/6350/6360/6370/6380 Research/Thesis Project I-VIII (8 hours)

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 the student is enrolled.

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

Academic Performance

Students must earn a minimum cumulative GPA of 3.0 during the course of graduate study, and are permitted only 1 course grade of "C".

Continuous Enrollment

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

Academic Warning, Probation and Dismissal

Students should refer to the **Nurse Anesthesia Resident-Faculty Handbook** for policies regarding academic warning, probation and dismissal.

Admission

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

Admission Requirements

Requirements for admission to the nurse anesthesia program include:

- Current RN license. Out-of-state applicants must obtain a Missouri Nursing License once admitted into the program
- Bachelor's degree in nursing or a bachelor's degree in a non-nursing program from a fully accredited college plus a nursing degree. Prior coursework in organic chemistry and physics is strongly recommended

- A cumulative GPA of 3.0 on a 4.0 scale for undergraduate studies or evidence of outstanding post-graduation academic achievement
- Competitive applicants will have core science classes including organic chemistry and/or biochemistry. Physics is strongly recommended
- A minimum of one year of experience in an acute care setting as a professional registered nurse (two years preferred in an adult ICU setting)
- Current ACLS and BLS certification (PALS and CCRN certification strongly recommended)
- Accepted applicants must provide a clean drug screen
- A personal interview
- Applicants offered an interview must submit a criminal background check

Application Process

Submit the following required documents:

- A completed application may be submitted at webster.edu/ apply.
- A non-refundable application fee.
- Official transcripts from all universities, colleges, and professional schools.
- A one-page cover letter explaining why you have chosen to pursue the nurse anesthesia field, including any relevant information you would like the Admissions Committee to consider regarding your qualifications as an applicant.
- A current résumé.
- Current copies of certifications: BLS, ACLS (PALS, CCRN if you have one).
- Two letters of reference that provide an assessment of professional performance, continuing education, and character traits. Request one assessment from an immediate supervisor and one from a professional
- A CRNA shadow verification form (download form here).
- Any additional supporting information you wish to include, such as copies of certifications, awards, honors, and/or publications within the past 2 years.
- A copy of your green card if you are a U.S. permanent resident.

Send all admission materials to:

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

- Completed application files will be reviewed by the Nurse Anesthesia Department.
- Selected students will be invited on campus for a personal interview.
- The Nurse Anesthesia Program admits up to 20 students each admission cycle.
- Students are required to submit a deposit to secure their position in the class.

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Nursing (MSN)

This program is offered by the College of Arts & Sciences.

Program Description

The master of science in nursing (MSN) program is designed for registered nurses with a BSN who wish to pursue advanced knowledge necessary for the professional roles of nurse educator or nurse leader.

The program requires the completion of 36 credit hours with a Nurse Leader or Educator focus. Courses are scheduled in an eight-week format. The MSN is designed to be a part-time program that students complete in three years and is available at the St. Louis campus and select St. Louis-area corporate partner sites.

Webster's MSN program is accredited by the Accreditation Commission for Education in Nursing:
Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road, Suite 850
Atlanta, GA 30326
404-975-5000
www.acenursing.org

Learning Outcomes

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

- Apply organizational and systems leadership skills to promote quality health care.
- Apply quality and safety principles within an organization.
- Analyze evidence and research for improvement of practice.
- Evaluate information and health care technologies to coordinate care.
- Apply knowledge of policy and advocacy strategies to influence health and health care.
- Collaborate with other health professionals to coordinate care.
- Apply prevention and population health concepts to implement culturally relevant care.
- Integrate advanced knowledge and skills in a practice role.

Program Curriculum

The following core courses must be completed for the MSN:

- NURN 5005 Collaboration and Communication (3 hours)
- NURN 5050 Policy and Politics in Nursing (3 hours)
- NURN 5210 Strategies to Facilitate Learning (3 hours)
- NURN 5340 Population Health (3 hours)
- NURN 5360 Organization and Systems Leadership (3 hours)
- NURN 5370 Quality and Safety in Healthcare (3 hours)
- NURN 5380 Pathophysiology, Pharmacology, and Advanced Assessment I (3 hours)
- NURN 5390 Pathophysiology, Pharmacology, and Advanced Assessment II (3 hours)
- NURN 5550 Translating Evidence to Practice (3 hours)

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

Educator Focus

Students selecting this option must complete the following courses:

- NURN 5220 Curriculum Development and Evaluation (3 hours)
- NURN 5230 Teaching Practicum in Nursing I (3 hours)
- NURN 5240 Teaching Practicum in Nursing II (3 hours)

Leader Focus

Students selecting this option must complete the following courses:

- NURN 5420 Financial Issues for Nurse Leaders (3 hours)
- NURN 5440 Leadership in Nursing Practicum I (3 hours)
- NURN 5450 Leadership in Nursing Practicum II (3 hours)

Requirements

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

Continuous Enrollment

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

Practicum Evaluation

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

Admission

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

Admission Requirements

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

The specific requirements for admission to the MSN program are as follows:

- A bachelor of science in nursing (BSN) from an accredited program (NLNAC, ACEN, CCNE).
- Current, unencumbered licensure as a registered nurse in the United States and eligible for licensure in Missouri.
- A minimum cumulative undergraduate GPA of 3.0 on a 4.0 scale.
- Completion of an undergraduate statistics course with a grade of C or better.
- A minimum of one year of nursing practice as an RN within the last three years.
- Completion of the online application.
- Official transcripts from all colleges, universities and schools of nursing.
- Three academic and/or professional recommendations using the MSN Recommendation Form (at least one recommendation must be from a supervisor, manager or administrator with whom the applicant has worked in the past 3 years).
- A curriculum vitae or résumé describing scope, responsibilities and function of all work experience.

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- A 300- to 500-word brief essay describing the educational and professional objectives for graduate study.
- An interview with a nursing faculty member.
- Successful and satisfactory completion of a drug screen and criminal background check, plus submission of other required documents including, but not limited to, a health history; a complete vaccination/immunization profile (influenza, HepB, TDap/Td, MMR, and varicella); annual TB test/screen; evidence of American Heart Association CPR certification; a copy of current personal health insurance card; and signed student contract are required for full admission.

Special consideration may be given to applicants who excel in some criteria but do not meet all minimum requirements.

Send all admission materials to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
OR submit electronically at gadmit@webster.edu

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Organizational Development (MA)

This program is offered by the Walker School of Business & Technology.

Program Description

This program and curriculum is a professional organizational development degree. It is designed for managers and other professionals who want to enhance their professional skills and marketability or enter the profession of organizational development as either an external or internal consultant.

This program is offered at the St. Louis and Peterson Air Force Base campuses and online.

Learning Outcomes

- Students will possess a learning portfolio documenting organizational development competency acquisition over the course of the program.
- Students will possess an organizational development personal and professional development plan by end of the program.
- Students will demonstrate acquisition of individual course learning objectives through theoretical application papers, case discussions, written case analyses, class role plays and simulations, use of electronic and social media, and

organizational development project interventions papers and logs.

Program Curriculum

The 36 credit hours required for the master of arts (MA) must include the following courses for a major in organizational development:

- CHNG 5000 Practicing Organizational Development (3 hours)
- CHNG 5100 Change Leader Self-Mastery (3 hours)
- CHNG 5200 Organizational Development Consulting Practices (3 hours)
- CHNG 5300 Data-Driven Approaches to Organizational Developments (3 hours)
- CHNG 5400 Designing, Building, and Leading Effective Teams (3 hours)
- CHNG 5450 Managing Communication During Change (3 hours)
- CHNG 5600 Leveraging Diversity and Inclusion (3 hours)
- CHNG 5700 Designing and Facilitating Organizational Development Interventions (3 hours)
- CHNG 5800 Achieving Breakthrough Results (3 hours)
- CHNG 5900 Organizational Development in Emerging Situations (3 hours)
- CHNG 5950 Organizational Development in a Global Context (3 hours)
- CHNG 6000 Capstone Project in Organizational Development (3 hours)

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Procurement and Acquisitions Management (MA)

This program is offered by the Walker School of Business & Technology.

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.

This program is offered online and at a number of campuses in the United States. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.



The MA in procurement and acquisitions management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Program Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of procurement and acquisitions management.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of procurement and acquisitions management when analyzing complex factual situations.
- Students will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of procurement and acquisitions management when developing solutions to multifaceted procurement and acquisitions management problems in complex factual situations.

Program Curriculum

The 36 credit hours required for the master of arts (MA) in procurement and acquisitions management or the 48 credit hours required for the master of business administration (MBA) with an emphasis in procurement and acquisitions management must include the following courses:

- PROC 5000 Procurement and Acquisitions Management (Requisite Course) (3 hours)
- PROC 5810 Acquisitions Law (3 hours)
- PROC 5820 Operations Management (3 hours)
- PROC 5830 Pricing (3 hours)
- PROC 5840 Negotiations (3 hours)
- PROC 5850 Logistics (3 hours)
- PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3 hours)

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

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

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Psychology with an Emphasis in Counseling Psychology (MA)

This program is offered by the College of Arts & Sciences.

Program Description

The mission of the MA in psychology with an emphasis in counseling psychology program is to provide its participants with the knowledge and skills necessary to become competent in counseling psychology through academic and experiential learning. The program aims at educating future psychologists who have sound knowledge of the theory and practice of counseling psychology, who are competent consumers and creative producers of social science research, who are competent in counseling practice, and who are ethical and sensitive to the cultures, values, and worlds of various clients.

Viewing research and practice as interdependent and mutually supportive, the MA in psychology with an emphasis in counseling psychology program is based on the scientist-practitioner training model. The program is committed to both (1) preparing counseling psychologists for advanced doctoral studies in psychology and (2) providing training and experience that prepare students for practice. Its goal is to train psychologists who have a sound knowledge of the bases of counseling and psychotherapy. Adopting a multicultural perspective, the program also emphasizes the importance of multicultural competence in both research and practice.

This degree is offered at Webster's Leiden and Vienna campuses only

To qualify as a professional psychologist or psychotherapist, a student may be required to complete additional education and licensure proceedings, depending on the national requirements of the country in which he/she wishes to work. For example:

- To qualify as a professional psychologist in Austria, students must have both a bachelor and master degree in psychology. To qualify as a psychotherapist in Austria, students must

degrees

- complete the Propaedeutikum (to which the Webster Psychology MA courses contribute) and the Fachspezifikum.
- To qualify as a professional psychologist in The Netherlands, students must have both a bachelor and a master degree in psychology. To qualify as Gezondheidszorg Psycholoog (professional psychologist) in The Netherlands, further post-master's level training is necessary.
 - Within the United States, the ability to become a licensed counselor (LPC/LMHC/LCPC) is regulated by state licensure boards. Depending on the state, students may be required to complete further clinical supervised training; pass a nationally-normed, field-related examination (NCE and/or NCMHCE); pass a jurisprudence exam in some states, and may need to complete further focused coursework depending on the state after completion of the Counseling Psychology MA. Required exams, additional focused coursework, and/or number of required clinical supervised training hours following degree completion is dependent on the state in which the graduate pursues licensure. For delineation of individual state requirements, consult the appropriate agency in the state in which you wish to work.

Learning Outcomes

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

- Explain the main approaches to counseling and psychotherapy and the role of the therapeutic relationship.
- Describe important theories of human development and examine their significance to counseling psychology.
- Discuss the major categories of psychological disorders and use this knowledge to assess and diagnose psychopathology.
- Describe the mechanisms of action for a variety of psychopharmacological agents and evaluate the role of psychopharmacology in counseling psychology.
- Describe the importance of professional ethics and demonstrate how ethical standards and legal requirements are relevant to the practice of counseling and psychotherapy.
- Administer and interpret various widely-used psychological tests.
- Construct the appropriate research design, collect data, and implement the necessary statistical techniques to answer research questions relevant to counseling psychology which add to the discipline.
- Demonstrate practical counseling skills that can be applied to individuals and groups to address a broad range of issues and settings.
- Integrate theory, experience, behavioral observation, and analysis to systematically enhance counseling knowledge and skills.
- Evaluate the appropriateness of various counseling approaches to the different cultures, values, and world-views of various clients and thereby choose appropriate approaches.

Curriculum

48 Required Credit Hours

The 48 credit hours required to complete the MA in psychology with an emphasis in counseling psychology program are distributed as follows:

- PSYC 5000 Bases of Counseling Psychology (3 hours)
- PSYC 5100 Approaches to Counseling and Therapy (3 hours)
- PSYC 5200 Advanced Developmental Psychology (3 hours)
- PSYC 5300 Psychopathology (3 hours)
- PSYC 5400 Research Design (3 hours)
- PSYC 5500 Assessment (3 hours)
- PSYC 5600 Group Processes and Group Therapy (3 hours)

- PSYC 5700 Psychopharmacology (3 hours)
- PSYC 5800 Ethical and Legal Foundations (3 hours)
- PSYC 5900 Applied Statistics and Research Methods (3 hours)
- PSYC 6000 Special Topics in Counseling Psychology (3 hours)
- PSYC 6100 Master's Thesis (6 hours)
- PSYC 6200 Practice and Supervision (3 hours)
- PSYC 6300 Internship (6 hours)

Special Requirements

The student is subject to the policies and procedures for graduate studies found within this catalog. As stated in the academic policies and procedure guidelines, the MA in psychology with an emphasis in counseling psychology is excluded from dual major and sequential degree options. Courses in the program are available only to those admitted to the MA in psychology with an emphasis in counseling psychology program unless permission is granted by the instructor and/or the department. All non-degree seeking students must meet program prerequisites. Seek advisement for appropriate course selection.

Admission

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

Admission Requirements

- A Bachelor's degree in psychology from a recognized university as stated in the Admission Section located at the front of this catalog or equivalent.
- A cumulative GPA of a 3.0 from the applicant's undergraduate degree granting institution
- Completion of undergraduate coursework in the following areas: (1) Introductory or General Psychology, (2) Statistics, (3) Research Methods or Experimental Psychology
- Preference in the admission process will be given for applicants demonstrating completed coursework in the following areas: (1) social psychology, (2) biological psychology, neuropsychology or physiological psychology, (3) personality theory, (4) human development or developmental psychology, (5) abnormal psychology
- Submission of a curriculum vitae that includes prior employment and related experience
- Submission of two letters of recommendation from persons familiar with applicant's professional and academic experience, and one academic reference
- A personal statement of approximately 600 words describing the applicant's academic and professional goals, and reasons for applying for the program
- Official English Language proficiency results as stated in the Admission Section found in the front of this catalog
- A personal interview with senior program faculty members prior to admission decision.

Send all required documents to the following address:

Vienna Students:

Admissions Office
Webster University
Praterstrasse 23
1020 Vienna
Austria

Leiden Students:

Admissions Office
Webster University
Boommarkt 1
2311 EA Leiden

The Netherlands

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Public Relations (MA)

This program is offered by the School of Communications.

Program Description

The master of arts (MA) degree in public relations is intended for students who have an interest in public relations.

The degree balances the practical application of public relations skills with the theory that informs the field. The program will give students insights into how entrepreneurship, ethical frameworks, and globalization provide key components shaping the current practice of public relations. The program is designed to give students the insights necessary to pursue a career in public relations or a related field.

This program is offered online, at the St. Louis home campus, and at select U.S. campuses. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.

Learning Outcomes

Successful graduates of this program will be able to:

- Design and perform public relations research and understand research findings in order to solve an organization's communications problems.
- Demonstrate strategic-level analysis and critical thinking with an understanding of the effects of globalization and while following ethical models.
- Review trends and anticipate implications for future communications needs and challenges.
- Develop an understanding of how entrepreneurship, team-building, and leadership affect the practice of public relations.

Program Curriculum

The 36 credit hours required for the MA in public relations must include the following courses:

Core Courses (27 credit hours)

- MEDC 5000 Media Communications (Requisite Course) (3 hours)
- MEDC 5310 Media and Culture (3 hours)
- PBRL 5322 Public Relations (3 hours)
- PBRL 5342 Writing for Public Relations (3 hours)
or PBRL 5344 Speech Writing (3 hours)
- MEDC 5350 Media Organization and Regulations (3 hours)
- MEDC 5360 International Communications (3 hours)

- PBRL 5380 Strategic Communication Applications (3 hours)
- MEDC 5460 Media Research (3 hours)
- MEDC 6000 Seminar in Media Communications (3 hours)

Elective Courses

A minimum of 9 credit hours must be completed from the following:

- ADVT 5321 Advertising Decision-Making (special prerequisites) (3 hours)
- MEDC 5300 Strategic Communications (3 hours)
- MEDC 5345 Writing for Media Communications: Journalism (3 hours)
- MEDC 5400 Media Production Management (3 hours)
- MEDC 5500 Professional Seminars (1-3 hours)
- MEDC 5550 Topics in Media Communications (3-6 hours)
- MEDC 5600 Introduction to Interactive Communications (3 hours)
- NPRO 5100 Written Storytelling (3 hours)
- PBRL 5323 Organizational Communications (3 hours)
- PBRL 5342 Writing for Public Relations (if not used as a core course) (3 hours)
- PBRL 5344 Speech Writing (if not used as a core course) (3 hours)
- PBRL 5451 Communication Strategies for Investors and Financial Stakeholders (3 hours)
- PBRL 5452 Communication Strategies for Public Affairs and Government Relations (3 hours)
- PBRL 5453 Communication Strategies for Nonprofit Organizations (3 hours)
- PBRL 5465 Crisis Management Communications (3 hours)
- PBRL 5550 Topics in Public Relations (3-6 hours)
- PBRL 5770 Multinational Public Relations (3 hours)

Students may substitute appropriate 4000-level courses for electives in this program with the approval of the student's advisor and the director of Graduate Studies for the School of Communications.

All students entering this program are required to consult with a School of Communications academic advisor to create a program plan to chart progress through the curriculum in this degree program.

The required and elective courses listed may be taken as directed studies, subject to the conditions stated in the Directed Studies section listed under Academic Policies and Procedures and approved by the director of Graduate Studies and the dean of the School of Communications.

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional

degrees

basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Reading (MA)

This program is offered by the School of Education.

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. Individuals who work in literacy within agencies or colleges may pursue the MA, also.

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. It is nationally recognized by the International Literacy Association. Candidates engage not only in diagnostic teaching to develop strategic readers, but they learn to teach for critical literacy to develop responsive readers.

This program is offered at the St. Louis home campus.

Learning Outcomes

The following are learning outcomes for this major:

- Develop a strong knowledge base in foundations of literacy and the reading process.
- Learn about and be able to demonstrate and use best practices drawn from theory and research.
- Become proficient in using a wide range of methods and materials, including visual media and technology, to meet needs of diverse learners.
- Employ formal and informal assessments to identify strengths and needs of all learners and to inform teaching of whole group, small group and individual students.
- Become effective in creating positive literacy environments to motivate and engage all learners.
- Collaborate with teachers, school leaders, families and the community to enrich or reform practices.
- Serve as a coach or supervisor to support excellence in teaching reading and as a leader to develop and support reading initiatives.
- Engage in self-reflection and assessment for ongoing professional development.

Requirements

All reading majors take the following required courses:

Core Courses

- 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 or equivalent)
- 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. Students may transfer up to 6 credit hours of prior graduate work not used for another degree. A total of 33 credit hours are required for completion of the program. A sequential MA in reading is offered as a second master's degree consisting of 21 hours of reading coursework.

Special Reading Certification

A valid Missouri teacher's certificate and two years of classroom teaching experience are needed before Special Reading Certification, K-12, can be granted through Missouri's Department of Elementary and Secondary Education. Coursework embedded within the MA 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 (3 hours)
- Adolescent Psychology (3 hours)
- Psychology of the Exceptional Child (3 hours)
- Behavior Management Techniques (3 hours)
- Counseling Techniques (3 hours)
- Psychoeducational Assessment or Evaluation of Abilities and Achievement (3 hours)

Following admission and after an initial meeting with the coordinator of the reading program, students interested in pursuing special reading certification should have their transcripts evaluated by the Webster University Certification Office for prior coursework. Reading faculty members serve as mentors/advisors throughout the program.

After successfully completing 12 credit hours within the major, all MA degree-seeking students are required to be advanced to candidacy.

Admission

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

Admission Requirements

- Receipt of official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.

Send all admission materials to:

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

Advancement to Candidacy

Automatic advancement to candidacy (ATC) is based on 12 credit hours of 3.0 GPA graduate level READ courses.

School Systems, Superintendency and Leadership (EdS)

This program is offered by the School of Education.

Vision

To develop exemplary leaders for tomorrow's world.

Mission

To provide academic rigor, pragmatic experiences and opportunities for individuals to become courageous leaders who are responsive to the diverse needs of the global community.

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.

This program is available online.

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 (EdS) 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 EdS program encourages educators to think outside the box, seek solutions to challenges in schooling, to make the world different, and find the courage to do what is best for all students.

Students wishing to combine the EdS program with the certification program must work with their advisor and EdS faculty to meet certification requirements and document performance. 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 EdS requires satisfactory completion of 38 credit hours of curriculum. Students seeking administrative certifications must also hold valid teacher certification for the appropriate grade level or specialty area. Students seeking an out-of-state certificate must contact their State's department of elementary and secondary education for information on requirements for administrative certificates. Some states require students to complete the entire program at one university before issuing certification. Some states also require that you must complete the entire Ed S program before certification will be granted. Please check with your state's Department of Elementary and Secondary Education for certification requirements.

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.

EdS students are required to demonstrate graduate level writing skills. Students who are unable to do so will be required to seek assistance for every writing assignment at Webster University's Writing Center.

The EdS 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

Program Requirements

The following courses are required for the EdS 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 (3 hours)
must be taken with Internship 6136
- SSSL 6024 School Systems, Superintendency, and Leadership: Law (2 hours)

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- 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 (2 hours)
- SSSL 6133 Action Research Internship Step Two (2 hours)
- SSSL 6134 Optional Topics for Internship I: Dispositions (2 hours)
- SSSL 6135 Optional topics for Internship II: Diversity (2 hours)
- SSSL 6136 Special Education Internship (2 hours)

Admission

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

Admission Requirements

Applications for the School Systems, Superintendency and Leadership Program are accepted throughout the year. Students begin their program by taking SSSL 6123, which is offered each Spring and Fall semester.

The applicant will submit the following credentials to the coordinator of the EdS program:

- Completion of a master's degree in education or a related field, such as social work, business, or communications.
- Superior academic ability at the graduate level with at least a 3.0 GPA.
- Official transcripts of previous undergraduate and graduate coursework.
- A current résumé.
- At least three letters of recommendation from faculty and/or associates.
- An entry interview.
- Essay: How will you demonstrate and hope to continue to demonstrate the dispositions of ethics, integrity, and fairness (stipulated by the ELCC and NCATE) as a future administrator?

Send all required documents to the following address:

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

Completed application files will be reviewed by the Language, Literacy and Leadership Department.

Advancement to Candidacy

The student is advanced to candidacy upon the successful completion of the advancement packet. The timeline for advancing to candidacy is after successful completion of the first 6 hours and before completion of 12 hours. Completing the Advancement to Candidacy packet is the student's responsibility. The packet must be completed at this time in order for the student

to continue to take courses. The advancement to candidacy information may be found online.

Science Management and Leadership (MS)

This program is offered by the College of Arts & Sciences.

Program Description

The master of science (MS) in science management and leadership is designed for professional scientists and engineers who are advancing in their careers in management and leadership roles. The program aims to provide these professionals with competencies in project management, leadership, regulatory and quality affairs, intellectual property, business law, finance, marketing, communications, and ethics. The program will provide opportunities for mentoring and networking experiences.

This program is offered online, at the St. Louis home campus, and at the Westport campus.

Learning Outcomes

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

- Compose and present written and verbal information clearly and effectively to a variety of audiences.
- Discuss the role of ethical standards in business and leadership.
- Demonstrate the ability to work in teams, resolve conflict, and lead to achieve common goals.
- Formulate the role of marketing, finance, and budgeting in the process of product development for science-based operations.
- Formulate the role intellectual property in science-based operations.
- Construct and evaluate project plans in accordance with regulatory and qualitative affairs standards for science-based operations.

Program Curriculum

The 36 credit hours required for the MS in science management and leadership must include the following courses:

- SCML 5050 Communication for Professional Science Management and Leadership (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- SCML 5590 Ethics and Social Responsibility in Science Management and Leadership (3 hours)
- PATA 5120 Foundations in Intellectual Property Law (3 hours)
- SCML 5700 Marketing and Comparative Analysis for Science Management and Leadership (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- SCML 5800 Project Management (3 hours)
- SCML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership (3 hours)
- SCML 6000 Practical Application in Science Management and Leadership (3 hours)

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

Dual Degree Option: MBA/SCML

The MBA/SCML dual degree option requires the completion of 45 credit hours consisting of 5 required core courses (15 credit

hours) in the MS in Science Management and Leadership (SCML) and 7 required core courses (21 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 45 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 and Qualitative Affairs for Science Management and Leadership
- SCML 6000 Practical Application in Science Management and Leadership

Admission

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

Send all required documents to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Secondary School Education (MAT)

This program is offered by the School of Education.

Program Description

The MAT in secondary school education degree program at Webster University provides candidates with a strong foundation in content knowledge and early adolescent development. It is centered around contemporary design-based research principles with a focus on how students learn within inquiry based environments. This degree emphasizes practices associated with of inquiry based learning, differentiated instruction, and culturally responsive teaching.

This graduate degree program is designed to lead to initial Missouri Teacher Certification in Secondary School Education. Please note that certifications for Art, French, German, and Spanish are for grades K-12.

- Art (K-12)
- English (9-12)
- French (9-12)
- German (9-12)
- Mathematics (9-12)
- Social Studies (9-12)
- Spanish (9-12)
- Unified Science: Biology (9-12)

This program is offered at the St. Louis home campus.

Learning Outcomes

The goals of the MAT in secondary school education are to cultivate graduates who are:

1. Knowledgeable Learners

Candidates in the Secondary School MAT will:

- Understand, demonstrate, and apply in-depth knowledge of their chosen discipline(s).
- Embrace the synergy of collaborative learning.
- Understand how to guide students through a period of significant developmental change as emerging adults.

2. Informed Instructors

Candidates in the Secondary School MAT will:

- Develop curriculum and assessments based on the best educational theory, practice, research, national, state, and content standards.
- Motivate students to learn by implementing instruction based on the developmental needs of adolescents.
- Apply the best academic, social, and technological tools to address the needs of the 21st century learner.

3. Reflective Collaborators

Candidates in the Secondary School MAT will:

- Demonstrate collaborative skills in working with colleagues, students, and families in schools and communities to support student learning.

4. Responsive Educators

Candidates in the Secondary School MAT will:

- Recognize, appreciate, and respond to the needs of diverse learners based on theory and research of developmental sciences.

degrees

- Create a positive, productive learning community that responds to the needs of individual learners.
- Celebrate and integrate the talents and cultures of each student.

Degree Program Requirements

The following 22 hours of courses and 13 hours of field experiences are required to earn the MAT degree in secondary school education. Students are advised that initial teacher certification in secondary education may require more hours than are listed for the MAT degree program. Students must consult an advisor in order to obtain a personalized program of study.

Foundations

- CMAT 5000 Teaching in a Diverse Society (3 hours)
- CMAT 5015 Differentiated Instruction and Assessment (3 hours)
- EDTC 5410 In-Service Topics in Educational Technology (1 hour)
- CMAT 5505 Psychological Foundations of Education (3 hours)*

*Degree requirement only for Art and World Language certifications.

Methods

- CMAT 5170 Classroom and Behavioral Management (3 hours)
- COMM 5920 Reading and Writing in the Content Field (3 hours)
- COMM 5187 Secondary Techniques (3 hours)
- COMM 5905 Reading Assessments and Interventions Grades 6-12 (3 hours)*

*Not required for Art and World Language certifications.

Content Methods – (based on certification content area) (3 hours)

- Art - Elementary Art Methods (ART 3910)*
- Art - Secondary Art Methods (ART 4930)
- English - Methods of Teaching Secondary English (COMM 5540)
- Foreign Language - Foreign Language Methods (ILC 5180)
- Math - Methods of Teaching Secondary Math (MTH 4460)
- Unified Science - Methods of Teaching Secondary Science (SCIN 4060)
- Social Studies - Methods of Teaching Secondary Social Studies (SOCS 5010)

* Certification requirement only. May not count toward the degree.

Clinical Experiences

Practicum (3 hours)

- CMAT 5104 Practicum: Secondary English (3 hours)
- CMAT 5105 Practicum: Secondary Mathematics (3 hours)
- CMAT 5106 Practicum: Secondary Social Science (3 hours)
- CMAT 5107 Practicum: Secondary Unified Science: Biology (3 hours)
- CMAT 5108 Practicum: Art K-12 (3 hours)
- CMAT 5109 Practicum: French K-12 (3 hours)
- CMAT 5110 Practicum: German K-12 (3 hours)
- CMAT 5111 Practicum: Spanish K-12 (3 hours)

Apprentice Teaching

- CMAT 5204 Apprentice Teaching: Secondary English (9 hours)

- or CMAT 5205 Apprentice Teaching: Secondary Mathematics (9 hours)
- or CMAT 5206 Apprentice Teaching: Secondary Social Science (9 hours)
- or CMAT 5207 Apprentice Teaching: Secondary Unified Science: Biology (9 hours)
- or CMAT 5208 Apprentice Teaching: Art K-12 (9 hours)
- or CMAT 5209 Apprentice Teaching: French K-12 (9 hours)
- or CMAT 5210 Apprentice Teaching: German K-12 (9 hours)
- or CMAT 5211 Apprentice Teaching: Spanish K-12 (9 hours)
- CMAT 5096 Apprentice Teaching Seminar (1 hour)

Total: 35 hours

Other Certification Requirements

- CMAT 5505 Psychological Foundations of Education (3 hours)
- SPED 5860 Psychology of the Exceptional Child (3 hours)
- Supplemental content courses as determined by content assessment taken in CMAT 5000
- Content area courses as required for initial state certification

Content Areas

Students choose one of the following content areas in which to seek initial teacher certification. Students must maintain a minimum GPA of 3.0 in their content area in order to be recommended for certification.

Art - K-12 (30 hours)

- Art for the Elementary Grades (ART 3910)
- Design
- Drawing
- Painting
- Graphics (Printmaking photography, serigraphy)
- Ceramics
- Sculpture
- Fibers (Papermaking, weaving, macramé, fiber sculpture)
- History, Theory, Criticism in Visual Art (min. 3 credits)
- Art Electives

English (33 hours)

- 12 hours Composition, Rhetoric, Grammar (to include a course in the teaching of writing)
- 6 hours Study of the English Language (to include modern grammar, history of the language, and/or dialects)
- 6 hours American Literature (to include one course focusing on multi-ethnic literature)
- 6 hours English and/or World Literature
- 3 hours Young Adult Literature

Foreign Language (Spanish, French, German) - K-12

Thirty (30) semester hours in the Foreign Language to be taught, or twenty-seven (27) semester hours plus two (2) or more earned units of high school credit in that language.

Coursework should include the understanding and appreciation of the foreign culture and civilization. Students must demonstrate proficiency in the areas of listening comprehension, speaking, reading, and writing by obtaining a written release from the Department of International Languages & Culture.

Math (36 hours)

- 24 hours to include:
 - Calculus & Analytic Geometry (min 9 hrs)
 - Algebraic Structures (3 hours)
 - Geometry (3 hours)
 - Computer Science (3 hours)
- Electives from above: 6 hours

- A minimum of twelve (12) semester hours from at least three (3) areas of Mathematics such as the following:
 - History of Mathematics (3 hours)
 - Structure of the Real Number System (3 hours)
 - Number Theory (3 hours)
 - Completion Calculus Sequence (3 hours)
 - Probability and Statistics (3 hours)
 - Computer Science (3 hours)
 - Linear Algebra (3 hours)

Unified Science: Biology (44 hours)

- 3 hours History/Philosophy of Science & Technology (PHIL 2330)
- 6 hours Biology (to include Zoology & Botany w/labs)
- 6 hours Chemistry w/labs
- 6 hours Physics w/labs
- 6 hours Earth Science
- 3 credits Environmental Science
- 14 additional hours in Biology to include: Zoology, Botany, Genetics, Cell/Biochemistry, Microbiology, Anatomy & Physiology, Ecology, Evolution

Social Studies (39 hours)

- 12 hours U.S. History
- 9 hours World History
- 6 hours Political Science (to include U.S. and state government)
- 6 hours Behavioral/Social Sciences (including sociology, anthropology, and psychology)
- 3 hours Economics
- 3 hours Geography

Admission

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

Admission Requirements

- Receipt of official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.75.
- B- or better in college-level mathematics.
- B- or better in college-level composition.

Send all required documents to the following address:

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

Advancement to Candidacy

Advancement to Candidacy (ATC) represents a significant milestone in a candidate's academic career. Candidates who successfully advance to candidacy have demonstrated mastery of program standards and may continue enrolling in courses to complete their major. In the case of the MAT ATC means that a student is formally enrolled in the initial teacher certification program.

Advancement to Candidacy occurs provided that a student:

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

After 15 hours of graduate credit, candidates will be restricted from registering in further coursework until advanced to candidacy.

Requirements for MAT Degree and Missouri Initial Teacher Certification in Secondary School Education (Grades 9-12)

Transcript Evaluation

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

Background Checks

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

Certification Hours

To achieve Missouri state certification in Elementary School Education candidates are required to take more than 22 credit hours (plus 13 credit hours of field experiences).

State Assessments

To obtain a teaching licensure in Missouri, students are required to complete a number of state assessments. State required assessments are administered by designated agencies, and students are required to pay all associated fees. All state assessments are administered in computer based format.

Students must pass the state-required Content Area Examination before Apprentice Teaching Orientation.

Successful completion of the Missouri Pre-Service Teacher Assessment (MoPTA) is required in order to obtain a recommendation for initial teacher certification from Webster University. Such recommendation must be presented to the Missouri Department of Elementary and Secondary Education (DESE) by the university in order for a candidate to earn teacher licensure in the state of Missouri.

Application and Eligibility to Secondary School Practicum

Registration in a Secondary School Practicum must be approved by the student's advisor by September 15 for Spring placement and by February 15 for Fall placement. Applications for practicum are completed through TK20. Directions are located on the School of Education website. No late applications will be accepted. A grade of B or higher is required for successful completion of the practicum. Concurrent registration in CMAT 5199, Secondary Seminar is also required.

Application to Apprentice Teaching: Secondary School

Successful completion of Apprentice Teaching: Secondary School is required to meet the graduation requirements of the MAT in Secondary Education. Application and registration in apprentice teaching must be approved electronically by the student's advisor by September 15 for Spring placement and by February 15 for Fall placement. Applications for apprentice teaching are

degrees

completed through TK20. Directions are located on the School of Education website. Students who are full-time paraprofessionals or teachers in an approved educational setting may be eligible to earn credit for Apprentice Teaching through an assessment process.

Eligibility requirements for acceptance to Apprentice Teaching

1. Students must have successfully completed all required courses for initial teacher certification in Secondary School Education.
2. Students must have successfully completed the appropriate Secondary School Practicum with a grade of B or higher.
3. Students must have passed the state-required Content Area Exam with a score equal to or greater than the Missouri qualifying score prior to Apprentice Teaching Orientation. Students should talk to their advisor or the teacher certification professionals at Webster University in order to understand how DESE changes are accommodated in their personalized program of study

Space Systems Operations Management (MS)

This program is offered by the Walker School of Business & Technology.

Program Description

The master of science (MS) degree-seeking student should consult the Admission, Enrollment, and Academic Policies sections for policies regarding application, admission, registration, and the academic policies of Webster University.

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

Students may not apply for dual majors because of the technical nature of the MS degree program.

This program is offered at the Colorado Springs, Peterson Air Force Base and Online campuses only.



The MS in space systems operations management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Program Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of space systems operations management.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of space systems operations management when analyzing complex factual situations.
- Students will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of space systems operations management when developing

solutions to multifaceted space systems operations management problems in complex factual situations.

Emphasis Areas

The MS in space systems operations management is designed to prepare individuals for positions in the public and private sectors of the space industry.

The space systems **engineering and technical management** emphasis enables the student to understand the environment, technology, and complexities of space operations and to apply quantitative and qualitative approaches to planning, executing, and managing programs in the global environment of the space industry.

The space systems **acquisitions and program management** emphasis prepares individuals to handle space-related contracts and unique aspects of space systems acquisitions including software, hardware, personnel resources, budgeting, and risk mitigation.

Program Curriculum

The 39 credit hours required for the MS degree must include the following core courses for a major in space systems operations management with an emphasis in space systems engineering and technical management or with an emphasis in space systems acquisitions and program management:

Core Courses

Engineering and Technical Management

- SPSM 5000 Space Environment (Requisite Course) (3 hours)
- SPSM 5730 Space Operations Research (3 hours)
- SPSM 5740 Space Systems Dynamics-Orbital Mechanics (3 hours)
- SPSM 5750 Space Systems Engineering (3 hours)
- SPSM 5770 Space Operations Management (3 hours)
- SPSM 6000 Practical Research in Space Operations (3 hours)

Acquisitions and Program Management

- SPSM 5000 Space Environment (Requisite Course) (3 hours)
- SPSM 5600 Space Systems Acquisition Law (3 hours)
- SPSM 5650 Space Systems Contracting (3 hours)
- SPSM 5730 Space Operations Research (3 hours)
- SPSM 5950 Space Systems Project Management (3 hours)
- SPSM 6000 Practical Research in Space Operations (3 hours)

Five elective courses chosen from the following for either emphasis

- SPSM 5700 Space Commanding Systems (3 hours)
- SPSM 5710 Space Communications Systems (3 hours)
- SPSM 5760 Space Bio-Astronautics (3 hours)
- SPSM 5800 GPS-Space Radio Navigation Systems (3 hours)
- SPSM 5900 Space Commercialization (3 hours)
- SPSM 5910 Space Systems Integration (3 hours)
- SPSM 5930 Space Systems Law and Policy (3 hours)
- SPSM 5940 Space Decision Support Systems (3 hours)
- SPSM 5990 Issues in Space Operations (3 hours)

In addition the student chooses two elective courses (6 credit hours) from this major or from the program curricula of other George Herbert Walker School of Business & Technology majors.

Admission

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

Send all admission materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications 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 but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Special Education (MA)

This program is offered by the School of 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 to 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 applied behavior analysis, inclusive education, mild/moderate disabilities, severe developmental disabilities, emotional & behavioral disorders, or Positive Behavioral Interventions & Supports (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.

This program is offered online and at the St. Louis home campus.

Learning Outcomes

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.

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: Children with Special Needs* (3 hours)
or SPED 5660 Cognitive Development: Children with Special Needs* (3 hours)
- Graduate level (5000) coursework (12 hours)

* Required coursework from Webster University only

Assessment and Evaluation

One course from the following list:

- SPED 5413 Assessment of Learning and Learning Problems (3 hours)
- SPED 5830 Evaluation (3 hours)

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- SPED 5703 Functional Behavior Assessment and Intervention

Other emphasis courses in assessment may substitute for this requirement.

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 Disability and Ethics (3 hours)

Collaborative Practice

One course from the following list:

- SPED 5880 Integrating Resources: Community, School, and Family (3 hours)
- SPED 5290 Collaborative Practices for the 21st Century Classroom (3 hours)
- EDUC 5080 Planning for the Inclusive Classroom (3 hours) (may not be used for the emphasis in Inclusive Education)
- SPED 5704 PBIS/Systems Leadership: Staff Development & Coaching (3 hours)

Research and Inquiry

- SPED 5800 Applied Research Methods (3 hours)
- SPED 6000 Applied Field Research (3 hours)
or SPED 6250 Thesis (for graduate students interested in doctoral studies) (6 hours)

Total: 33 hours

Emphasis in Applied Behavior Analysis

The emphasis in applied behavior analysis prepares candidates with the knowledge and concepts needed to engage in applied behavior analysis in schools, community agencies, residential centers and family settings to enhance the skills and abilities of persons with Autism Spectrum Disorder, significant disabilities, and other developmental conditions.

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

The following coursework is required for an emphasis in Applied Behavior Analysis:

- SPED 5900 Concepts and Principles of Behavior Analysis (3 hours)
- SPED 5703 Functional Behavioral Assessment and Interventions* (3 hours)
- SPED 5901 Applied Behavior Analysis I (3 hours)
- SPED 5902 Applied Behavior Analysis II (3 hours)
- SPED 5319 Disability and Ethics* (3 hours)

*Core course requirement

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 5315 Assessment, Evaluation, and Diagnosis of Emotional and Behavioral Disorders* (3 hours)
or SPED 5703 Functional Behavior Assessment and Intervention* (3 hours)

Three of the following:

- SPED 5314 Children and Youth with Emotional and Behavioral Disorders (3 hours)
- 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 (3 hours)
- SPED 5350 Enhancing Social Competency in Children with Special Needs (3 hours)
- SPED 5331 Working with Difficult Students (3 hours)
- SPED 5220 Topics in Special Education (topic appropriate to emphasis) (3 hours)
- SPED 5280 Attention Deficit Disorder (3 hours)
- SPED 5702 Secondary Prevention: Targeted Group Interventions (3 hours)
- SPED 5315 Assessment, Evaluation, and Diagnosis of Emotional and Behavioral Disorders (may not be duplicated) (3 hours)
- SPED 5413 Assessment of Learning and Learning Problems (3 hours)*Core course requirement (3 hours)

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)
- One SPED 5000 course (3 hours)

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** (3 hours) (may substitute for SPED 5413)
- 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 Exceptional Students (3 hours)
- SPED 5020 Assistive Technology for Students with Special Needs (2-3 hours)
- SPED 5381 Methods for Students with Mild/Moderate Disabilities II (3 hours)
- EDUC 5090 Curricular and Instructional Adaptations (3 hours)
- SPED 5320 Learning Strategies: A Cognitive Approach to Exceptional Learners (3 hours)

** Core course requirement or substitute

Emphasis in Positive Behavioral Interventions and Supports (PBIS)

The following coursework is required for an emphasis in PBIS:

- SPED 5700 School-Based Prevention/Intervention: RtI and PBIS (3 hours)
- SPED 5701 Universal School-Wide PBIS** (3 hours) (may substitute for SPED 5413)
- SPED 5702 Secondary Prevention: Targeted Group Interventions (3 hours)
- SPED 5703 Functional Behavior Assessment and Intervention (3 hours)

** Core course requirement or substitute

Emphasis/Certification Endorsement in Severe Developmental Disabilities

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 Disabilities: 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 and Autism** (3 hours) (may substitute for SPED 5413)
- SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities and Autism (3 hours)
- SPED 5313 Augmentative and Alternative Communication for Students with SDD and Autism (3 hours)
- SPED 5090 Special Education Practicum: Severe Developmental Disabilities (3 hours)

** **Core course requirement or substitute**

Admission

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

Admission Requirements

Prior to admission to the program, candidates are expected to have successfully completed, with a grade of B or better, a three-credit course in the Psychology of the Exceptional Students, or its equivalent. Those applicants who have not completed this requirement, prior to admission, will be required to successfully complete the course, or a similar overview course, in order to complete the graduation requirements for the MA in special education.

Additional requirements

- Receipt of official transcripts from the baccalaureate-granting institution
- A minimum cumulative undergraduate GPA of 2.5 on a 4.0 scale

Send all required documents to the following address:

Webster University
Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

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

Advancement to Candidacy

Upon successful completion of 12 credit hours of 3.0 GPA graduate level SPED courses, students are automatically advanced to candidacy.

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/SPED 5410 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:

- The course is required to achieve the program goals and is relevant to the student's major.
- The course carries 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.

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- 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:
- Prior approval by an advisor and relevant area coordinator must be granted on "prior permission form" before the course is taken.
- The course does not duplicate one offered at Webster University. (Note: This does not refer only to courses offered in the current semester, but to any similar course Webster University offers.)
- The student fills out a Request for Transfer of Credit form (available in the School of Education Office) and submits it, along with an official transcript of the course(s) being requested, to the School of Education Office. When the transfer hours have been approved and processed, the student will be notified.

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

Special Education (MAT)

This program is offered by the School of Education.

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 (K-12). Coursework is specifically directed towards knowledge of characteristics of learners with special needs, assessment practices, research-based behavior and academic interventions and inclusive practices.

This program is offered at the St. Louis home campus.

Learning Outcomes

The goals of the MAT in special education are to cultivate graduates who are:

- Knowledgeable of the history of special education, characteristics of students with disabilities and principles and foundations underlying best practices.
- Proficient in designing, adapting and modifying effective assessment plans, instructional strategies and curricula and/or intervention plans based on current research regarding cognitive, social and emotional development in students with disabilities.
- Reflective about their roles as educators to improve learning outcomes, and who collaborate with families and other members of the community in order to advocate for inclusive and equitable educational opportunities for persons with disabilities.
- Capable of recognizing, valuing and responding to the unique individual abilities and differences of students with special needs.

Degree Program Requirements

The following 37 hours of courses and 13 hours of field experiences are required to earn the MAT in special education. Of the 50 total hours required for the MAT,

students must complete a minimum of 37 hours in residence, with courses required in residence marked below with an asterisk.

Students are advised that initial teacher certification in special education (K-12) may require more hours than are listed for the MAT degree program. Students must consult an advisor to obtain a personalized program of study. To receive Missouri teacher certification in Mild/Moderate Disabilities: Cross-Categorical (K-12), students are required to complete 49 hours of courses and 13 hours of field experience.

Foundations

- CMAT 5000 Teaching in a Diverse Society (3 hours)*
- CMAT 5505 Psychological Foundations of Education (3 hours)[^]
- EDTC 5410 In-Service Topics in Educational Technology (1 hour)
- SPED 5030 Students with Mild/Moderate Disabilities (3 hours)*
- SPED 5245 Counseling for Life's Transitions (3 hours)*
- SPED 5240 Psychoeducational Assessment I (3 hours)*
- SPEC 5050 Language Development (3 hours)

[^] CMAT 5505 meets the requirements for Child Psychology, Adolescent Psychology, and Educational Psychology.

Methods

- COMM 5960 Differentiated Reading Instruction (3 hours)
- EDUC 5080 Planning for the Inclusive Classroom (3 hours)*
- SPED 5010 Differentiated Mathematics Instruction (3 hours)
- SPED 5250 Behavior Management for Children with Special Needs (3 hours)*
- SPED 5380 Methods for Students with Mild/Moderate Disabilities I (3 hours)*
- SPED 5381 Methods for Students with Mild/Moderate Disabilities II (3 hours)*

Clinical Experiences

- SPED 5090 Special Education Practicum (3 hours)*
- SPED 5091 Apprentice Teaching: Special Education (9 hours)*
- EDUC 4000 Apprentice Teaching Seminar (1 hour)*

* Courses must be taken in residence.

Total: 50 hours

Other Certification Requirements

- SPED 5860 Psychology of the Exceptional Student (3 hours)
- COMM 5820 Foundations in Reading Instruction (3 hours)
- COMM 5840 Reading and Writing as Cognitive Processes (3 hours)
or COMM 5920 Reading and Writing in the Content Field (3 hours)
- MTHT 4310 Elementary-School Mathematics Methods (3 hours)

Content Area Emphasis

To gain additional expertise in elementary, middle school, or secondary content and better prepare for Missouri licensure assessments, students may choose to complete an additional 12 hours in a content emphasis. Students may choose an emphasis in elementary content, middle school content, or secondary content.

Elementary Content

The following coursework is required for an elementary content emphasis:

- COMM 5440 Integrated Language Arts (3 credits)
- COMM 5000 Fiction, Non-fiction, and Poetry for Children (3 credits)
- CMAT 5020 Inquiry Methods for STEM and Social Sciences (3 credits)
- COMM 5199 Teaching Writing
or COMM 5340 Language Arts Seminar (3 credits)

Middle School Content

The following coursework is required for a middle school content emphasis:

- SOCS 5760 Middle School Curriculum and Instruction (3 credits)
- COMM 5199 Teaching Writing
or COMM 5340 Language Arts Seminar (3 credits)
- **Two** of the following:
 - MTHT 4450 Middle School Mathematics Methods (3 credits)
 - SCIC 5010 Contemporary Strategies Elementary and Middle School Science (3 credits)
 - SOCS 5010 Social Studies for Secondary Schools (3 credits)
 - COMM 5440 Integrated Language Arts (3 credits)

Secondary Content

The following coursework is required for a secondary content emphasis:

- COMM 5187 Secondary Techniques (3 credits)
- **One** of the following
 - MTHT 4460 Secondary Mathematics Methods (3 credits)
 - SCIN 4060 Methods in Science Teaching (3 credits)
 - SOCS 5010 Social Studies for Secondary Schools (3 credits)
 - COMM 5440 Integrated Language Arts (3 credits)
- **Two** graduate-level courses linking to student's area of content specialization

Admission

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

Admission Requirements

- Receipt of official transcript from the baccalaureate-granting institution.
- Undergraduate cumulative GPA of 2.75.
- Grade of B- or better in a college-level math course.
- Grade of B- or better in a college-level composition course.

Send all admission materials to:

Office of Admission
Webster University
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Advancement to Candidacy

Advancement to Candidacy (ATC) represents a significant milestone in a candidate's academic career. Candidates who successfully advance to candidacy have demonstrated mastery of program standards and may continue enrolling in courses to complete their major. In the case of the MAT ATC means that a student is formally enrolled in the initial teacher certification program.

Advancement to Candidacy occurs provided that a student:

1. Completes 15 hours of graduate credit with grades of B or better (including CMAT 5000)
2. Completes Passport 1

3. Is accepted into the Teacher Certification program (contact the School of Education Teacher Certification Office for more information)
4. Remains in good academic standing and maintains a cumulative GPA of 3.0

After 15 hours of graduate credit, candidates will be restricted from registering in further coursework until advanced to candidacy.

Requirements for MAT Degree and Missouri Initial Teacher Certification in Special Education (Grades K-12)

Transcript Evaluation

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

Background Checks

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

Certification Hours

To achieve Missouri state certification in Elementary School Education candidates are required to take more than 37 credit hours (plus 13 credit hours of field experiences).

State Assessments

To obtain a teaching licensure in Missouri, students are required to complete a number of state assessments. State required assessments are administered by designated agencies, and students are required to pay all associated fees. All state assessments are administered in computer based format.

Students must pass the state-required Content Area Examination before Apprentice Teaching Orientation.

Successful completion of the Missouri Pre-Service Teacher Assessment (MoPTA) is required in order to obtain a recommendation for initial teacher certification from Webster University. Such recommendation must be presented to the Missouri Department of Elementary and Secondary Education (DESE) by the university in order for a candidate to earn teacher licensure in the state of Missouri.

Application to SPED 5090, Practicum

Registration in SPED 5090: Practicum Mild/Moderate Disabilities: Cross-Categorical must be approved by the student's advisor by the application deadline. Applications for practicum are completed through TK20. Directions are located on the School of Education website. No late applications will be accepted. A grade of B or better is required for the practicum.

Application to SPED 5091, Apprentice Teaching

Successful completion of SPED 5091, Apprentice Teaching, is required to meet the graduation requirements of the Special Education MAT. This requirement may be completed by registration in a traditional 16-week apprentice teaching

degrees

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 for SPED 5091 must be approved by the student's advisor by the application deadline. Applications for apprentice teaching are completed through TK20. Directions are located on the School of Education website. No late applications will be accepted.

Eligibility requirements for acceptance to SPED 5091, Apprentice Teaching

- Students must have successfully completed all but two required courses for initial teacher certification in Mild/Moderate Disabilities.
- Students must have passed with a score equal to or greater than the Missouri qualifying score in the state-required Missouri Content Assessments
- Students must have successfully completed, with a grade of B or better, the requirements of SPED 5090, Practicum Mild/Moderate Disabilities: Cross-Categorical.

Teaching English as a Second Language (MA)

This program is offered by the School of Education.

Program Description

The master of arts in teaching English as a second language (MA in TESL) at Webster University is designed for individuals who seek to develop the English skills of non-native speakers living either overseas or in the United States. The program allows candidates to develop a solid theoretical background in critical aspects such as culture, language structure, first and second language acquisition theory, curriculum and materials development, teaching methodology, assessment and research, while preparing them to become effective language teachers.

The MA in TESL offers two tracks:

- Adult Education Emphasis – designed to meet the needs of future educators of adults and/or teaching English as a foreign language overseas. In this case, prior teaching experience is not required;
- K-12 English Language Learner (ELL) Education Emphasis – designed to meet the needs of existing content area educators interested in expanding their knowledge of teaching ELLs. In this case, a certificate of license to teach is required.

As part of the MA in TESL – the K-12 ELL Education Emphasis, we offer the **Missouri ELL Certification**, an optional 21 credit-hour certificate issued through Missouri's Department of Elementary and Secondary Education (DESE). The certification is designed for preK-12 teachers working with non-English speakers in regular, bilingual or English Language Learner (ELL) U.S. classrooms. A valid Missouri permanent or professional certificate of license to teach (participants in the TESL program at Webster may be working toward the initial certificate, but will not receive the ELL Certificate until the basic certificate is awarded) and three courses (which may be undergraduate credit) of Psychology and/or Education of the Exceptional Student, Teaching Reading in Content Fields and Reading Assessment and Interventions are required in order to obtain the Certification.

A **Teaching English as a Foreign Language (TEFL) certificate*** may also be issued alone or in conjunction with the MA in TESL degree – the Adult Education Emphasis. This program is designed for students interested in teaching overseas in both adult and

K-12 settings. Students seeking this graduate certificate must have earned a recognized baccalaureate degree and meet the admission and acceptance criteria, as outlined in the graduate program's Academic Policies and Procedures. Students may receive the Webster University TEFL certificate by completing a minimum of 21 credit hours.**

*All students pursuing the Missouri ELL Certification or the Webster TEFL Certificate will be considered degree-seeking students and will have the option to pursue one of the MA in TESL tracks within 5 years from the start of their TESL coursework.

This program is offered online, at the St. Louis home campus, and at select U.S. campuses. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.

***Students cannot pursue both the Missouri ELL Certification and Webster TEFL Certificate within the same MA program.*

Learning Outcomes

Program Goals – The following program goals are built on a conceptual framework of knowledge, implementation and reflection.

Candidates will demonstrate knowledge of:

- The English language system, its components (i.e., phonology, morphology, syntax, semantics, etc.) and issues of linguistic variation (i.e., dialects, discourse, slang, humor, etc.).
- The major theories, key concepts and research in first and second language acquisition (SLA).
- Modern and traditional teaching approaches, as well as the legal processes and policies that have influenced the English as a Second Language field.
- Multicultural aspects and personal variables (i.e., background experiences, values, beliefs, gender) that affect the process of language acquisition and cultural integration.
- Effective learning and communication strategies.
- Curriculum design and appropriate materials/textbooks.
- Current and historical aspects of assessment design and implementation, as well as their implication for various stakeholders.

Candidates will practice in their classroom:

- Various standards-based instructional strategies to support effective educational practices that value individual and cultural differences.
- Standards-based curriculum designed on modern teaching theories and meaningful, authentic content and language materials (i.e., experiences that model social and academic contexts by integrating all language skills – listening, speaking, reading and writing).
- Multiple culturally-informed, valid, reliable, authentic, pragmatic and non-biased assessment techniques that measure learning progress and teacher/program/content effectiveness.
- Technology-centered activities that promote content and language learning, following a constructivist model that allows ample language input and practice.

Candidates will reflect on:

- The roles educators take in collaboration with colleagues, school administrators, paraprofessionals, parents and community members to advocate for the needs of their community of learners and their direct access to resources.
- Personal growth through on-going participation in personal development activities.

- Effectiveness of instructional and assessment approaches in the classroom with the view of achieving equitable education for their ELL students.
- Curriculum appropriateness in compliance with national and regional standards, as well as program expectations and student diverse needs, preparedness, resources and ability.
- The need to support and encourage ELL students and families in their journey of social, cultural and linguistic accommodation.

K-12 ELL Education Emphasis

33 credit hours

Required Courses (24 credit hours)

- TESL 5230 Second Language Acquisition * (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods * (3 hours)
- TESL 5220 Curriculum Development in Second Language Classrooms* (3 hours)
- TESL 5350 Language and Culture * (3 hours)
- TESL 5030 Language History, Planning, and Policy * (3 hours)
- TESL 5311 Principles and Practices of Language Testing * (3 hours)
- COMM 5270 Visual Communications
or COMM 5530 Technology and Teaching (3 hours)
- TESL 5040 Practicum in ESOL* (3 hours)

**Course contains a key assessment for data collection purposes.*

Electives (9 credit hours)

- COMM 5199 Teaching Writing
or COMM 5280 Written Communication (3 hours)
- COMM 5440 Integrated Language Arts (3 hours)
- COMM 5340 Language Arts Seminar: Teaching Language and Language Issues (3 hours)
- COMM 5290 Interpersonal Communication (3 hours)
- TESL 5710 Grammar for ESL/EFL Teachers (3 hours)
- TESL 5720 Teaching English Pronunciation (3 hours)
- TESL 5730 Materials Development in Language Classrooms (3 hours)
- COMM 5820 Foundations in Reading Instruction (3 hours)
- EPSY 5490 Seminar in Immigrant and Refugee Experiences (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)
- SPED 5030 Students with Mild/Moderate Disabilities (3 hours)
- SPED 5318 Global Issues in Special Education (3 hours)
- SPED 5480 Learning and Behavior Problems in the Classroom (3 hours)
- SPED 5414 Children and Youth with Learning and Academic Disorders (3 hours)
- EDTC 5630 Advanced Topics in Classroom Technologies (3 hours)

Adult Education Emphasis

33 credit hours

Required Courses (24 credit hours)

- TESL 5230 Second Language Acquisition (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods (3 hours)
- TESL 5220 Curriculum Development in Second Language Classrooms (3 hours)
- TESL 5350 Language and Culture (3 hours)
- TESL 5030 Language History, Planning and Policy (3 hours)
- TESL 5311 Principles and Practices of Language Testing (3 hours)

- TESL 5710 Grammar for ESL/EFL Teachers
or TESL 5720 Teaching English Pronunciation (3 hours)
- TESL 5040 Practicum in ESOL (taken at the end of the program) (3 hours)

Electives (9 credit hours)

- TESL 5710 Grammar for ESL/EFL Teachers (3 hours)
- TESL 5720 Teaching English Pronunciation (3 hours)
- TESL 5730 Materials Development in Language Classrooms (3 hours)
- COMM 5199 Teaching Writing
or COMM 5280 Written Communication (3 hours)
- COMM 5440 Integrated Language Arts (3 hours)
- COMM 5340 Language Arts Seminars: Teaching Language and Language Issues (3 hours)
- COMM 5344 Introduction to Linguistics (3 hours)
- COMM 5270 Visual Communications
or COMM 5530 Technology and Teaching (3 hours)
- SPED 5030 Students with Mild/Moderate Disabilities (3 hours)
- SPED 5318 Global Issues in Special Education (3 hours)
- SPED 5330 Legal Issues in Special Education (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)
- EPSY 5490 Seminar in Immigrant and Refugee Experiences (3 hours)
- EDTC 5630 Advanced Topics in Classroom Technologies (3 hours)

Missouri ELL Certification

21 credit hours

All students pursuing the Missouri ELL Certification or the Webster TEFL Certificate will be considered degree-seeking students and will have the option to pursue one of the MA in TESL tracks within 5 years from the start of their TESL coursework.

Required courses (21 credit hours)

- TESL 5230 Second Language Acquisition (3 hours)
- TESL 5220 Curriculum Development in Second Language Classrooms (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods (3 hours)
- TESL 5350 Language and Culture (3 hours)
- TESL 5030 Language History, Planning, and Policy (3 hours)
- TESL 5040 Practicum in ESOL (3 hours)
- TESL 5311 Principles and Practices of Language Testing (3 hours)

Admission

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

Admission Requirements

- Receipt of official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Non-native speakers need to pass TOEFL, paper-based score of 575 and above (International students – see graduate catalog).
- Native speakers two semesters of a foreign language (with a grade of B or better) is strongly recommended.
- 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.

Send all admission materials to:

degrees

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

Completed application files will be reviewed by the Language, Literacy and Leadership Department.

Advancement to Candidacy

Students must complete 12-15 hours of core TESL coursework at the beginning of their program of study and maintain a minimum of a 3.0 GPA (B average).

Required Coursework for Advancement to Candidacy (6-9 credit hours)

- TESL 5230 - Second Language Acquisition
- TESL 5220 - Curriculum Development in Second Language Classrooms
- TESL 5139 - English for Speakers of Other Languages (ESOL) Methods

Other Coursework toward Advancement to Candidacy (3-6 credit hours)

- TESL 5350 - Language and Culture
- TESL 5030 - Language History, Planning, and Policy
- TESL 5311 - Principles and Practices of Language Testing

The candidacy requirements are the same for both the K-12 ELL Education Emphasis and the Adult Education Emphasis.

Advanced New Media Production

18 Hours

This program is offered by the School of Communications.

Program Description

The certificate in advanced new media production provides students with a mastery of techniques appropriate to achieve success in the varied multi-platform universe of today's modern workplace. This certificate is stackable with the certificate in the fundamentals of multimedia production. The certificate in the fundamentals of multimedia production must be completed before this program can be undertaken. Completion of both of these certificates would provide a student with two certificates that also equal the master of arts (MA) in new media production. The advanced new media production certificate provides students with the mastery of production basics in website construction, audio and video production and an integration of multimedia projects with social networking.

This program is offered at the St. Louis home campus.

Learning Outcomes

- Students will demonstrate proficiency on multiple digital platforms and possess multiple digital skill sets as part of a modern production process and should be able to perform those skills in a professional environment.
- Students will develop proficiency in using various media platforms as part of the storytelling process.
- Students will demonstrate a mastery of storytelling techniques.
- Students will demonstrate knowledge of various approaches to employing multimedia storytelling to the social media environment.

Requirements

Students must complete the certificate in the fundamentals of multimedia production before work may begin on this certificate program.

Students must complete 18 credit hours of course work, including all of the following courses:

- NPRO 5900 New Media Project Production (3 hours)
- NPRO 6000 New Media Thesis Project (6 hours)
- Electives (9 hours)

Electives

Students must take nine credit hours of elective courses as part of the overall requirement for 18 credit hours of course work. The nine hours of course work may come only from the following list of approved electives. No elective courses used in the completion of the certificate in the fundamentals of multimedia production may be used by students to complete this certificate program.

- AUDI 5220 Podcast Production & Promotion (3 hours)
- FTVP 5310 Fundamentals of Video Cameras & Lighting (3 hours)
- FTVP 5330 Digital Graphics & Motion Graphics Production (3 hours)
- FTVP 5331 Video Editing & Webisode Creation (3 hours)
- INTM 5630 Digital Design & Information Graphic Production (3 hours)
- INTM 5640 Multimedia Production for Websites & Mobile Applications (3 hour)

- MEDC 5600 Introduction to Interactive Communication (3 hours)
- NPRO 5650 Special Topics in New Media Production (3 hours)
- PHOT 5060 Digital Images & Storytelling (3 hours)

Admission

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

Send all admission materials to:

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

Advanced Research

Graduate Certificate

12 Credit Hours

This program is offered by the Walker School of Business & Technology.

Program Description

The certificate in advanced research is a 12-credit hour program of study designed for those who hold leadership positions in healthcare; who have completed a master's degree, or who are completing a master degree in health care management; and who are interested in developing skills in advanced research. Students will develop a research proposal, gain IRB approval for that research proposal, conduct their research project, and make a contribution to the field of healthcare management by developing a research article based on the research conducted.

This program is available only in Geneva, Switzerland, and the courses are taught in French.

Requirements

The 12 credit hours required for this certificate include the following courses:

- HLTH 5100 Statistics for Health Care Management in Healthcare (3 hours)
or HEAL 5000 Advanced Theories and Concepts in Health Care (3 hours)
- HRDV 5750 Research and Assessment Methods in Human Resources Development (3 hours)
- BUSN 6140 Business Research Analysis (3 hours)
- HEAL 6550 Advanced Research in Healthcare (3 hours)

Admission Requirements

- 2.5 grade point average.
- Master's degree in health care field or current master's student status.
- Leadership experience in health care.
- Résumé describing scope, responsibilities, and work experience.
- Completed application with fees.
- Official transcripts from all colleges and universities attended.
- Personal interview.

Graduate Certificates

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

Send all admission materials to:

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

Applied Behavior Analysis

18 Hours

This program is offered by the School of Education.

Program Description



This 18-credit online advanced graduate certificate (ACG) program prepares candidates with the knowledge and concepts needed to engage in applied behavior analysis in schools, community agencies, residential centers and family settings to enhance the skills and abilities of persons with Autism Spectrum Disorder, significant disabilities, and other developmental conditions.

The program provides training in functional behavior assessment, analysis, and intervention within the context of ethically guided and evidence-based practices. Candidates are introduced to the conceptual foundations of applied behavior analysis, research methodology, principles and practices of behavioral instruction, support and intervention, and the ethical and professional guidelines needed for effective and efficacious services.

The program is designed to prepare candidates with coursework-based content knowledge and skills required to apply to sit for the Board Certified Behavior Analyst® Examination offered through the Behavior Analyst Certification Board (BACB). Successful completion of the Webster University Advanced Graduate Certificate program in Applied Behavior Analysis does not guarantee that the candidate will be approved to sit for the Board Certified Behavior Analyst® examination. Candidates

who plan to apply for the Board Certified Behavior Analyst® Examination should carefully review the requirements, published by the Behavior Analyst Certification Board (www.bacb.com.)

This program is offered online.

Learning Outcomes

Successful completers will:

- Demonstrate a thorough understanding and knowledge of the concepts and principles that underlie applied behavior analysis.
- Demonstrated a thorough understanding of the principles involved in functional behavior observation, assessment, and analysis.
- Demonstrate a thorough understanding of the principles that govern the application of behavior analysis to alleviate the behavioral challenges and problems experienced by persons with disabilities or socio-emotional challenges.
- Understand the ethical and legal principles and responsibilities in the application of behavior principles.
- Master the foundational concepts and skills needed to apply to sit for the Board Certified Behavior Analyst® Examination offered through the Behavior Analyst Certification Board (BACB).

Requirements

- SPED 5900 Concepts and Principles of Behavior Analysis (3 hours)
- SPED 5901 Applied Behavior Analysis I (3 hours)
- SPED 5703 Functional Behavioral Assessment and Intervention (3 hours)
- SPED 5902 Applied Behavior Analysis II (3 hours)
- SPED 5800 Applied Research Methods (3 hours)
- SPED 5319 Disability and Ethics (3 hours)

Total: 18 hours

Admission

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

Admission Requirements

- Master's Degree in Special Education, Education, Psychology, or a related behavioral science field.
- Cumulative GPA of 3.0.

Send all required admission materials to

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

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

Applied Gerontology Enhancement and Specialization

12 Hours

This program is offered by the College of Arts & Sciences.

Program Description

The certificate in applied gerontology enhancement and specialization (AGES) is offered to those who currently work, have worked, or will work in the field of gerontology and have attained a bachelor's or master's degree. This certificate will develop and enhance the managerial and administrative skills of the practitioner and provide students with the knowledge to effectively meet the needs of the aging population in a variety of career settings.

All certificate courses must be taken at Webster University. Students enrolled in the MA degree program in gerontology are not eligible to receive the applied gerontology enhancement and specialization certificate.

This program is only offered online.

Requirements

The 12 credit hours required for the graduate certificate in applied gerontology enhancement and specialization include the following courses:

- GERN 5600 Economic Issues for Older Adults
- GERN 5640 Management of Programs for Older Adults
- GERN 5670 Social Science Perspectives in Gerontology
- GERN 5690 Issues in Gerontology*

*GERN 5690 course topics vary

Admission

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

Send all required admission materials to

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

Arts Entrepreneurship

12 Hours

This program is offered by the Walker School of Business & Technology.

Program Description

The graduate certificate program in arts entrepreneurship at the Walker School of Business and Technology is designed to provide prospective arts entrepreneurs with knowledge, skills, and competencies needed to understand, develop, analyze, and implement art-associated entrepreneurial initiatives. Arts entrepreneurship provides a process approach for turning one's passion for arts into a business or self-employment opportunity. It includes new product development; innovations in artistic services, channels, brands, translating aesthetics to audiences and arts business models. The courses explore how arts entrepreneurs can employ their passion and use innovation practices to function as a successful arts entrepreneur. In addition, the courses will provide a process by which an arts entrepreneur can create, nurture, launch and achieve success in a new art-related venture.

This program is offered at the St. Louis home campus.

Requirements

To complete the certificate, students must complete a total of 12 credit hours comprised of the following four courses:

- ENTR 5000 Entrepreneurship Process, Methods & Innovation (3 hours)
- ENTR 5220 Arts Entrepreneurship (3 hours)
- FINC 5860 Entrepreneurial Finance and Venture Capital (3 hours)
- ENTR 6000 Walker School Business Plan Competition (3 hours)

Admission

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

Send all admission materials to:

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

Assessment of Learning and Cognitive Development

18 Hours

This program is offered by the School of Education.

Program Description

The advanced graduate certificate (AGC) in assessment of learning and cognitive development emphasizes understanding the individual learner and his/her learning and cognitive growth. Students enrolled in this program acquire skills in the assessment of learning, cognitive abilities, and academic performance.

This AGC is for educators who already have a master's degree and some experience with assessment and applying psychology to education and schooling. This AGC is not designed for Missouri educator certification, but the AGC in assessment of learning and cognitive development is especially helpful for those who wish to work as assessment coordinators, educational diagnosticians, or psychoeducational testers.

ALL students enrolled in the EdS in Applied Educational Psychology: School Psychology are required to complete an advanced graduate certificate in the assessment of learning and cognitive development.

This eighteen credit hour advanced certificate is for those who wish to make an even greater contribution at their workplace. Graduate students are encouraged to assume advocacy roles, to participate in professional organizations, and to contribute to professional conferences and publications.

Requirements for admission to AGC in assessment of learning and cognitive development Master's Degree in Educational Psychology, Special Education, or related area, satisfactory completion of admissions essay; Overall GPA of 3.0.

Graduate Certificates

This program is offered at the St. Louis home campus.

Program Curriculum

1. This post-master's advanced graduate certificate is **not** a degree program. However, this advanced graduate certificate may be embedded within one of two degree programs:
 - a. This AGC may be included in the sequential (second masters degree) MA in applied educational psychology. Students choosing to earn this AGC within the sequential MA in applied educational psychology may need to take more credit hours than the required 21 hours of the sequential MA degree.
 - b. This AGC is included in the EdS in applied educational psychology: school psychology; it is important to note that all students enrolled in the EdS in applied educational psychology: school psychology are required to complete an advanced graduate certificate in the assessment of learning and cognitive development.
2. Any Webster University graduate courses taken that are not applied toward a graduate or undergraduate degree, may be counted toward the completion of an advanced graduate certificate (AGC) program provided that the courses are appropriate and relevant to that specific degree program.
3. All AGC coursework must have a grade of B- or better.
4. Any graduate coursework completed may not be counted for two different certificate programs.
5. Courses may not be transferred from another university into any Webster University advanced graduate certificate (AGC) program.

Choose at least one course (3 hours) course from Cluster One - Child and Adolescent Development and Learning:

- EPSY 5816 Advanced Child Development (2-3 hours)
- EPSY 5540 Psychology of Early Adolescence (3 hours)
- EPSY 5750 Special Institute (3 hours)
- EPSY 5810 Advanced Adolescent Psychology (3 hours)
- EPSY 5880 Psychology of Memory, Learning, and Problem-Solving (3 hours)
- EPSY 5970 The Gifted Learner (3 hours)

Choose at least two courses (6 hours) from Cluster Two - Assessment of Learning and Cognitive Development:

- EDTC 6240 Education Statistics (2-3 hours)
- EPSY 5060 Assessment and Evaluation of Academic Performance (3 hours)
- EPSY 5390 Applied Statistics in Educational Psychology (3 hours)
- EPSY 5930 Screening, Assessing, and Evaluating Gifted Students (3 hours)
- EPSY 5990 Identifying Giftedness in Underserved Populations (3 hours)
- EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3 hours)
- EPSY 6036 Psychoeducational Assessment II (3 hours)
- EPSY 6100 Practicum in Data-Based Decision-Making (may be repeated for credit) (1-2 hours)
- EPSY 6102 Practicum in Data-Based Decision-Making: Applied Statistics (1-2 hours)
- EPSY 6103 Practicum in Data-Based Decision-Making: Mental Health Services (1-2 hours)
- EPSY 6104 Practicum in Data-Based Decision-Making: Advanced Psychoeducational Assessment and Intervention (1-2 hours)
- MTHC 5390 Statistics (3 hours)

- SPED 5240 Psychoeducational Assessment I (3 hours)
- SPED 5413 Assessment of Learning and Learning Problems (3 hours)

Required course:

- ESPY 6000 Advanced Graduate Certificate Project (2-3 hours)

To complete the 18-hour advanced graduate certificate, choose six hours of electives. Recommended electives are EPSY courses, SPED courses, and EDUC 5210 courses related to conferences on applied psychology (6 hours).

Admission

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

Admission Requirements

- Master's degree in educational psychology, special education, or related area
- Receipt of official transcripts from all post-secondary institutions
- Overall cumulative GPA of 3.0 or higher
- Essay: How do you think your participation in Webster's advanced graduate certificate program in assessment of learning and cognitive development will help you to achieve your personal and professional goals?

Send all required admission materials to

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

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

Business Analytics

12 Hours

This program is offered by the Walker School of Business & Technology.

Program Description

This certificate is designed for students with either a business or computer science background. It provides an excellent foundation in data analytics within a business context. A knowledge of such skills is critical for all business professionals, regardless of their primary responsibilities, in the 21st century. This certificate can be taken as a stand-alone program, or as one that provides vital complementary skills in other master's level programs such as the MBA.

This program is offered at the St. Louis home campus.

Learning Outcomes

At the end of the program students will be able to:

- Explain the role of various databases in organizations.
- Demonstrate knowledge of and utilize data warehouses.
- Apply statistical, data analytic, and data mining techniques for solving problems involving big data.

- Develop meaningful reports and presentations of data analytics appropriate to a technical and non-technical audience.

Requirements

- CSIS 5300 Database Systems (3 hours)
- BUSN 5760 Applied Business Statistics (3 hours)
- CSIS 5320 Data Analytics Foundations (3 hours)
- CSIS 5420 Data Mining (3 hours)

All courses must be taken at Webster University.

Admission

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

Send all admission materials to:

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

Comparative and Regional Governance

Graduate Certificate 12 Hours

This program is offered by the College of Arts & Sciences.

Program Description

The certificate in comparative and regional governance aims at producing specialized expertise in the politics of different regions of the world as well as general principles of global and regional governance. Students explore themes and concepts such as democratization, regional integration, revolutions, and the relationship between state and society while investigating cases and current issues in Europe, the Middle East, Asia, Africa, and Latin America. Where available, this certificate may be earned while completing the MA in International Relations, GMA in International Relations, or as a stand-alone graduate certificate.

This program will be offered at the St. Louis home campus.

Learning Outcomes

Upon completing this certificate program, students will be able to:

- Compare and contrast political systems in different parts of the world.
- Discuss the history, issues, and future prospects of regional governance in the international system.
- Apply major theories of international relations to current and historical issues in comparative and regional governance

Prerequisite

INTL 5000 or at least two upper-level undergraduate courses in international relations.

Requirements

The 12 credit hours required for the graduate certificate in comparative and regional governance must include the following required course (3 hours), and three electives (9 hours):

- INTL 5050 Comparative Politics (3)

Electives (9 credit hours)

Choose from the following courses:

- INTL 5560 U.S. Foreign Policy (3 hours)
or INTL 5570 Comparative Foreign Policy (3 hours)
- INTL 5600 Area Studies (can repeat with focus on different regions) (3 hours)
- INTL 5625 Middle East Area Studies (3 hours)
- INTL 5635 Western European Area Studies (3 hours)
- INTL 5645 Asian Area Studies (3 hours)
- INTL 5655 African Area Studies (3 hours)
- INTL 5665 South and Central Asia Area Studies (3 hours)
- INTL 5675 Central and Eastern European Area Studies (3 hours)
- INTL 5685 Latin American Area Studies (3 hours)
- INTL 5605 Topics in Comparative Politics (3 hours)
or INTL 5860 Issues in International Politics (with comparative or regional focus) (3 hours)
- INTL 5580 Politics of Development (3 hours)

Admission

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

Send all required admission materials to

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

Corporate Entrepreneurship

12 Hours

This program is offered by the Walker School of Business & Technology.

Program Description

The graduate certificate program in corporate entrepreneurship at the Walker School of Business and Technology is designed to provide prospective corporate entrepreneurs with knowledge, skills, and competencies needed to understand, develop, analyze, and implement entrepreneurial initiatives within their companies. Corporate entrepreneurship is more than just new product development; it includes innovations in services, channels, brands and intellectual property models. The courses explore how corporate entrepreneurs can employ existing resources and use innovation practices to function as an entrepreneur within a firm. In addition, the courses will provide a process by which a corporate entrepreneur within a proven company can create, nurture, launch and achieve success in a new venture that is distinct from the existing company but leverages present company assets, market position, capabilities or human and material resources.

Graduate Certificates

This program is offered at the St. Louis home campus.

Requirements

To complete the certificate, students must complete a total of 12 credit hours comprised of the following four three credit hour courses:

- ENTR 5000 Entrepreneurship Process, Methods & Innovation (3 hours)
- ENTR 5200 Corporate Entrepreneurship (3 hours)
- FINC 5860 Entrepreneurial Finance and Venture Capital (3 hours)
- ENTR 6000 Walker School Business Plan Competition (3 hours)

Admission

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

Send all admission materials to:

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

Cybersecurity-Threat Detection

12 Hours

This program is offered by the Walker School of Business & Technology.

Program Description

This certificate focuses on the knowledge and tools necessary to address the increasing demand on corporate and governmental organizations to improve the security of their "cyber content." Courses in the certificate provide an understanding of the foundation of current cybersecurity threats, the phraseology and terminology used in the sector, as well as the various roles, responsibilities and tools related to detection of cyber threats.

This program is offered online, at the St. Louis home campus, St. Louis area campuses and other U.S. campus locations. Please see the Campus Locations section of this catalog for a full list of campuses and the programs they offer.

Requirements

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5210 Cybersecurity Law & Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)

Admission

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

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.

St. Louis, MO 63119

Digital Marketing Management

18 Hours

This program is offered by the Walker School of Business & Technology.

Program Description

The graduate certificate in digital marketing management is for students who have a background in marketing and are interested in obtaining specific expertise in the growing field of digital marketing. Students will be equipped with the critical skills to be proficient in executing effective digital marketing strategy.

This program is offered at the St. Louis home campus.

Learning Outcomes

Students will be able to:

- Create digital marketing strategies that align with larger marketing objectives.
- Critically analyze the appropriateness of each of the major digital marketing channels (i.e. paid, organic, affiliate, social, email, and mobile applications etc.) against marketing strategies.
- Develop, evaluate, and execute a comprehensive digital marketing strategy and plan.
- Measure and evaluate digital marketing efforts.
- Describe the latest digital marketing technologies.
- Articulate the ethical impact of digital marketing efforts.

Requirements

The 18 hours required for this certificate include the following courses:

- MEDC 4110 Media and Digital Culture (3 hours)
- MRKT 5720 Promotional Management (3 hours)
- MRKT 5740/ADVT 5740 Management of Digital Marketing (3 hours)
- MRKT 5895 Marketing Analytics (3 hours)
- MRKT 5750/ADVT 5750 Management of Social Media (3 hours)
- MRKT 5790 Digital Marketing Strategy (3 hours)

Admission

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

Send all admission materials to:

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

Education for Global Sustainability

18 Hours

This program is offered by the School of Education.

Program Description

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 complete 18 hours of coursework with a GPA of 3.0 or better and a B- or better in all courses. Choices for coursework in the program must be approved by the coordinator of EFGS and include the requirements below.

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.

This program is offered online and at the St. Louis home campus.

Requirements

- EFGS 5000 Foundations of Global Sustainability (3 hours)
- EFGS 5900 Reflections and Next Steps (0 hours)
- Electives (15 hours)

Electives

(must include at least 1-environmental, 1-economic, and 1-social equity)

Environmental (choose one):

- ENMG 5000 Environmental Science (3 hours) (9 weeks)
- ENMG 5400 Sustainability Principles (3 hours) (9 weeks)

Economics (choose one):

- EFGS 5740 Economics: Choices and Challenges (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (4 hours)
- ENMG 5400 Sustainability Principles (3 hours) (9 weeks)

Social Equity (choose one):

- EDIN 5001 Foundations of Global Citizenship (3 hours)
- EFGS 5430 Sustainability Leadership: Transitions & Change (3 hours)
- EFGS 5240 Creating Sustainable Schools (3 hours)
- EDIN 5490 Seminars in Education and Innovation (3 hours) *(needs approval)*

Other electives approved by Coordinator of EFGS:

- EFGS 5220 Teaching Sustainability through Literature (3 hours)
- EFGS 5250 Child as Naturalist (3 hours)
- EFGS 5260 Topics in Sustainability (1-3 hours)
- EFGS 5410 In-Service Workshop (1-3 hours)

Admission

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

Admission Requirements

- Receipt of official transcripts from a baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5.

Send all admission materials to

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

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

Enterprise Resource Planning (ERP) with SAP

12 Hours

This program is offered by the Walker School of Business & Technology.

Program Description

The graduate certificate in ERP (Enterprise Resource Planning) is designed for students who desire a sequence of graduate-level courses that focus specifically on the ERP area. In addition, students can gain specialized experience with SAP, the leading global provider of ERP software. ERP systems are critical to better manage business intelligence, operations planning, and purchasing and materials of corporations today--large, small and midsized. The program will provide students with ERP and SAP expertise to successfully pursue or advance a career in this increasingly in-demand field.

This program is offered at the St. Louis home campus.

Learning Outcomes

- Students understand the evolution, components, and implementation of ERP systems.
- Students can use an ERP system and understand the integrated business processes in ERP.
- Students can configure an ERP system.
- Students can use business intelligence to formulate and analyze meaningful information from an ERP system.

Requirements

- BUSN 5250 Enterprise Systems (3 hours)
- BUSN 6160 Integrated Business Processes and ERP (3 hours)
- BUSN 6180 Configuration of ERP Systems (3 hours)
- CSIS 5330 Business Intelligence and ERP (3 hours)

All courses must be taken at Webster University.

Admission

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

Send all admission materials to:

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

Environmental Sustainability

12 Hours

This program is offered by the College of Arts & Sciences.

Program Description

This certificate in environmental sustainability concentrates on the relationship between sustainability and environmental resource management to include managing economic, social, and ecological systems within and external to an organizational entity in order for it to sustain itself and the system it exists within.

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

This program is offered online.

Requirements

The 12 credit hours required for the graduate certificate in environmental sustainability include the following courses:

- ENMG 5400 Environmental Sustainability (3 hours)
- ENMG 5410 Environmental Ethics and Decision Making (3 hours)
- ENMG 5420 Natural Resource Management and Sustainability (3 hours)
- ENMG 5430 Energy Policy and Sustainability (3 hours)

Admission

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

Send all admission documents to:

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

Fostering Resilience in "At Risk" Children and Youth

12 Hours

This program is offered by the School of Education.

Program Description

"At-risk" children and youth include those who grow up in adverse circumstances such as poverty, homelessness, wars and disasters, chronic family problems, or exposure to trauma and extreme stress. Common protective factors among "at risk" youth include high quality relationships with parents and other caring adults as well as high intelligence and social-emotional skills. Other protective factors include effective and nurturing schools, community organizations, and cultures. In this 12-hour graduate certificate students gain valuable knowledge and skills for their professional work. Promoting resilience in children and youth can

lead to positive adaptation and outcomes for those young people whose lives are threatened by adversity.

This program is offered online and at the St. Louis home campus.

Learning Outcomes

- Demonstrate and apply knowledge of psychology to children and youth to promote socialemotional well being of "at-risk" children and youth.
- Use assessment and progress data collected in schools or community settings to make evidence-based decisions regarding effective interventions and practices for "at-risk" children and youth.
- Value individual differences in the cultural, socioeconomic, ethnic, linguistic, and national/international backgrounds of "at-risk" children and youth.
- Develop self-assessment skills and the ability to reflect on roles educators and mental health professionals can take as leaders of change in the 21st century.
- Collaborate effectively with others in designing, developing and guiding decision-making at the individual, group, school, or community level.
- Engage in professional growth and leadership.

Requirements

Choose 12 hours from the following:

- EPSY 5150 Resilience and Self-Concept Development
- EPSY 5952 Children, Culture, and Violence
- EPSY 5816 Advanced Child Development
- EPSY 5810 Advanced Adolescent Psychology
- EPSY 5890 Psychology of Stress
- EPSY or COUN course in counseling

Admission

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

Send all required admission materials to

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

Fundamentals of Multimedia Production

18 Hours

This program is offered by the School of Communications.

Program Description

The certificate in the fundamentals of multimedia production provides students with the basic understanding of how to produce varied multi-platform content for today's modern workplace. This certificate is stackable with the certificate in advanced new media production. Completion of both of these certificates would provide a student with two certificates that also equal the master of arts (MA) in new media production.

The fundamentals of multimedia production certificate provides students with the production basics in website construction, audio and video production and an introduction to integrating multimedia projects with social networking. This certificate will build on the

production skills students already have while providing a basic understanding of the full range of multimedia production.

This program is offered at the St. Louis home campus.

Learning Outcomes

- Students will demonstrate proficiency on multiple digital platforms and possess multiple digital skill sets as part of a modern production process and should be able to perform those skills in a professional environment.
- Students will develop proficiency in using various media platforms as part of the storytelling process.
- Students will demonstrate knowledge of various approaches to employing multimedia storytelling to the social media environment.

Requirements

Students must complete 18 credit hours of course work, including all of the following courses:

- NPRO 5000 New Media Tools (3 hours)
- NPRO 5100 Written Storytelling (3 hours)
- NPRO 5200 Audio Storytelling (3 hours)
- NPRO 5300 Visual Storytelling (3 hours)
- Electives (6 hours)

Electives

Students may take 6 credit hours of elective courses as part of the overall requirement for 18 credit hours of course work. The six hours of course work may come only from the following list of approved electives.

- AUDI 5220 Podcast Production & Promotion (3 hours)
- FTVP 5310 Fundamentals of Video Cameras & Lighting (3 hours)
- FTVP 5330 Digital Graphics & Motion Graphics Production (3 hours)
- FTVP 5331 Video Editing & Webisode Creation (3 hours)
- INTM 5630 Digital Design & Information Graphic Production (3 hours)
- INTM 5640 Multimedia Production for Websites & Mobile Applications (3 hours)
- MEDC 5600 Introduction to Interactive Communication (3 hours)
- NPRO 5650 Special Topics in New Media Production (3 hours)
- PHOT 5060 Digital Images & Storytelling (3 hours)

Admission

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

Send all admission materials to:

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

Gerontology

18 Hours

This program is offered by the College of Arts & Sciences.

Program Description

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

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.

This program is only offered online.

Requirements

The 18 credit hours required for the graduate certificate in gerontology include the following courses:

- GERN 5000 Gerontology (Requisite Course) (3 hours)
- GERN 5600 Economic Issues for Older Adults (3 hours)
- GERN 5620 Physiology of Aging (3 hours)
- GERN 5630 Psychology of Aging (3 hours)
- GERN 5640 Management of Programs for Older Adults (3 hours)
- GERN 5670 Social Science Perspectives in Gerontology (3 hours)

Admission

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

Send all required admission materials to:

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

Gifted Education and Talent Development

18 Hours

This program is offered by the School of Education.

Program Description

The advanced graduate certificate (AGC) in gifted education and talent development provides training on how to identify, understand, nurture, and enhance the special gifts and talents of children and youth. Article 29 of the Convention on the Rights of the Child specifies that education should develop each child's personality, talents, and abilities to the fullest and, of course, this right applies to a child with special talents and abilities.

As suggested by the American Psychological Association Center for Gifted Education Policy, the Webster University program uses a broad definition of gifted and seeks to "enhance the achievement and performance of children and adolescents with special gifts and talents in all domains." As suggested by the National Association for Gifted Children-Council for Exceptional Children (NAGC-CEC), educators of gifted need to understand

Graduate Certificates

"issues in conceptions, definitions, and identification of individuals with gifts and talents, including those of individuals from diverse backgrounds... [and they need to] promote and advocate for the learning and well-being of individuals with gifts and talents."

This advanced graduate certificate is for educators who already have a master's degree and some experience with assessment and/or gifted education. This eighteen credit hour advanced certificate is for those who wish to make an even greater contribution at their workplace. Graduate students are encouraged to assume advocacy roles, to participate in professional organizations concerned with gifted education, and to contribute to professional conferences and publications.

This program is offered at the St. Louis home campus.

See also:

- Applied Educational Psychology (MA)
- Applied Educational Psychology: School Psychology (EdS)
- Assessment of Learning and Cognitive Development (AGC)
- Immigrant and Refugee Education (AGC)

Requirements

1. This post-masters advanced graduate certificate is **not** a degree program. However, this advanced graduate certificate may be embedded within one of two degree programs.
 - a) This AGC may be included in the sequential (second master's degree) MA in Applied Educational Psychology. Students choosing to earn this AGC within the sequential MA in Applied Educational Psychology may need to take more credit hours than the required 24 hours of the sequential MA degree.
 - b) This advanced graduate certificate (AGC) in gifted education and talent development may also be included in the EdS in applied educational psychology: school psychology as an additional AGC. It is important to note that ALL students enrolled in the EdS in applied educational psychology: school psychology are required to complete an advanced graduate certificate in the assessment of learning and cognitive development. Therefore, for the students in the EdS in applied educational psychology: school psychology program, the AGC in gifted education and talent development will be a second AGC within the EdS degree. A second AGC can be completed in 15 hours, instead of 18, because the EPSY 6000 Advanced Graduate Certificate Project course does not need to be repeated. Students choosing to earn this additional AGC within the EdS in applied educational psychology: school psychology may need to take more credit hours than the required 38 hours of the EdS in applied educational psychology: school psychology.
2. Any Webster University graduate courses taken that are not applied toward a graduate or undergraduate degree, may be counted toward the completion of an advanced graduate certificate (AGC) program provided that the courses are appropriate and relevant to that specific advanced graduate certificate.
3. All AGC coursework must have a grade of B- or better.
4. Any graduate coursework completed may not be counted to two different certificate programs.
5. Courses may not be transferred from another university into any Webster University advanced graduate certificate (AGC) program.

Choose at least one course (3 hours) from each of the following three clusters:

Cluster One: Identification and assessment of gifted and talented students

- EPSY 5970 The Gifted Learner (3 hours)
- EPSY 5930 Screening, Assessing, and Evaluating Gifted Students (3 hours)
- EPSY 5990 Identifying Giftedness in Underserved Populations (3 hours)
- EPSY 6036 Psychoeducational Assessment II (3 hours)

Prerequisites to EPSY 6036: SPED 5240 Psychoeducational Assessment I or equivalent (3 hours), EPSY 5990 Identifying Giftedness in Underserved Populations (3 hours), and admission to the AGC program in gifted education and talent development.

Cluster Two: Social, emotional, and motivational development of gifted and talented students

- EPSY 5920 Meeting the Affective Needs of Gifted Children (3 hours)
- EPSY 5980 Motivation in the 21st century classroom (3 hours)
- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5100 Theories of Creativity: Implications for Education (3 hours)
- EPSY 5380 Multicultural Counseling (3 hours)

Cluster Three: Curriculum, instruction, and professional leadership

- EPSY 5910 Curriculum and Instruction for the Gifted (3 hours)
- EPSY 5880 Psychology of Memory, Learning, and Problem-solving (3 hours)
- EPSY 5750 Special Institute: Gifted Education and Response to Intervention (RtI) (3 hours)
- EPSY 5940 Systems Leadership: Gifted Program Planning and Evaluation (3 hours)
- EPSY 6300 School Consultation in a Global Society (3 hours)
- EPSY 5060 Assessment and Evaluation of Academic Performance (3 hours)

Required course: EPSY 6000 Advanced Graduate Certificate Project: (3 hours)

To complete the 18-hour advanced graduate certificate, choose electives (6 hours total). In addition to the courses listed above, recommended electives are the EPSY/EDUC 5210 courses associated with conferences about gifted education, EPSY 6103 Advanced Psychoeducational Assessment and Intervention (1-2 hours), and other EPSY courses.

Note: Students enrolled in the EdS in applied educational psychology: school psychology program do not need to repeat the EPSY 6000 course and may complete this AGC in 15 hours.

Admission

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

Admission Requirements

- Master's degree in educational psychology or related area.
- Essay: How do you think your participation in Webster's advanced graduate certificate in gifted education and talent development will help you accomplish your personal and professional goals?
- Overall GPA of 3.0 or better.

Send all admission materials to:

Office of Admission
Webster University
470 East Lockwood Ave.

St. Louis, MO 63119

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

Global Business

12 Hours

This program is offered by the Walker School of Business & Technology.

Program Description

This certificate is designed for students or working professionals who want to deepen their understanding of global business. Students will gain an in-depth familiarity with subject matter related to the global marketplace and be exposed to international culture and business practices.

This program is offered online and at a number of campuses in the United States. Please see the Campus Locations section of this catalog for a full list of campuses and the programs they offer.

Learning Outcomes

- Students can demonstrate foundation knowledge in international business.
- 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.

Requirements

- INTB 5000 Introduction to International Business (3 hours)
- MNGT 5710 Cross Cultural Management (3 hours)
or MRKT 5730 International Marketing (3 hours)
- BUSN 5220 Global Supply Chain (3 hours)
or INTB 5600 International Accounting (3 hours)
or FINC 5840 International Finance (3 hours)
- INTB 5680 Globalization (3 hours)
or INTB 9950 Travel Course (3 hours)

Admission

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

Send all admission materials to:

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

Government Contracting (Certificate)

18 Hours

This program is offered by the Walker School of Business & Technology.

Program Description

The graduate certificate in government contracting program is designed for contracting practitioners new to government contracting who want to enhance their skills and understanding of contracting acquisition management. The program emphasizes both theory and practice allowing students to learn the underlying principles and use of the current tools in the field.

This program is offered at a number of extended campuses in the United States. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.

Webster University, in a strategic partnership with the Defense Acquisition University (DAU), provides classes for Department of Defense (DoD) workers in the Acquisitions, Technology and Logistics workforce. **For important information regarding the certificate in government contracting program equivalencies with DAU CON courses, visit the Webster/DAU Partnership website.**

This program is offered online and at a number of campuses in the United States. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.

Requirements

The curriculum requires 18 credit hours of specialized courses in contracting, acquisitions management, pricing, negotiations, and procurement law. These government contracting certificate courses are equivalent to certain Defense Acquisition University (DAU) courses and can be used to meet the educational certification requirements of the Defense Acquisition Workforce Improvement Act (DAWIA). Specifically, the 18 credit hours required for the graduate certificate in government contracting must include the following courses:

- PROC 5000 Procurement and Acquisitions Management (3 hours)
- PROC 5830 Pricing (3 hours)
- PROC 5840 Negotiations (3 hours)
- PROC 5860 Government Contracting (3 hours)
- PROC 5870 Pricing and Contract Integration (3 hours)
- PROC 5890 Government Procurement Law (3 hours)

Admission

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

Send all admission materials to:

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

Healthcare Leadership

18 Hours

This program is offered by the College of Arts & Sciences.

Program Description

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

The program is offered at the Geneva campus.

Requirements

The 18 credit hours required for this certificate include the following courses:

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

Admission

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

Admission Requirements

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

Send all admission documents to:

Office of Admission
Webster University Geneva
Route de Collex 15
CH-1293 Bellevue, Switzerland

Immigrant and Refugee Education

18 Hours

This program is offered by the School of Education.

Program Description

The advanced graduate certificate (AGC) in immigrant and refugee education is for educators who already have a master's degree and some experience with immigrant and refugee education. This eighteen credit hour advanced certificate is for those who wish to make an even greater contribution at their workplace. Graduate students are encouraged to assume advocacy roles, to participate in professional organizations, and to contribute to professional conferences and publications.

This program is offered at the St. Louis home campus.

See also:

- Applied Educational Psychology (MA) sequential degree
- Applied Educational Psychology: School Psychology (EdS)
- Assessment of Learning and Cognitive Development (AGC)
- Gifted Education and Talent Development (AGC)

Requirements

1. This post-master's advanced graduate certificate is **not** a degree program. However, this advanced graduate certificate may be embedded within one of two degree programs.

a) This AGC may be included in the sequential (second master's degree) MA in applied educational psychology. Students choosing to earn this AGC within the sequential MA in applied educational psychology may need to take more credit hours than the required 24 hours of the sequential MA degree.

b) This advanced graduate certificate (AGC) in immigrant and refugee education may also be included in the EdS in applied educational psychology: school psychology as an additional AGC. It is important to note that ALL students enrolled in the EdS in applied educational psychology: school psychology are required to complete an advanced graduate certificate in the assessment of learning and cognitive development. Therefore, for the students in the EdS in applied educational psychology: school psychology program, the AGC in the immigrant and refugee education will be a second AGC within the EdS degree. A second AGC can be completed in 15 hours, instead of 18, because the EPSY 6000 Advanced Graduate Certificate Project course does not need to be repeated. Students choosing to earn this additional AGC within the EdS in applied educational psychology: school psychology may need to take more credit hours than the required 38 hours of the EdS in applied educational psychology: school psychology.

2. Any Webster University graduate courses taken that are not applied toward a graduate or undergraduate degree, may be counted toward the completion of an advanced graduate certificate (AGC) program provided that the courses are appropriate and relevant to that specific advanced graduate certificate.
3. All AGC coursework must have a grade of B- or better.
4. Any graduate coursework completed may not be counted to two different certificate programs.
5. Courses may not be transferred from another university into any Webster University advanced graduate certificate (AGC) program.

Choose at least one course (3 hours) from each of the following three clusters:

Cluster One: Culturally and linguistically diverse students

- EPSY 5510 Psychosocial Aspects of Migration (3 hours)
- EPSY 5490 Seminars in Immigrant and Refugee Experiences (3 hours)
- EPSY 5350 Intercultural Communications (3 hours)

Cluster Two: Educational and learning needs of immigrant and refugee students

- EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods (3 hours)
- EPSY 5600 Practicum in Educational Psychology (1-6 hours)
- TESL 5040 Practicum in ESOL (3 hours)
- EPSY 6300 School Consultation in a Global Society (3 hours)

Cluster Three: Social and emotional needs of immigrant and refugee students

- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5290 Family Counseling (3 hours)
- EPSY 5370 Counseling (3 hours)
- EPSY 5380 Multicultural Counseling (3 hours)
- EPSY 5952 Children, Culture, and Violence (3 hours)

Required course:

- EPSY 6000 Advanced Graduate Certificate Project: Immigrant and Refugee Education (3 hours)

To complete the 18-hour advanced graduate certificate, choose two electives (6 hours). International experience and the study of a second language are strongly recommended.

Note: Students enrolled in the EdS in applied educational psychology: school psychology degree program do not need to repeat the EPSY 6000 course and complete the AGC in 15 hours.

Admission

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

Admission Requirements

- Master's degree in educational psychology, teaching English as a second language, or related area of study.
- Essay: How do you think your participation in Webster's advanced graduate certificate in immigrant and refugee education will help you accomplish your personal and professional goals?
- Overall GPA of 3.0.

Send all required admission materials to

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

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

International Development

12 Hours

This program is offered by the College of Arts & Sciences.

Program Description

The certificate in international development gives students the opportunity to develop specialized expertise in the theories, issues, actors, problems, and solutions facing countries and other actors undergoing the development process. Coursework will expose students to development challenges posed by such issues as poverty, hunger, conflict, human rights, and sustainability. Where available, this certificate may be earned while completing the MA in international relations, GMA in international relations, or as a stand-alone graduate certificate.

Learning Outcomes

Upon completing this Certificate program, students will be able to:

- Identify and analyze the concepts, actors, and issues related to international development.
- Differentiate between the political, economic, and social conditions in developed and developing countries.
- Apply major theories of international relations to current and historical issues in international development.

Prerequisite

INTL 5000 or at least two upper-level undergraduate courses in international relations.

Requirements

The 12 credit hours required for the graduate certificate in international development must include the following required course (3 hours), and three electives (9 hours):

- INTL 5580 Politics of Development (3)

Electives (9 credit hours)

Choose from the following courses:

- INTL 5400 International Political Economy (3 hours)
- INTB 5720 International Trade and Finance (3 hours)
- INTL 5800 Globalization (3 hours)
- INTL 5540 International Organizations (3 hours)
- INGO 5000 Introduction to International Non-Governmental Organizations (3 hours)
- INTB 5960 Economic Development (3 hours)
- INTL 5700 Humanitarian Issues in International Politics (with development-themed sub-topic) (3 hours)
- INGO 5700 Grant Writing, Fundraising, and Development for International Nongovernmental Organizations (3 hours)
- INGO 5900 Project Management for International Nongovernmental Organizations (3 hours)

Admission

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

Send all required admission materials to

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

International Non-Governmental Organizations

12 Hours

This program is offered by the College of Arts & Sciences.

Program Description

The certificate in international nongovernmental organizations (INGO) program educates students interested in understanding the nature of world affairs through the activities of NGOs around the world. The objective of this program is to develop students into INGO specialists who will have the appropriate skills for working in and with international non governmental organizations. Coursework focuses on developing skills in project management, grant writing, fundraising, negotiations and other key areas essential to the work in this field. Where available, this certificate may be earned while completing the MA in international relations, GMA in international relations, or as a stand-alone graduate certificate.

This program is offered at the St. Louis home campus and at a number of international campuses. Please see the Campus Locations and Offerings section of this catalog for a full list of campuses and the programs they offer.

Learning Outcomes

Upon completing this certificate program, students will be able to:

- Identify the theories, history, and major actors that govern the modern operations of INGOs.
- Critically analyze and evaluate the roles and activities of INGOs in international affairs.
- Evaluate the consequences of the political and moral choices of INGOs.

Prerequisite

INTL 5000 or at least two upper-level undergraduate courses in international relations

Requirements

The 12 credit hours required for the graduate certificate in international nongovernmental organizations must include the following required course (3 hours), and three electives (9 hours):

- INGO 5000 Introduction to Non-Governmental Organizations (3 hours)

Electives (9 credit hours)

- INGO 5100 Finance Budgeting and Accounting for International Non-Governmental Organizations (3 hours)
- INGO 5300 Human Resources and Staffing for International Non-Governmental Organizations (3 hours)
- INGO 5900 Project Management for International Non-Governmental Organizations (3 hours)
- INGO 5600 Principles of Negotiation (3 hours)
- INGO 5700 Grant Writing, Fundraising, and Development for International Non-Governmental Organizations (3 hours)
- INGO 6500 Internship in International Non-Governmental Organizations (3 hours)
- INTL 5535 International Disaster Response Law (3 hours)
- INTL 5580 Politics of Development (3 hours)

Admission

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

Send all required admission materials to

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

Latino Communication Leadership

18 Hours

This program is offered by the School of Communications.

Program Description

The certificate in Latino communication leadership introduces students to the fundamental courses that are part of the master

of arts (MA) in communications management. All course work completed as part of the Latino communication leadership certificate program may be applied towards that degree. This certificate program will provide students with the fundamentals necessary to advance into management positions in various types of media organizations, with a special eye to providing students with experience and expertise on communication needs of the Latino community. Students seeking to advance into managerial positions in communication firms, especially organizations working in Latino communities, would benefit from this curricular program.

This program is only offered through the metro campus locations in **San Antonio, Orlando, and Irvine**, along with hybrid course offerings at the **Webster Groves** home campus. To qualify for this certificate program, students must be enrolled for in-person classroom offerings or hybrid courses at one of those four locations.

Learning Outcomes

Successful graduates of this certificate program will be able to:

- Manage projects within a communications framework.
- Communicate more effectively with upper-level management.
- Work effectively in a business environment.
- Present solutions to communications problems.
- Work with and manage creative and technical experts.
- Adapt and integrate new skills as technologies change.

Requirements

Students must complete 18 credit hours of course work, including all of the following courses:

- MEDC 5000 Media Communications (3 hours)
- MEDC 5300 Strategic Communications (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5550 Topics in Media Communications (3 hours)
- INTB 5000 International Business (3 hours)
- PBRL 5323 Organizational Communications (3 hours)

Admission

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

Send all admission materials to:

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

Latino Media

18 Hours

This program is offered by the School of Communications.

Program Description

The certificate in Latino media introduces students to the fundamental courses that are part of the master of arts (MA) in media communications. All course work completed as part of the certificate in Latino media may be applied towards that degree. This certificate program will provide students with a wide range of course offerings to teach students about Latino media in the United States and the evolution of media in Latin America. This certificate includes courses that move beyond the theoretical that will give students hands-on experience with preparing various communication forms designed to connect with

Latino communities, including projects with aspects that touch upon the fields of journalism, public relations, promotions, and marketing. Students seeking a stronger understanding of the Latino media scene and who have an interest in working in that sector would benefit from this curricular program.

This program is only offered through the metro campus locations in **San Antonio, Orlando, and Irvine**, along with hybrid course offerings at the **Webster Groves** home campus. To qualify for this certificate program, students must be enrolled for in-person classroom offerings or hybrid courses at one of those four locations.

Learning Outcomes

Successful graduates of this program will be able to:

- Understand the breadth of media communications.
- Examine media using multiple perspectives.
- Examine media in multiple contexts: cultural, economic, political, etc.
- Look at media as product, process, and commentary.
- Apply qualitative and quantitative research methodologies.
- Apply research strategies to analyze media.

Requirements

Students must complete 18 credit hours of course work, including all of the following courses:

- MEDC 5000 Media Communications (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5710 Writing for Latino News Outlets (3 hours)
- MEDC 5715 Analyzing the Latino Media Market (3 hours)
- MEDC 5720 Latin American Issues & Media Production (3 hours)
- MEDC 5725 Media & Communication in Latin America (3 hours)

Admission

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

Send all admission materials to:

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

Leadership in Tiered Systems of Support: RTI and PBIS

20 Hours

This program is offered by the School of Education.

Program Description

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.

This program is offered online.

Requirements

Students may receive the graduate certificate by completing a minimum of 20 credit hours from the SPED courses listed below.

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

Admission

Students seeking this advanced graduate certificate must have earned a recognized master's degree with a graduate cumulative GPA of 3.0 and meet all of the 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.

Mobile Technology in Education

20 Hours

This program is offered by the School of Education.

Program Description

The Mobile Technology in Education certificate seeks to enable educators to facilitate learning with mobile devices both in and out of the classroom.

This program is only offered online.

The goals of the program are to facilitate our students' ability to:

- Make sound decisions in choosing appropriate applications (apps).

Graduate Certificates

- Use apps in the classroom to offer personalized, student-centered learning.
- Design apps in a process-based approach to information architecture and app programming.
- Develop skills in process management, information architecture, and problem-solving.
- Choose and use cloud-based apps in the classroom.
- Understand the roles of consumer and producer in applications.

This certificate consists of 20 hours.

Requirements

Two tracks are available:

The **Teacher Track** is designed for instructors in K-12 education, higher education, and adult training using mobile devices in a 1-to-1 classroom, BYOD and lab setting.

The **Technology Coordinator Track** is designed for instructional technology leaders, network administrators, IT managers, and support personnel in K-12 education, higher education, and adult training managing mobile devices in a 1-to-1 classroom, BYOD and lab settings. An integral part of this track is the study of various programming languages.

Both tracks require the following courses:

- EDTC 5460 Curriculum Design Technology Apps (3 hours)
- EDTC 5900 Technology, Ethics and Society (3 hours)
- EDTC 5770 Using Mobile Apps for Learning (3 hours)
- EDTC 5775 Developing Mobile Apps for Learning (3 hours)

The **Teacher Track** requires these additional courses:

- EDTC 5465 Instructional Design (2 hours)
- EDTC 5032 Assessing Using Technology (2 hours)
- EDTC 5550 Web Authoring and Design I (2 hours)
- EDTC 5555 Web Authoring and Design II (2 hours)

The **Technology Coordinator** requires these additional courses:

- EDTC 5250 Programming I for Educators (2 hours)
- EDTC 5255 Programming II for Educators (2 hours)
- EDTC 5720 Computer Networks (2 credit hours)
- EDTC 5730 Technical Environment Management (2 hours)

If desired, the certificate may be used as part of a master's degree program.

Students seeking this graduate certificate are advised to consult the following parts of Webster's Graduate Studies Catalog: Admission, Enrollment, Academic Policies, and Graduate Certificates.

Admission

Students who are interested in applying to this certificate program should see the Admission Section found in the front of this catalog for general requirements.

Admission Requirements

- Official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Essay: Why are you interested in the Certificate in Mobile Technology in Education?

Send all admission materials to:

Office of Admission
Webster University
470 E. Lockwood Ave.

St. Louis, MO 63119

Completed application files will be reviewed by the Coordinator of Educational Technology.

Transfer of Credit

No transfer credit is allowed for the certificate in Mobile Technology in Education

Nonprofit Management

12 Hours

This program is offered by the Walker School of Business & Technology.

Program Description

The certificate in nonprofit management delivers a series of business-focused nonprofit management courses for graduate students with business or non-business majors. Courses will promote a holistic view of the management thinking process that makes up the foundations of nonprofit management. Students will develop real-world nonprofit management skills, focused on both the mission and becoming a self-sustaining nonprofit organization. Students completing the program will be awarded a certificate in nonprofit management from the Walker School of Business & Technology. The program is comprised of four 3-credit hour courses. A common thread running through all courses provide each student with the opportunity to focus all course projects on the individual nonprofit organization of their choice.

This program is offered at the St. Louis home campus.

Requirements

Students must take the following four courses:

- NPLR 5000 Nonprofit Organizations (3 hours)
- NPLR 5010 Governance and Executive Leadership in Nonprofits (3 hours)
- BUSN 5210 Financial Management and Budgeting in Nonprofits (3 hours)
- NPLR 5020 Essentials of Marketing and Resource Development in Nonprofits (3 hours)

Admission

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

Send all admission materials to:

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

Nonprofit Revenue Development

12 Hours

This program is offered by the Walker School of Business & Technology.

Program Description

The focus of this certificate is the three components of a nonprofit's revenue portfolio: contributions, grants, and earned revenue. Through the curriculum, individuals will better understand the concepts, complexities, theories, and real-world applications of revenue development in nonprofit organizations. Students will develop real-world nonprofit revenue development skills, focused on both the mission and becoming a self-sustaining nonprofit organization. Students completing the program will be awarded a certificate in nonprofit revenue development from the Walker School of Business & Technology. The program is comprised of four 3-credit hour courses. A common thread running through all courses provides each student with the opportunity to focus all course projects on the individual nonprofit organization of their choice.

This program is offered at the St. Louis home campus.

Requirements

Students must take the following four courses:

- NPLR 5020 Essentials of Marketing and Resource Development in Nonprofits (3 hours)
- NPLR 5210 Social Enterprise and Social Entrepreneurship (3 hours)
- BIJSN 5210 Financial Management and Budgeting in Nonprofits (3 hours)
- NPLR 5910 Planning, Implementing, and Evaluation in Nonprofits (3 hours)

Admission

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

Send all admission materials to:

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

Online Teaching and Learning

20 Hours

This program is offered by the School of Education.

Program Description

The online teaching and learning certificate is a 20 credit hour program designed to provide students with the tools and knowledge to work in the field of online teaching and learning. The certificate may be earned as part of the masters degree program or as a stand-alone graduate certificate.

Students 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.

This program is only offered online.

Requirements**Required Courses (17 credit hours)**

- EDTC 5460 Curriculum Design Technology Apps (3 hours)
- EDTC 5465 Instructional Design (2 hours)
- EDTC 5840 Designing an Online Curriculum (3 hours)
- EDTC 5820 Designing an Online Course-Part I (2 hours)
- EDTC 5825 Designing an Online Course-Part II (2 hours)
- EDTC 5830 Videoconferencing: Collaboration and Learning (3 hours)
- EDTC 5633 Adult Learning and Technology (2 hours)

Electives (3 credit hours - choose one)

- EDTC 5338 Evaluating Emerging Technologies (3 hours)
- EDTC 5340 Modeling Data to Enhance Instruction (3 hours)
- EDTC 5637 Systemic Change Theory & Technology (3 hours)
- EDTC 5900 Technology, Ethics, and Society (3 hours)

Admission

Students who are interested in applying to this certificate program should see the Admission Section found in the front of this catalog for general requirements.

Admission Requirements

- Receipt of official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Essay: Why are you interested in the Certificate in Online Teaching and Learning?

Send all admission materials to:

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

Completed application files will be reviewed by the Coordinator of Educational Technology.

Transfer of Credit

No transfer credit allowed for the certificate in Online Teaching and Learning.

Organizational Development

18 Hours

This program is offered by the Walker School of Business & Technology.

Program Description

Organizational development is a new field for managers and middle managers designed to provide the theory, skills, and professional frameworks that will allow them assess the complexity in their own organizations and work collaboratively with other stakeholders to design, facilitate, and evaluate change interventions designed to improve organizational effectiveness. This graduate certificate is designed for the manager and executive who has minimal background in the field and who faces

Graduate Certificates

change-related challenges at work. The objective is to develop core competencies as quickly as possible to begin leading change proactively.

This program is offered at the St. Louis home campus and online.

Learning Outcomes

- Students will demonstrate the ability to use diagnostic models to plan and carryout effective organizational development projects and interventions.
- Students will use their personal selves (thoughts, assumptions, feelings and behaviors) as instruments of change.
- Students will design and implement a formal evaluation component for every change project they initiate or engage in.
- Students will demonstrate a commitment to performance improvement in the individual, team, or organizational system where they are intervening.

Requirements

The curriculum requires 12 credit hours of specialized courses in organizational development. Specifically, the 18 credit hours required for the graduate certificate must include the following courses:

- CHNG 5000 Practicing Organizational Development (3 hours)
- CHNG 5100 Change Leader Self-Mastery (3 hours)
- CHNG 5200 Organizational Development Consulting Practices (3 hours)
- CHNG 5300 Data-Driven Approaches to Organizational Development (3 hours)

The remaining 6 credit hours of courses may be taken from one of three tracks to complete the graduate certificate in organizational development:

Track One: Building Network Connectedness

- CHNG 5450 Managing Communication During Change (3 hours)
- CHNG 5600 Leveraging Diversity and Inclusion (3 hours)

Track Two: Design and Facilitation Competencies

- CHNG 5400 Designing, Building, and Leading Effective Teams (3 hours)
- CHNG 5700 Designing and Facilitating Organizational Development Interventions (3 hours)

Track Three: The Cutting Edge of Organizational Development

Choose two of the following three courses:

- CHNG 5800 Achieving Breakthrough Results (3 hours)
- CHNG 5900 Organizational Development in Emerging Situations (3 hours)
- CHNG 5950 Organizational Development in a Global Context (3 hours)

Admission

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

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.

St. Louis, MO 63119

Paralegal Studies

24 Hours

This program is offered by the College of Arts & Sciences.

Program Description

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

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.

This program is offered online, at the St. Louis home campus and at the Gateway Campus in downtown St. Louis.

Requirements

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

- LEGL 5000 Introduction to Legal Studies (3 hours)
- LEGL 5260 Methods of Legal Research and Writing I (3 hours)
- LEGL 5270 Methods of Legal Research and Writing II (3 hours)
- LEGL 5300 Ethics for the Legal Professional (3 hours)
- LEGL 5470 Civil Actions (3 hours)
- Two LEGL 5490 Advanced Topics in Law courses (6 hours)
- LEGL 5800 Computerized Legal Research (3 hours)

Areas of law offered in topics courses include:

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

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.

Admission

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

Send all admission materials to:

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

Pedagogical Coordination in the Reggio Emilia Approach

18 Hours

This program is offered by the School of Education.

Program Description

This graduate certificate program was designed in partnership with educational leaders from Reggio Children and the internationally acclaimed Municipal Preschools and Infant Toddler Centers of Reggio Emilia, Italy. The program offers an in-depth understanding of the pedagogical principles and essential elements of Reggio Emilia's social constructivist approach to early learning.

In the school system of Reggio Emilia, educators and families of each school are supported by a *pedagogista* who could be compared to a mentor, coach and/or consultant in U.S. schools. These pedagogical coordinators support the professional development of educators and collaborate with them to make choices and decisions about their ongoing work with children and families. They do this by working closely with educational colleagues to observe, document, and analyze the learning processes and experiences of children, and then draw implications for teaching and learning.

The certificate program consists of four 3-credit hour courses and two 3-credit hour pedagogical coordinator internships for a total of 18 credit hours. The four courses are offered online and development of internships will be negotiated with faculty.

Learning Outcomes

- Identify and analyze the historical, social, philosophical and psychological underpinnings and principles of the Reggio Emilia approach and educational services in relation to those of other recognized approaches to early education in the U.S. and around the world.
- Analyze systems thinking perspectives about early childhood services and the pedagogy of listening that support an interdependent community of learners (including children, teachers, families and the broader community).
- Develop and apply the skills and concepts of observation and documentation in relation to a) the pedagogy of listening, b) principles of organization of the day that support interdependence of learners and learning, c) the creation and ongoing development of learning environments, and d) the concept and practices of progettazione.
- Explore the role and functions of the pedagogical coordinator and demonstrate ability to carry out these functions in collaboration with teachers, children, and families from diverse cultural and economic backgrounds.

Requirements

- ECED 5750 Negotiated Learning: The Reggio Emilia Approach to Early Education (3 hours)
- ECED 5820 Creating Learning Environments (3 hours)
- ECED 5870 Expressive Languages (3 hours)
- ECED 5800 Applied Research (3 hours)
- ECED 5810 Pedagogical Internship (3 hours)
- ECED 5811 Pedagogical Internship (3 hours)

The university coursework will be totally integrated with the internship.

Admission

Candidates may pursue the certificate by itself or integrate their certificate work with their MA degree in early childhood education. All candidates must have prior teaching experience and a bachelor's or master's degree in early childhood education or a closely related field. All applicants must meet the admission criteria for the MA in early childhood education

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

Admission Requirements

- Receipt of official transcripts from the baccalaureate-granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Admission to the early childhood education MA program.
- Essay: What motivated you to become an early childhood educator? Based on the School of Education's mission statement, the program description and candidate learning outcomes, how do you think your participation in this certificate program will help you accomplish your personal and professional goals?

Send all admission materials to:

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

Completed application files will be reviewed by the Language, Literacy and Leadership Department.

Project Management

12 Hours

This program is offered by the Walker School of Business & Technology.

Program Description

This certificate delivers a series of project management courses for graduate students in either business or non-business majors. This certificate is designed to equip the students with theoretical concepts and the practical skills needed for successfully completing projects on time and within budget.

Students completing the program will gain knowledge and tools in planning, scheduling, executing, controlling, and closing projects.

This program is offered online and at various U.S. campus locations. Please see the Campus Locations section of this catalog for a full list of campuses and the programs they offer.

Requirements

- BUSN 5100 Introduction to Project Management (3 hours)
- BUSN 5300 Project Procurement Management (3 hours)
- BUSN 5700 Advances in Project Management (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)

Admission

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

Send all admission materials to:

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

Psychoeducational Needs of Immigrant and Refugee Youth

12 Hours

This program is offered by the School of Education.

Program Description

This 12-hour professional development certificate is designed for graduate students who are teachers of English language learners, school psychologists, school social workers, school counselors, or other educators and mental health professionals who work with immigrant and refugee populations. The certificate is available in both face-to-face and online formats in order to provide greater learning opportunities, especially for graduate students from outside the United States. Qualified graduate students may be able to apply this 12-hour graduate certificate to the 24-hour sequential MA in applied educational psychology or the 36-hour MA in applied educational psychology or another graduate degree.

This program is offered online and at the St. Louis home campus.

Requirements

Select any four of these six courses:

- EPSY 5350 Intercultural Communications (3 hours)
- EPSY 5816 Advanced Child Development (3 hours)
- EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3 hours)
- EPSY 5490 Seminars in Immigrant and Refugee Experiences (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)
- EPSY 5380 Multicultural Counseling (3 hours)

Admission

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

Send all required admission materials to:

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

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

Remote Sensing Analysis and Geospatial Information Systems (GIS)

18 Hours

This program is offered by the Walker School of Business & Technology.

Program Description

This certificate is designed to prepare individuals for positions in public and private sectors of the Remote Sensing and Geospatial Information Systems (GIS) profession. Students receive a comprehensive overview of satellite delivered remote sensing capabilities and an appreciation for broad applications in government and commercial sectors. The curriculum employs hands-on techniques for demonstrating the use and application of subject matter and includes current best-practices as well as evolving techniques. Decision-makers and analysts in federal, state, and local government as well as private industry will gain necessary skills and experience to enable them to leverage imagery and GIS products in delivering real organizational value.

This program is offered at the Colorado Springs campus in Colorado.

Requirements

Students seeking the certificate in remote sensing analysis and geospatial information systems (GIS) should hold a baccalaureate degree from an institution accredited by one of the regional accrediting agencies. Students entering this program should have a basic set of computer application skills and possess good mathematical skills.

The 18 credit hours required for the certificate in remote sensing analysis and geospatial information systems (GIS) includes the following courses:

- SPSM 5300 Remote Sensing Analysis Concepts and Geospatial Information System Technology (3 hours)
- SPSM 5310 Remote Sensing and Geospatial Information System Applications (3 hours)
- SPSM 5320 Remote Sensing and Geospatial Imagery Analysis (3 hours)
- SPSM 5330 Geospatial Information System (GIS) Technologies (3 hours)
- SPSM 5340 GPS-Position Determination and Coordinate Applications (3 hours)
- SPSM 5360 Practical Research in Remote Sensing Analysis and Geospatial Information Systems (3 hours)

Admission

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

Send all admission materials to:

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

Science Management and Leadership

12 Hours

This program is offered by the College of Arts & Sciences.

Program Description

The certificate program in science management and leadership is designed for professional scientists and engineers who are advancing in their career in management and leadership roles. The program aims to provide these professionals with competencies in project management, leadership, regulatory affairs, intellectual property, and marketing.

All certificate courses must be taken at Webster University. Students may pursue the certificate by itself or integrate their certificate studies with their MS degree program. Students enrolled in the MS degree program in science management and leadership are not eligible to receive the science management and leadership certificate.

This program is offered online.

Requirements

The 12 credit hours required for the graduate certificate in science management and leadership include the following courses:

- SCML 5700 Marketing and Comparative Analysis for Science Management and Leadership (3 hours)
- SCML 5800 Project Management (3 hours)
- SCML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership (3 hours)
- PATA 5120 Foundations in Intellectual Property Law (3 hours)

Admission

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

Send all admission materials to:

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

Security Studies

12 Hours

This program is offered by the College of Arts & Sciences.

Program Description

This certificate program examines core topics in international security. Students will be introduced to scholarly work on the sources of conflict and violence in the international arena, as well as literature on the resolution and mitigation of such conflicts. Students will apply theories and concepts of both interstate and intrastate conflict to important contemporary cases, and analyze the effectiveness of potential policy responses. This certificate program will prepare students for further graduate study in the fields of international relations and international security, as well as related careers in the public and private sector. Where

available, this certificate may be earned while completing the MA in international relations, GMA in international relations, or as a stand-alone graduate certificate.

Prerequisite: INTL 5000 or at least two upper-level undergraduate courses in international relations.

This program is offered at the St. Louis home campus and at various international campuses.

Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.

Program Learning Outcomes

Upon completing this Certificate program, students will be able to:

- Identify and analyze the sources of international political conflict.
- Identify, design, and apply potential policy solutions designed to resolve or mitigate real-world conflicts.
- Apply major theories of international politics to analyze real-world international conflicts.

Requirements

The 12 credit hours required for the graduate certificate in security studies must include the following required course (3 hours), and three electives (9 hours):

- INTL 5590 International Security (3 hours)

Electives (9 credit hours):

Choose from the following courses:

- INTL 5550 War and Diplomacy (3 hours)
- INTL 5890 Terrorism in World Politics (3 hours)
- INTL 5560 US Foreign Policy (3 hours)
or INTL 5570 Comparative Foreign Policy (3 hours)
- INTL 5535 International Disaster Response Law (3 hours)
- INTL 5585 Food and Water Security (3 hours)
- INTL 5595 Energy Security (3 hours)
- INTL 5860 Issues in International Politics (with security focus) (3 hours)

Admission

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

Send all required admission materials to

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

Social Entrepreneurship

Graduate Certificate

12 Hours

This program is offered by the Walker School of Business & Technology.

Program Description

The graduate certificate program in social entrepreneurship at the Walker School of Business and Technology is designed to provide prospective social entrepreneurs with knowledge, skills, and competencies needed to understand, develop, analyze, and implement social entrepreneurship initiatives.

Graduate Certificates

Social entrepreneurship is more than just starting a not-for-profit corporation. Social entrepreneurship includes new product development; it includes innovations in services, channels and brands to address the most pressing societal and sustainability problems. The courses explore how social entrepreneurs can employ existing resources and use innovation practices to function as an entrepreneur with the realities of complex socio-economic and political conditions. In addition, the courses will provide a process by which a social entrepreneur can create, nurture, launch and achieve success in a new social venture that can change society.

This program is offered at the St. Louis home campus.

Requirements

Students must take the following four courses:

- ENTR 5000 Entrepreneurship Process, Methods & Innovation (3 hours)
- NPLR 5210 Social Enterprise and Social Entrepreneurship (3 hours)
- FINC 5860 Entrepreneurial Finance and Venture Capital (3 hours)
- ENTR 6000 Walker School Business Plan Competition

Admission

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

Send all admission materials to:

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

Teacher Leadership (EdS Certificate)

22 Hours

This program is offered by the School of Education.

Program Description

The teacher leadership certificate is for teachers who have a master's degree and wish to remain in the classroom while becoming more effective leaders in their school and district.

This program consists of 22 hours of post graduate credit that provides students with the skills, knowledge and dispositions for:

- Growing your professional understanding of curriculum
- Managing projects that touch on:
 - Curriculum
 - Instruction
 - Assessment
- Collaborating with multiple stakeholders
- Serving multiple community audiences.
- Promoting parental involvement
- Addressing and managing human behavior in the presence of conflict.
- Making sense of legal institutions and how they impact schools and school social dynamics

The courses in this certificate program were developed for teacher leadership and are based on the Standards developed by the Council of Chief State School Officers (CCSSO).

This certificate does not lead to teacher certification or principal preparation and licensure.

This program is offered at the St. Louis home campus.

Requirements

- TELD 6020 Coaching, Mentoring, Evaluating (3 hours)
- SSSL 6032 or LEAD 6132 Politics of Schools (2 hours)
- SSSL 6029 or LEAD 6129 Curriculum & Instruction (2 hours)
- TELD 6000 Equitable Learning: Accessibility, Adaptation & Accommodation (Embedded Internship) (3 hours)
- TELD 6040 School Improvement (3 hours)
- TELD 6060 Culture & Diversity of Schools (Embedded Internship) (3 hours)
- SSSL 6024 or LEAD 6124 School Law (2 hours)
- SSSL 6123 or LEAD 6123 Action (2 hours)
- SSSL 6133 or LEAD 6133 Action Research II (2 hours)

Total: 22 hours

Admission

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

Admission Requirements

- Official transcripts of previous undergraduate and graduate coursework.
- Superior academic ability at the graduate level with GPA of 3.0 or higher.
- Completion of a master's degree in education or a related field with permission of an advisor.
- A current résumé.
- Three letters of recommendation from faculty and/or associates who can attest to your academic and collaborative leadership abilities.
- An entry interview.
- An essay: Why am I interested in the Teacher Leadership Certificate?

Send all admission materials to

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

Completed application files will be reviewed by the Language, Literacy and Leadership Department.

Teaching English as a Foreign Language

21 Hours

This program is offered by the School of Education.

Program Description

All students pursuing the the Webster TEFL certificate will be considered degree-seeking students and will have the option to pursue the MA in TESL - Adult Track within 5 years from the start of their TESL coursework

This program is offered online and at the St. Louis home campus.

See also:

- Teaching English as a Second Language (MA)

Requirements

- TESL 5230 Second Language Acquisition (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods (3 hours)
- TESL 5220 Curriculum Development in Second Language Classrooms (3 hours)
- TESL 5350 Language and Culture (3 hours)
- TESL 5710: Grammar for ESL/EFL Teachers
or TESL 5720: Teaching English Pronunciation (3 hours)
- TESL 5040 Practicum in ESOL (taken at the end of the program) (3 hours)

Electives (3 credit hours):

- TESL 5311 Principles and Practices of Language Testing (3 hours)
- TESL 5030 Language History, Planning, and Policy (3 hours)
- TESL 5710: Grammar for ESL/EFL Teachers (3 hours)
- TESL 5720: Teaching English Pronunciation (3 hours)
- COMM 5340 Teaching Language and Language Issues (3 hours)
- COMM 5344 Introduction to Linguistics (3 hours)
- COMM 5199 Teaching Writing (3 hours)

Admission

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

Admission Requirements

- Receipt of official transcripts from the baccalaureate-granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Essay: 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.

Send all required admission materials to

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

Teaching Globalization and History

Graduate Certificate 18 Hours

This program is offered by the School of Education.

Program Description

The certificate in teaching globalization and history is an advanced program for social studies educators and other professionals seeking to expand their knowledge, skills and professional effectiveness in the promotion of historical consciousness and civic competence in a globalized context. The program aims to promote scholarship and pedagogy in the fields of history and historiography. It promotes the development of the global citizen-scholar-educator who models the pursuit of lifelong learning through critical study, self-reflection and active participation as informed citizen-leaders in a democratic society. The following themes are explored in this certificate program:

- Interdisciplinary, global themes and issues from historical, modern, and postmodern perspectives.
- Historical trends and developments at the local, national and global levels.
- Participation in voice and action in addressing global issues and problems, such as poverty, educational disparities, prejudice and discrimination, social justice, structural violence, and environmental degradation.

NOTE: This certificate in teaching globalization and history does not fulfill Missouri State Department of Elementary and Secondary Education's (DESE) initial teacher certification requirements.

This program is offered online.

Learning Outcomes

Candidates in this certificate program will:

- Demonstrate content and pedagogical knowledge and competency in history and historiography as derived from the National Council for Social Studies (NCSS) Thematic Strands.
- Engage in reflection and critical analysis of prevailing theories that have driven the conceptualization and teaching of the social sciences.
- Demonstrate competence in historiography and historical research methodologies.

Requirements

- EDIN 5001 Foundations of Global Citizenship (3 hours)
- EDIN 5631 Multimedia Design for Innovative Learning (3 hours)
- EDIN 5840 Innovations in Learning Systems: Global Perspectives (3 hours)
- SOCS 5600 Globalization & Education: Systemic Perspectives (3 hours)
- SOCS 5610 Interactive Explorations in History & Geography (3 hours)
- SOCS 5680 Historical Biography (3 hours)

Admission

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

Admission Requirements

- Receipt of official transcripts from a baccalaureate granting institution
- Undergraduate cumulative GPA of 2.5

Send all admission materials to:

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

Completed application files will be reviewed by the Language, Literacy and Leadership Department.

Tiered Instruction and Interventions: RTI & PBIS

12 Hours

This program is offered by the School of Education.

Program Description

This 12-hour graduate certificate program is targeted to educators and other qualified professionals who are interested in developing and participating in school-wide Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). The graduate certificate in Tiered Instruction and Interventions: RTI & PBIS is designed to provide educators with the knowledge and expertise to design, implement and evaluate individual, small group, and systemic strategies that improve academic and social outcomes for K-12 students. The conceptual framework is based in "Tiered Systems" approaches to school-wide systems of prevention and improvement. This program is targeted to educators who are interested in pursuing careers as behavior specialists and/or school-wide RTI/PBIS team members or consultants.

Coursework from the graduate certificate program may be applied towards the requirements of the master of arts in special education degree program.

This program is offered online.

Requirements

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

Admission

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

Admission Requirements

Applicants must have a baccalaureate degree from an accredited institution of higher education and meet all of the admission and acceptance criteria as outlined in the graduate program's Academic Policies and Procedures.

Send all required admission materials to

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

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

Writing for Educators

18 Hours

This program is offered by the School of Education.

Program Description

The writing for educators certificate allows educators to master teaching and assessment necessary in guiding students to develop proficiency, fluency, creativity and style in writing. It promotes the graduate students' own development in various facets of effective writing, such as writing for a purpose, for an audience, and as a creative endeavor. Courses focus on various types and styles of writing appropriate in particular contexts, so academic, creative and professional writing are explored in a

variety of courses. A Webster University MA in communication arts with an emphasis in writing is also available.

This program is offered at the St. Louis home campus.

Requirements

The 18 credit hours required for the graduate certificate in Writing for Educators include the following courses which must all be taken at Webster University:

- COMM 5199 Teaching Writing (3 hours)
or COMM 5280 Written Communication (3 hours)
- COMM 5340 Language Arts Seminar (3 hours)
(Choose two of the following writing workshop topics courses for a total of 6 credit hours):
 - Creative Writing
 - Nature Writing
 - Creating Books for Young Readers
 - Children's Writing
- COMM 5347 Poetry Writing (3 hours)
or COMM 5480 Advanced Composition(3 hours)
- COMM 5520 Communication Seminars (3 hours):
 - Professional Writing
 - or Writing Across the Curriculum
- COMM 5750 Special Institute Final Writing Project (3 hours)

Admission

Students who are interested in applying for this Webster certificate program should see the Admission Section of this catalog for general requirements.

Admission Requirements

- Receipt of transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.

Send all admission materials to:

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

ACCT - Accounting

ACCT 5000 Introduction to Forensic Accounting (3)

This course is an introduction to forensic accounting. Students will survey the various aspects of forensic accounting including fraud investigation, litigation support, cyber forensics, valuation and economic damage determination. The various aspects of forensic accounting will be introduced in order to give the student a perspective on the discipline of forensic accounting.

ACCT 5010 Legal Procedure, Substantive Law and Professional Ethics in Forensic Accounting (3)

This course will examine legal procedure, rules of evidence, substantive law and professional ethics as related to forensic accounting. The students will study the legal system including issues of jurisdiction, discovery, trial procedure and appeals as related to criminal and civil matters, the rules of evidence and remedies. Non-judicial dispute resolution will also be studied. The students will review substantive law areas including securities law, bankruptcy law, anti-trust law, domestic relations, insurance law, intellectual property law, probate, tax fraud and statutory and common law concerning criminal and civil business fraud. Students will also study the applicable ethical standards including the AICPA Code of Professional Conduct as applied to forensic accounting.

ACCT 5100 Investigation of Financial Fraud (3)

Students will study the skills needed and the investigative techniques utilized to collect, analyze and evaluate evidence in order to prevent, detect and investigate financial fraud and financial crimes. The reasons why persons commit acts of fraud will be examined as a necessary element of the investigation process. **Prerequisites:** ACCT 5000 and ACCT 5010.

ACCT 5150 Introduction to Cyber Forensics (3)

Traditional forensics professionals use finger prints, DNA typing, and ballistics analysis to make their case. Accounting and Infosec professionals have to develop new tools for collecting, examining and evaluating data in an effort to establish intent, culpability, motive, means, methods and loss resulting from e-crimes. This course is de-signed to provide the student with an introduction and overview of the field of Cyber Forensics. Cyber Forensics is the science of locating, extracting, analyzing and protecting data from different devices, in a way that is admissible as evidence in a court of law. Cyber Forensics is a topic that covers areas related to criminal justice, computer technology, and the law. Students will learn the policies, legal ramifications and implications, procedures and methodologies of a cyber forensic investigation, from both a theoretical and practical perspective. **Prerequisite:** ACCT 5100.

ACCT 5200 Business Valuation (3)

This course introduces the student to the basic concepts and methodology used to value a closely held business. It will familiarize the student with the three valuation approaches — asset, market, and income—used by business valuation professionals. The course will focus on the standards issued by the major accreditation bodies and it will familiarize the student with valuation models used on real-world valuation projects. **Prerequisites:** FINC 3210 or comparable course.

ACCT 5250 Special Topics in Litigation Accounting (3)

This course is intended to cover specialized topics of investigative accounting that require special investigative skills by accountants. Specialized topics such as reconstructing income, money laundering, commercial damages, economic damages and divorce will be covered. This course will also introduce computer

forensics and cyber crime investigation. **Prerequisites:** ACCT 5000 and ACCT 5010.

ACCT 5310 Accounting in an ERP Environment (3)

Students will examine the financial and managerial accounting aspects of ERP systems in business organizations. Through the use of hands-on projects using an ERP system, students will explore the impact that the various business processes have on the organization's financial and managerial accounting. Students will also be expected to report on and explain their conclusions with respect to ERP system case studies. **Prerequisite:** BUSN 6070.

ACCT 5350 Analytics for Forensic Accountants (3)

In this course students will study various techniques and processes that will assist forensic accountants in analyzing electronic data for the purpose of detecting and investigating fraud. Students will be introduced to the use of Excel, Access and various software packages as electronic detection and investigative tools. Students will also be expected to create and deliver a presentation based on their findings resulting from the use of such tools. **Prerequisite:** ACCT 5150.

ACCT 5400 Internal Auditing (3)

This course is primarily intended to introduce students to the basic internal audit concepts and techniques. This course also focuses on how engagements are planned and performed and how engagement outcomes are communicated.

ACCT 5500 Case Studies in Forensic Accounting (3)

Using the case study approach, students will examine a variety of cases of corporate fraud involving asset misappropriation, corruption and fraudulent financial statements. Students will also be required to prepare several cases involving corporate fraud and present them to the class. Students will be encouraged to be inquisitive and think creatively as they examine instances of fraudulent behavior. **Prerequisite:** ACCT 5350.

ACCT 5900 Forensic Accounting Capstone (3)

Students will review the various aspects of forensic accounting including procedural and substantive legal issues, professional ethics, investigation, management of evidence, written and oral communication including court testimony, valuation, economic damages, special topics in forensic accounting, cyber forensics and internal auditing. In addition, student will prepare a case and participate in a deposition and provide testimony in a mock court. **Prerequisite:** ACCT 5500.

ADVT - Advertising

ADVT 4190 Advertising Research (3)

This course introduces the fundamentals of advertising research. Students learn basic ad research theory and put it into practice by undertaking an actual research project. They learn the roles and subject matter of ad research including secondary sources and syndicated services. They also learn to conduct both qualitative and quantitative primary research, including planning, designing, sampling, data processing, analyzing, and reporting for an actual ad case study. **Prerequisite:** MNGT 3510 for undergraduate students or ADVT 5321 for graduate students.

ADVT 4200 Media Planning, Buying, and Selling (3)

In this course students learn the role of media planning, buying, and selling to help fulfill marketing communications objectives. Students learn the components of a professional media plan

Course Descriptions

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 using the principles and practices mastered throughout the course. **Prerequisite:** MNGT 3510 for undergraduate students or ADVT 5321 for graduate students.

ADVT 5100 Strategic Principles of Advertising and Marketing Communications (3)

Students learn the fundamental advertising and marketing communications terms, concepts, theories, and tools (traditional and nontraditional) used to assess an organization's marketing communications situation, and derive an effective strategic plan to accomplish a client's marketing communications objectives. Topics include establishing objectives, competitive analysis, target market profile, consumer decisions-making process, brand positioning, opportunity recognition, and marketing communications plans.

ADVT 5301 Marketing Communications: Sales Promotion (3)

This course explores the full range of trade and consumer sales promotion activities and studies the application of these techniques in today's marketplace. Emphasis is placed on the comprehensive understanding of hands-on applications and the creation of a sales promotion mix for a specific product situation. **Prerequisite:** ADVT 5100.

ADVT 5302 Marketing Communications: Product Publicity (3)

This course examines the creation and execution of communication plans designed to gain favorable product publicity leading to sales. Creative, planning, and execution techniques are studied, as well as the use of appropriate communication tools such as special events, sponsorships, endorsements, online services, direct mail, telemarketing, and news releases. **Prerequisite:** ADVT 5100.

ADVT 5303 Marketing Communications: Merchandising and Point-of-Purchase (3)

This course examines the function of retail merchandising activities in relation to the marketing mix. Emphasis is placed on identifying the various forms and functions of retail merchandising. Students will analyze the relative effectiveness of merchandising activities in relation to the product or service the activity supports. **Prerequisite:** ADVT 5100.

ADVT 5304 Marketing Communications: Direct and Internet (3)

Students are introduced to the theories and techniques employed in direct-response marketing communications, including development, execution, and analysis of a direct campaign and exposure to related traditional media such as print, broadcast, catalog, and telemarketing. The course also explores the role of new media, such as the Internet, in interactive marketing communications. **Prerequisite:** ADVT 5100.

ADVT 5305 Marketing Communications: Business-to-Business (3)

This course examines marketing communications theories and practices for business-to-business products and services in contrast to consumer products and services, particularly packaged goods. Topics include market analysis, target identification, planning, and budgeting for communications with customers, suppliers, and intermediaries. **Prerequisite:** ADVT 5100.

ADVT 5321 Advertising Decision-Making (3)

This course examines case studies that cover decision making in all aspects of advertising management: target and audience identification, strategic planning, objective setting, creative strategy, media planning, budgeting, research, and agency/client relationships. **Prerequisites:** ADVT 5100.

ADVT 5341 Writing for Advertising (3)

This course examines alternative creative strategies used to solve specific advertising problems, develops strategies for particular situations, and brainstorms creative concepts. The student adapts writing styles to specific advertising situations, product categories, and media. **Prerequisites:** MEDC 5000 and ADVT 5321.

ADVT 5410 Fundamentals of Branding (3)

The course introduces students to the components of building and maintaining successful brands. The course emphasizes fundamental concepts including: brand identity, positioning strategies, value propositions, brand essence, brand personality, and brand relation structure. Students will construct and maintain a clear brand narrative and learn to manage the evolution of a brand over time. The course will include non-traditional media and how to craft brand strategy using these new communications channels. **Prerequisite:** MEDC 5000.

ADVT 5420 Account Planning & Consumer Insight (3)

The course introduces students to the theory and practice of account planning for advertising and integrates the analysis of consumer insights into the planning process for the development of breakthrough advertising. Students will study the foundational literature of account planning and will engage in a hands-on planning process. **Prerequisite:** MEDC 5300 or ADVT 5321.

ADVT 5440 Media Buying and Market Analysis (3)

This course focuses on the use of qualitative and quantitative research methods used to determine which media are best suited for purchase in an advertising campaign. Market research is combined with print and electronic media analysis using mathematical models and syndicated resources. Topics 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.

ADVT 5501 Creative Planning and Strategy (3)

This course emphasizes the importance of critical thinking in the planning and development of message strategy for advertising and other marketing communications tools. Class discussions explore the decision making process and development of criteria for evaluation of alternative message strategies. Emphasis is also placed on the relationship between strategy and tactics. Students must be prepared to present and defend their positions. **Prerequisites:** MEDC 5000 and ADVT 5321.

ADVT 5502 Multinational Advertising (3)

This course focuses on the major components in the process of developing multinational advertising programs/campaigns, including client-agent structure, audience identification and segmentation, objective setting, media strategy, creative strategy, research, and budgeting. Each of these steps must be considered within the context of different cultural, political, and legal environments. **Prerequisite:** ADVT 5321.

ADVT 5550 Topics in Advertising/Marketing Communications (3-6)

This course offers a variety of topics to address emerging theories, practices, and applications in the field of advertising and marketing communications. Topics are timely and of interest to professionals currently working in or pursuing advertising and

marketing communications-related careers. **Prerequisites** may vary with the topic. This course may be repeated once for credit if content differs and is appropriate for the student's course of study.

AMLD - Arts Management and Leadership

AMLD 5010 Introduction to Arts Management/Planning (3)

This course presents an overview of the issues, problems, and methods involved in the management of a nonprofit cultural organization. Topics to be covered are planning, leading, motivating, controlling, defining roles of staff, communicating with staff and public, becoming accountable to constituencies, and achieving the organization's stated mission. **Prerequisite:** Acceptance into the arts management and leadership program.

AMLD 5020 Legal Issues in the Arts (3)

This course explores specific issues and laws relating to negotiations, contracts, alternative dispute resolution, publicity and privacy rights, freedom of expression, employment law, insurance, copyright regulations, charitable solicitations and contributions, ethical standards, and other applications of nonprofit law. **Prerequisite:** Acceptance into the arts management and leadership program.

AMLD 5030 Fund-Raising/Development (3)

This course examines mission statements, strategic planning, principles, theories, methods, and practical applications of fund-raising, funding institutions (public and private), proposal and grant writing techniques, and philanthropy. **Prerequisite:** Acceptance into the arts management and leadership program.

AMLD 5040 Leadership Issues and Board Strategies (3)

This course examines problem-solving and decision-making processes as they relate to individual organizations and boards of directors. Topics covered are board/staff relationships, by-laws, board responsibilities and orientation, governance, fund-raising, role in strategic planning, and how to plan and conduct meetings. **Prerequisite:** Acceptance into the arts management and leadership program.

AMLD 5050 Community and Cultural Policy (3)

This course covers issues related to the placement and mission of arts organizations in the community including access and outreach, educational mission, institution/artist relationships, and community involvement. Other issues include content restrictions, advocacy, censorship, and relations with the National Endowment for the Arts. **Prerequisite:** Acceptance into the arts management and leadership program.

AMLD 5060 Accounting and Basics in Finance (3)

This course examines accounting and control methods for nonprofit organizations, budget systems, fund accounting, cash-flow analysis, and related issues. **Prerequisite:** Acceptance into the arts management and leadership program.

AMLD 5065 Financial Issues in the Arts (3)

This course encourages the consideration of a wide variety of financial issues faced by cultural institutions today. A basic understanding of accounting methods is helpful. Readings and research will provide the backdrop for classroom discussions

and presentations. Topics to be covered include: analysis of audited financial statements, entrepreneurial opportunities, fund-raising issues, budgeting, e-commerce and Web site development, conflict of interest, as well as ethical policies as they concern financial issues. **Prerequisite:** Acceptance into the arts management and leadership program.

AMLD 5070 Marketing for the Arts (3)

This course examines examples of marketing methods, market research and analysis, audience development strategies, and evaluation techniques. **Prerequisite:** Acceptance into the arts management and leadership program.

AMLD 5200 Seminar in Arts Leadership (1-3)

The seminar discusses ongoing issues in arts management and decision making. Leaders in the arts will speak. This course may be repeated for credit. **Prerequisite:** Acceptance into the arts management and leadership program.

AMLD 5210 Thesis Project (3)

The thesis project is designed to guide the student through the early phases of writing the required thesis. The thesis should be related to coursework within the program and to the student's work experiences. The total nature of the thesis will be determined by the candidate in conjunction with an advisory committee, but all projects are expected to add to the body of knowledge in the field. The particular topic will be approved by an advisory committee prior to commencement of work on the project. Typical projects might include the following components: 1) identification and description of a problem, 2) review of related literature, 3) data collection and analysis, 4) findings, discussion, and conclusions.

AMLD 5220 Completion and Acceptance of Final Thesis (3)

AMLD 5453 Stakeholder Management Communications (3)

This course presents an overview of methods of communication with stakeholders of an arts organization. Written materials such as newsletters, volunteer manuals and staff reports will be covered. Students will learn the art of writing speeches and public speaking. An understanding of the importance and use of social media will be studied. Students will complete the course with a presentation of one of the above skills as a final project. **Prerequisite:** Acceptance into the arts management and leadership program.

ARHS - Art History

ARHS 5010 Greek and Roman Art (3)

The art and architecture of ancient Greece and the Roman Empire. The course includes a significant research project and an oral presentation. Offered periodically. **Prerequisite:** Admission to the graduate program in art.

ARHS 5110 Early Renaissance Art (3)

Follows the development of Renaissance art in Italy, from the late Medieval period through the fifteenth century. Topics include the rise of humanism, theories of vision, the introduction of printmaking, and the growth of artistic status and identity. The course includes a significant research project and an oral presentation. Offered alternating years. **Prerequisite:** Admission to the graduate program in art.

ARHS 5120 High and Late Renaissance Art (3)

Explores the arts of Italy, from the High Renaissance of Leonardo, Michelangelo, and Raphael, to the Mannerism of the mid sixteenth century. Topics include the artist as intellectual, theory in art, and the rise of art history. The course includes a significant research project and an oral presentation. Offered alternating years.

Prerequisite: Admission to the graduate program in art.

ARHS 5130 Northern Renaissance Art (3)

Explores the art of the Lowlands, France, and the German States from 1350-1550. Artists such as Van Eyck, Durer, Bosch, and Bruegel will be seen in the context of religious turmoil and discovery that brought Europe from the Middle Ages to the early modern world. The course includes a significant research project and an oral presentation. Offered alternating years. **Prerequisite:** Admission to the graduate program in art.

ARHS 5150 Baroque Art (3)

This is a study of the art and architecture of the Baroque period including the study of the Academy and the development of the artist as a reformer/conformist. Course includes a significant research project and an oral presentation. **Prerequisite:** Admission to the graduate program in art.

ARHS 5210 Nineteenth-Century Art (3)

Tracing intellectual and cultural currents from the Enlightenment to the *fin de siècle*, this course will encompass, Romanticism, Symbolism, and early Modernism in art. While the European viewpoint is dominant, we will also look at the contributions of American landscape painters in the nineteenth century. The course includes a significant research project and an oral presentation. Offered alternating years. **Prerequisite:** Admission to the graduate program in art.

ARHS 5250 History of Modern Art (3)

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

ARHS 5270 Contemporary Art (3)

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

ARHS 5500 History of Architecture (3)

This is the study of the history of architecture as it relates to the aesthetic and socioeconomic aspects of the built environment. The course includes a significant research project and an oral presentation. **Prerequisite:** Admission to the graduate program in art.

ARHS 5700 Historiography and Methodology (3)

Covers the history and methods of art history. **Prerequisite:** Admission to the graduate program in art.

ARHS 5730 Seminar in Art Theory and Criticism (3)

Students explore the theoretical issues and related historical framework in the critical interpretation of art. **Prerequisites:** Admission to the graduate program in art and permission of the instructor.

ARHS 5750 Topics in Art History (3)

In-depth study of particular issues in the history and criticism/theory of art is the central focus of each offering. **Prerequisite:** Admission to the graduate program in art. May be repeated for credit if content differs.

ARHS 6150 Directed Study in Art History (3)

Students, in consultation with their advisor, will choose a topic in art history or criticism to pursue for the semester through directed research and writing. **Prerequisites:** Admission to the graduate program in art; permission of the instructor and filing of official form.

ARHS 6250 Thesis (3-6)

Repeatable for credit, up to 6 hours. **Prerequisite:** Completion of other art program requirements.

ART - Art

ART 5000 Graduate Seminar in Art (3)

Students examine contemporary issues in art and art criticism. This seminar is necessary for advancement to candidacy in the graduate program in art. **Prerequisite:** admission to the graduate program in art.

ART 5110 Drawing Studio (3)

This course provides advanced problems in techniques of figure drawing, gesture, contour, chiaroscuro, and long drawing. **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 5410 Painting Studio (3)

This studio course explores the spatial organization of various media as related to the expressive aspects of painting. **Prerequisite:** Admission to the graduate program in art. May be repeated for credit.

ART 5510 Sculpture Studio (3)

Advanced study of traditional and contemporary materials, concepts, and techniques involving the three-dimensional use of space is the central focus of this studio. **Prerequisite:** Admission to the graduate program in art. May be repeated for credit.

ART 5530 Ceramic Studio (3)

This course involves advanced problems in techniques and concepts of clay-related arts. **Prerequisite:** Admission to the graduate program in art. May be repeated for credit.

ART 5620 Printmaking Studio (3)

Students explore the advanced techniques, the growth and refinement of imagery, and creative options available through printmaking. **Prerequisite:** Admission to the graduate program in art. May be repeated for credit.

ART 5630 Papermaking Studio (3)

This course covers the development and exploration of advanced concepts and techniques of paper-related arts.

Prerequisite: Admission to the graduate program in art. May be repeated for credit.

ART 5710 Photography Studio (3)

Students concentrate on advanced study of the techniques and concepts of color and of black-and-white photography.

Prerequisite: Admission to the graduate program in art. May be repeated for credit.

ART 5810 Conceptual Art (3)

This course presents special problems in conceptual, idea, or process art that explore relationships between ideas and the creative process. This advanced study is based on assumptions that inform perception and the relationship between life and art.

Prerequisite: Admission to the graduate program in art. May be repeated for credit.

ART 5820 Performance Art (3)

This studio creates challenges to traditional art objects and concepts by exploring multimedia performance works that include body, time, and space. **Prerequisite:** Admission to the graduate program in art. May be repeated for credit.

ART 5830 Alternative Media (3)

This course provides advanced study of the history, concepts, and processes involved in alternative approaches to art making.

Prerequisite: Admission to the graduate program in art. May be repeated for credit.

ART 5950 Advanced Study in Art (3)

This course provides for individual projects for developing professional skills in art or art history. **Prerequisites:** Admission to the graduate program in art and ART 5000. May be repeated for credit.

ART 6250 Thesis (6)

Prerequisite: Completion of other art program requirements.

ART 6500 Graduate Internship in Art (3)

AUDI - Audio Production

AUDI 5220 Podcast Production and Promotion (3)

Students learn to operate audio equipment, gain critical listening skills, and learn the audio requirements of new media. The course will stress online and social media applications for media and how students can acquire the fundamentals for working with audio for use in the modern digitized workplace. Students will learn the basics of telling stories with strong audio components and will learn how to create them with advanced audio software. The course combines theory and practice. **Prerequisite:** NPRO 5000.

BIOL - Biology

BIOL 5200 Advanced Anatomy and Physiology I, includes lab experience (3)

Provides the student an opportunity to build upon basic knowledge of the anatomy and physiology of cells, tissues, and blood, as well as knowledge of the musculoskeletal, neuroendocrine, and respiratory systems, and that knowledge's applicability to anesthesia and acute care. A review of cell physiology is followed by in-depth analysis of muscular, nervous,

and circulatory systems. Gross anatomy includes study of head and neck, and thorax. The student engages in critical thinking regarding the effects of anesthetics on physiologic functions and their relation to the client's state of health/wellness as it interacts with the culturally diverse population of the twenty-first century.

Prerequisite: Enrollment in the nurse anesthesia program.

BIOL 5250 Biostatistics for Nurse Anesthesia (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, and one-way analysis of variance and regression analysis. Computers will be used for some computation analysis. **Prerequisite:** Enrollment in the nurse anesthesia program.

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 thinks critically 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. **Prerequisite:** Enrollment in the nurse anesthesia program.

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 thinks critically 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. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 5400 Introduction to Anesthesia (3)

This is the first course in anesthesia designed to introduce the student to the basic professional aspects of nurse anesthesia practice including professional development and ethical, social, and legal issues. Introduction to the field of anesthesia also includes orientation to the basic physical facility, equipment, fundamental pharmacology, anesthetic techniques, historical perspectives, and specialties in the field of anesthesia. Students will be introduced to case planning, standards of practice, systematic strategies for pre-anesthetic assessment, and analyzing physiological principles. This course includes state-of-the-art computer simulation to assist in developing the initial skills required for administering anesthesia. Professional development opportunities occur through the attendance of local, state, and national anesthesia meetings. This course includes a multi-day orientation to clinical experiences. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 5410 Advanced Physical Assessment (3)

This course explores advanced health assessment via an extensive health history and physical examination. The course is designed to assist students to refine history taking, psychosocial assessment, and physical assessment skills. Content focuses on assessment of individuals throughout the lifespan. Emphasis is placed on detailed health history taking, differentiation, interpretation, and documentation of normal and abnormal findings. The course includes lecture, discussion, and demonstration of history taking and an integrated physical assessment.

BIOL 5450 Basics of Anesthesia (2)

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.

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. **Co-requisite:** BIOL 5760. **Prerequisite:** Enrollment in the nurse anesthesia program.

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, specifically in the area of obstetrics. The placement and management of labor epidurals and spinal techniques for Cesarean sections will be discussed and demonstrated. Ultrasound guided techniques will be presented for the difficulty placement scenario. The advanced principles and techniques associated with each of this specialty area of practice will be discussed. The topics are integrated with learning labs, continuing clinical experience 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 occurs through the attendance of local, state, and national anesthesia meetings. **Co-requisite:** BIOL 6230. **Prerequisite:** Enrollment in the nurse anesthesia program.

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 regional and cardiothoracic anesthesia. Advanced concepts and techniques in pain management and critical care management following anesthesia will be discussed. The placement, management, and interpretation of invasive monitors will be discussed. Advanced invasive monitoring techniques are explored and demonstrated to include the use of ultrasound guided techniques. The advanced principles and techniques associated with each of these specialty areas of practice will be discussed. The topics are integrated with learning labs, continuing 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. **Co-requisite:** BIOL 6240. **Prerequisite:** Enrollment in the nurse anesthesia program.

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. **Co-requisite:** BIOL 6280. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 5580 Anesthesia Concepts IV (2)

This course is a continuation of BIOL 5570 Anesthesia Concepts III and includes the presentation of advanced techniques and monitors in anesthesia specifically related to the specialty areas of regional anesthesia techniques, pain management and neuro-anesthesia care. The advanced principles and techniques associated with each of the specialty areas of practice will be presented, discussed, explored and demonstrated through the use of a high-fidelity mannequin and ultrasound. In this course, we will, through the use of ultrasound, evaluate normal anatomy, identify nerve anatomy and learn ultrasound guided techniques. The topics are also integrated with learning labs, workshops, continuing clinical experiences in BIOL 6220 Clinical Experience VI, and throughout the remainder of the program. State-of-the-art computer simulation to assist in the integration of didactic and clinical skills is included. Professional development opportunities occur through the attendance of local, state, and national anesthesia meetings. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 5600 Clinical Experience I 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. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 5700 Pharmacology I (3)

This course is the first in a series of three courses which focus 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. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 5760 Clinical II 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 pre-anesthetic and patient assessment activities for general, regional, and MAC anesthesia, administration of the anesthetic, and post-anesthesia care. A weekly case conference following the clinical experience will assist the nurse anesthesia resident in the integration of academic and clinical content. All case scheduling and management will assist the resident in meeting the guidelines and requirements for the National Certification Examination. **Co-requisite:** BIOL 5500. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 5770 Clinical Experience 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 pre-anesthetic and patient assessment activities for general, regional, and MAC anesthesia, administration of the anesthetic, and post-anesthesia care. A weekly case conference following the clinical experience will assist the nurse anesthesia resident in the integration of academic and clinical content. All case scheduling and management will assist the resident in meeting the guidelines and requirements for the National Certification Examination. **Co-requisite:** BIOL 6270. **Prerequisite:** Enrollment in the nurse anesthesia program.

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. **Prerequisite:** Enrollment in the nurse anesthesia program.

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. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 5900 Pathophysiology I (3)

Lecture and discussion of pathologic states common to the surgical population, which may affect the delivery of anesthesia, will be offered. Focus will be on primary disease processes of the nervous, endocrine, and respiratory systems, common therapies, and their relationship to preoperative planning and case management. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 5960 Seminars in Anesthesia/Board Review I (0)

Seminars in anesthesia courses are a compendium of topics utilized to enhance the professional development of the resident registered nurse anesthetist. These seminars are tailored to the adult learner and offer a comprehensive review in preparation for the National Certification Examination offered by the Council on Certification of Nurse Anesthetists following graduation. A combination of presentations, case studies, and problem-based learning will be employed. The student is expected to actively participate in a thorough preparation and review process. State-of-the-art computer simulation to assist in the integration of didactic content and clinical skills is included. Professional development opportunities continue to occur through the attendance of local, state, and national anesthesia meetings. **Co-requisite:** BIOL 6420. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6000 Pharmacology II (3)

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

BIOL 6050 Seminars in Anesthesia/Board Review II (0)

Seminars in anesthesia courses are a compendium of topics utilized to enhance the professional development of the resident registered nurse anesthetist. These seminars are tailored to the adult learner and offer a comprehensive review in preparation for the National Certification Examination offered by the Council on Certification of Nurse Anesthetists following graduation. A combination of presentations, case studies, and problem-based learning will be employed. The student is expected to actively participate in a thorough preparation and review process. State-of-the-art computer simulation to assist in the integration of didactic content and clinical skills is included. Professional development opportunities continue to occur through the attendance of local, state, and national anesthesia meetings. **Co-requisite:** BIOL 6430. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6100 Pathophysiology II (3)

Continuation of BIOL 5900 Pathophysiology I. Focus will be on primary disease processes of the cardiovascular, renal, and digestive systems, common therapies, and their relationship to preoperative planning and anesthesia case management. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6160 Seminars in Anesthesia/Board Review III (0)

Seminars in anesthesia courses are a compendium of topics utilized to enhance 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

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participate in a thorough preparation and review process. State-of-the-art computer simulation to assist in the integration of didactic content and clinical skills is included. Professional development opportunities continue to occur through the attendance of local, state, and national anesthesia meetings. **Co-requisite:** BIOL 6440. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6200 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, hematologic, and oncologic disorders will be presented. Dermatologic and gastrointestinal pharmacology will be presented as they relate to anesthesia using the clinical practicum and with special focus on clinical applications. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6220 Clinical Experience IV Intermediate Level (1)

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, to include multiple regional techniques and ultrasound guided regional techniques, as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units, and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6230 Clinical Experience V 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, to include multiple regional techniques and ultrasound guided regional techniques, as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units, and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Co-requisite:** BIOL 5510. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6240 Clinical Experience VI 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, to include multiple regional techniques and ultrasound guided regional techniques, as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units, and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Co-requisite:** BIOL 5550. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6255 Cellular Biology (3)

Covers fundamental concepts of the structure and function of human cells. The course begins with a light microscope study of tissue cells and an electron micrograph study of specific cells; followed by a study of organelle function; and ending with cellular perspectives on the nervous system, immunology, and cancer as they relate to anesthesia. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6260 Seminars in Anesthesia/Board Review IV (0)

Seminars in anesthesia courses are a compendium of topics utilized to embellish the professional development of the resident registered nurse anesthetist. These seminars are tailored to the adult learner and offer a comprehensive review in preparation for the National Certification Examination offered by the Council on Certification of Nurse Anesthetists following graduation. A combination of presentations, case studies, and problem-based learning will be employed. The student is expected to actively participate in a thorough preparation and review process. State-of-the-art computer simulation to assist in the integration of didactic content and clinical skills is included. Professional development opportunities continue to occur through the attendance of local, state, and national anesthesia meetings. **Co-requisite:** BIOL 6430. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6270 Principles of Anesthesia II (3)

This course is the continuation of BIOL 5500 Principles of Anesthesia I, and includes an advanced focus in pathophysiology and medical and systems management during anesthesia care. It includes a discussion of advanced anesthetic principles and management of various disease states, emphasizing the effects of anesthesia on the nervous, endocrine, hepatic, renal, and cardiovascular and respiratory systems. It also includes discussion of anesthesia for the trauma patient. This course is offered in conjunction with BIOL 5710 Clinical Experience III. State-of-the-art computer simulation to assist in the integration and development of didactic content and clinical skills is included. **Co-requisite:** BIOL 5770. **Prerequisite:** BIOL 5500 Principles of Anesthesia I; enrollment in the nurse anesthesia program.

BIOL 6280 Clinical Experience VII 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, to include multiple regional techniques and ultrasound guided regional techniques, as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units, and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Co-requisite:** BIOL 5570. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6290 Clinical Experience 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, to include multiple regional techniques and ultrasound guided regional techniques, as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units, and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving

medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Co-requisite:** BIOL 5590. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6300 Epidemiology/Models in Clinical Research (1)

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

BIOL 6310, 6320, 6330, 6340, 6350, and 6360 Research/Thesis Project I, II, III, IV, V, VI (1 credit hour each)

The design of this course is progressive, culminating in a master's thesis/research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project, and developing presentation of data from the research. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6370 Research/Thesis Project VII (1)

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 the Webster University faculty. The student will begin with a proposal and progress through research project and design, literature search, implementation of the research project, and developing presentation of data from the research. **Prerequisites:** BIOL 6310, 6320, 6330, 6340, 6350, and 6360; enrollment in the nurse anesthesia program.

BIOL 6380 Research/Thesis Project VIII

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 the Webster University faculty. The student will begin with a proposal and progress through research project and design, literature search, implementation of the research project, and developing presentation of data from the research. **Prerequisites:** BIOL 6310, 6320, 6330, 6340, 6350, 6360, and 6370; enrollment in the nurse anesthesia program.

BIOL 6420 Clinical Experience IX 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. **Co-requisite:** BIOL 5960. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6430 Clinical Experience X 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. **Co-**

requisite: BIOL 6050. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6440 Clinical Experience XI 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. **Co-requisite:** BIOL 6160. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6450 Clinical Experience 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. **Co-requisite:** BIOL 6260. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6460 Neuroendocrinology (3)

Covers the principles of hormonal regulation. Special attention to hormonal mechanisms and action and feedback will be studied. The relationship between the endocrine system and the nervous system will be emphasized regarding receptors related to anesthesia. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6500 Immunology (2)

Covers the structure and function of leukocytes and the classification of antibodies. The principles of immunosuppression and the mechanism of the immune response will be studied for the perianesthetic period. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6600 Microbiology (2)

Focuses on properties of bacteria, viruses, and fungi as well as the pathogen-host interactions. Provides an introduction to the molecular genetics of bacteria and viruses. The relation of these organisms to anesthesia and their control will be explored. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6640 Microbiology II (2)

This course is a continuation of Microbiology. It continues the study of bacteria, viruses, and fungi as well as the pathogen-host interactions. Provides an introduction to the molecular genetics of bacteria and viruses. The relation of these organisms to anesthesia and their control will be explored. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6650 Developmental Biology (1)

Focuses on the development of the anatomical and physiological process from embryo to newborn. Normal and pathological conditions will be compared, and anesthesia implications will be discussed. **Prerequisite:** Enrollment in the nurse anesthesia program.

BUSN - Business

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BUSN 5000 Business (3)

This course is designed to provide a foundation in such general business concepts as economics, finance, accounting, business law, marketing, and other business systems.

BUSN 5100 Introduction to Project Management (3)

This course examines the basic theory and practical tools of project management. The student learns to manage projects and achieve project objectives by organizing, planning, scheduling and controlling the project.

BUSN 5200 Basic Finance for Managers (3)

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

BUSN 5210 Financial Management and Budgeting in Nonprofits (3)

This course will prepare students to understand and participate in the financial management of nonprofit organizations. The course will provide an overview and specifics of nonprofit financial management, including budgeting, resource allocation, accounting, financial reporting (internal, board, and governmental), and working with CPAs.

BUSN 5220 Global Supply Chain Management (3)

This course is designed to increase understanding of the management of flows of materials/goods and information in a global supply chain network. The topics covered include supplier selection, procurement, production/outsourcing, transportation, warehousing, etc. in the context of global supply chain environment and global logistics strategy. Import/export as well as third party logistics (3PL), documentation, customs procedures, government regulations, and free trade zones (FTZ) are also reviewed.

BUSN 5250 Enterprise Systems (3)

This course helps students understand enterprise systems in today's organizations. The contents includes the evolution of enterprise systems, the components of an enterprise system and the process of implementing enterprise systems to increase the overall success of the organization. The course also emphasizes the strategic role of the enterprise systems in providing a platform for improved business operations and productivity.

BUSN 5300 Project Procurement Management (3)

This course examines the basic theory and practical tools of the procurement process and contract management when the projects are completed using outside resources and contractors. The course will help students understand the procurement process and manage contracts effectively so that the project can be completed successfully.

BUSN 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in business. The professional seminar supplements the core and elective courses in the area of business

by focusing on issues of current and special interest. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation. This course may not be completed by directed study.

BUSN 5600 Accounting Theory and Practice (3)

Students examine the accounting function and its role in modern business. Basic accounting theory and principles are examined, and some of the more important contemporary accounting developments are reviewed. Case studies are analyzed with an emphasis on situations from the students' own work experiences. This course is designed for consumers as opposed to producers of accounting. **Prerequisite:** BUSN 5000 or HLTH 5000.

BUSN 5620 Current Economic Analysis (3)

Implications of current economic events are examined through the applications of economic theory. Emphasis is placed on acquainting the student with methods of economic analysis in the context of current economic issues.

BUSN 5630 Business Law (3)

This course provides a basic understanding of laws that relate to business with emphasis on the law of contracts, negotiable instruments, secured transactions, business organization and structure, relationships among firms, and property. Case studies are analyzed in order to give the student an understanding of how these various laws have evolved.

BUSN 5680 Issues in Business (3)

Current and significant issues in business are examined. The course focuses on existing theories and practices as well as on new and emerging topics in the field. Course may be repeated for credit if content differs.

BUSN 5700 Advances in Project Management (3)

This course examines the advanced theory and tools for implementing projects in organizations and will provide a comprehensive overview of the skills needed and challenges to be faced in managing them. The primary goals of this course in Project Management are to help students understand important concepts and principles in project selection, scheduling, risk and resource management and develop analytical and interpersonal skills that will be useful to them as project managers. **Prerequisites:** BUSN 5100 and BUSN 5760.

BUSN 5760 Applied Business Statistics (3)

The student examines the application of statistical analysis, hypothesis testing, and regression analysis in business decision making. The course should focus on the utilization of statistical methods as applied to business problems and operations.

BUSN 6050 Macroeconomic Analysis (3)

The course provides the consumer of macroeconomic news a conceptual foundation in macroeconomic theory. The goal is to prepare the manager/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, queuing, linear models and techniques, and statistical methods. Emphasis is less on derivation than on application. Examples used for application come from all areas of business, manufacturing, and institutional experience.

BUSN 6110 Operations and Project Management (3)

This is a course that focuses on the major managerial issues in manufacturing management and the tools that can be used to manage them. Special attention will be given to project management, including PERT, critical path scheduling, and time-cost models, in operations management and other business settings. The major operations management issues are quality management and control, capacity management, plant location, layout and design, production planning and scheduling, supply chain management, and inventory management. The analytical tools covered include queuing theory, statistical quality control, linear programming, and learning curves. Where appropriate, the use of operations management techniques in service and distribution organizations will be demonstrated. **Prerequisite:** BUSN 5760.

BUSN 6120 Managerial Economics (3)

The student examines the application of microeconomic theory as applied to the managers' responsibilities within the organization. This course should emphasize the quantitative and qualitative application of economic principles to business analysis. **Prerequisites:** BUSN 5620 and BUSN 5760.

BUSN 6140 Business Research Analysis (3)

The student examines the application of the tools and methods of research to management problems. The course focuses on the nature of research; the use of research in decision making; decision making; research concepts and methods for the collection, analysis, and interpretation of data from surveys, experiments, and observational studies; and the evaluation, use, and presentation of research findings.

BUSN 6150 Business Communications and Technology (3)

The student examines the methods, protocol, and appropriateness of various forms of communication for business decision making, which include written, oral, networking, teleconferencing, e-mail, and other modern methods of communication that are required in today's business world. The course should include all types of communications the student needs to operate in the national and international aspects of business, including sales promotions and financial promotions, as well as computer networking within the business structure.

BUSN 6160 Integrated Business Processes and ERP (3)

This course provides students a comprehensive understanding of how Enterprise Resource Planning (ERP) Systems foster the integration of the fundamental business processes in today's business organizations. This course also examines the evolution of ERP and the components of a modern ERP system. There is a significant technology component to this class. Students directly practice real business functions and transactions in an ERP system to gain hands on experience.

BUSN 6180 Configuration of ERP Systems (3)

Students will examine the configuration of ERP systems in organizations. Through the use of hands-on projects using an ERP system, students will explore the steps necessary to configure various business processes for the purpose of furthering the objectives of the organization. In addition, not only will students in this course become familiar with configuration, but their knowledge of the important business processes of organizations will also be reinforced. Students will also be expected to report on and explain their conclusions with respect to ERP system case studies. **Prerequisite:** ACCT 5310 or BUSN 6160.

BUSN 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. **Prerequisite:** Completion of all other required courses in the MBA.

BUSN 9910 Travel Course-Operations and Project Management (3)

this is a course that focuses on the major managerial issues in manufacturing management and the tools that can be used to manage them. Special attention will be given to project management, including PERT, critical path scheduling, and time-cost models, in operations management and other business settings. The major operations management issues are quality management and control, capacity management, plant location, layout and design, production planning and scheduling, supply chain management, and inventory management. The analytical tools covered include queuing theory, statistical quality control, linear programming, and learning curves. Where appropriate, the use of operations management techniques in service and distribution organizations will be demonstrated. This course includes a mandatory short-term travel component. **Prerequisite:** BUSN 5760.

BUSN 9950 Travel Course-Issues in Business (3)

Current and significant issues in business are examined. The course focuses on existing theories and practices as well as on new and emerging topics in the field. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

CHEM - Chemistry

CHEM 5500 Biochemistry (3)

Investigates fundamental metabolic pathways, the biochemistry of acid-base metabolism, and the principles of ligand to protein interactions that may be applicable to anesthesia. **Prerequisite:** Enrollment in the nurse anesthesia program.

CHNG - Organizational Development

CHNG 5000 Practicing Organizational Development (3)

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

CHNG 5100 Change Leader Self-Mastery (3)

This course focuses on the student's self-awareness and self-understanding at the deep level required for change agents to be effective. Managers who facilitate change methods and processes need to be aware of their management styles, personality profiles, and core interpersonal skills in order to learn how to leverage these with different stakeholder groups. This is personal work done by the individual, in a classroom, with the assistance of peers and instructors. The goal is to increase intra-personal insight and integration so that the change manager can face their blind-spots, build on their strengths, and behave with maximum agility in their change-related work roles. **Prerequisite:** CHNG 5000.

CHNG 5200 Organizational Development Consulting Practices (3)

This course is concerned with the dilemmas faced by the manager or change leader as they attempt to develop partner relationships with their employees and their stakeholders. Participants go beyond techniques to negotiate expectations, diagnose interpersonal dynamics, and continually deal with normal resistance to change. Participants will learn how to build stakeholder partnerships, create a safe climate for risk-taking, and effectively confront resistance. **Prerequisite:** CHNG 5000.

CHNG 5300 Data-Driven Approaches to Organizational Development (3)

This course provides core skills needed in data-driven change management and measurement. Data-driven action research entails systematically gathering either quantitative or qualitative data, or both, analyzing the themes and patterns in that data, feeding back a summary and analysis of that data in some participative form, and then taking action based on the results of that diagnosis and analysis. The purpose of the data-gathering, feedback, and discussion is the understanding of the organizational system and its dynamics so that model-driven, measurable changes can be implemented at the organization system and environmental levels. Organization surveys, multi-source feedback, focus groups and individual interviews, process observation and consultation, action learning, appreciative inquiry, and large scale interventions all fall within this framework. So do the change management aspects of more traditional work tools such as project management. The students are expected to participate in action learning exercises in the classroom and in change management activities in their own work place. In the process they learn how to think about the types of client data they will need, how they will process that data, and the skills and techniques needed to facilitate engaging dialogue and action planning with individuals, teams, and the members of the larger organizational system. Students learn the importance of measuring against goal performance. **Prerequisite:** CHNG 5000.

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. **Prerequisite:** CHNG 5000.

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. **Prerequisite:** CHNG 5000.

CHNG 5600 Leveraging Diversity and Inclusion (3)

This course will prepare middle managers and others to influence and position their organizations to maximize employee engagement through diversity and inclusionary practices. To compete in a global environment, organizations must continually innovate and utilize the full potential of their workforce. In addition, given changing demographics, change leaders must be able to help their organization tap into the diversity that already exists. **Prerequisite:** CHNG 5000.

CHNG 5700 Designing and Facilitating Organizational Development Interventions (3)

To introduce experienced middle managers and other professionals to the basic facilitation tools required for change management and organization development practice. To provide significant opportunities to develop and practice process facilitation and workshop design competencies. **Prerequisite:** CHNG 5000.

CHNG 5800 Achieving Breakthrough Results (3)

This course provides a conceptual and pragmatic framework for students to understand three different levels of change: (1) developmental; (2) transitional; and (3) transformational change. It helps students to understand which consulting and leadership tools are required to bring about each type of change. The course further clarifies the ways in which transformational change differs significantly from developmental and transitional approaches, achieving breakthrough business results. Personal and leadership transformational practices are demonstrated as essential to the organizational development effort. **Prerequisite:** CHNG 5000.

CHNG 5900 Organizational Development in Emerging Situations (3)

This course focuses on the models and behaviors required to work with bottom-up, emergent responses to change in the context of a long-term change project. The organization is metaphorically conceived as a jazz ensemble; disciplined, creative, and improvisational. Students learn to create improvisational leader behaviors, which build on the organization dynamics that emerge. **Prerequisite:** CHNG 5000.

CHNG 5950 Organizational Development in a Global Context (3)

This course is designed to facilitate student awareness of the issues confronting the field of Organizational Development around the world. The course will provide an overview of the elements and trends related to all major aspects of global organizational development. Effects of the national culture on approaches to OD is an example. **Prerequisite:** CHNG 5000.

CHNG 6000 Capstone Project in Organizational Development (3)

This course is designed to integrate the theories, models, and skill-sets acquired during the course of the MA in organizational development. This is accomplished through an organizational development practicum project or an integrative course study. **Prerequisites:** Completion of all other required courses in the major.

CMAT - MAT Certification

CMAT 5000 Teaching in a Diverse Society (3)

Students explore issues in teaching in a multicultural setting, examining the implications of diverse student populations and emphasizing values and beliefs about learning and teaching. The course explores the historical and philosophical foundations of education, focusing on the implications for current diverse classrooms. Students will examine traditional and contemporary philosophies in their historical context and discuss the impact of these on student and teacher roles, curriculum, assessment and instruction, and classroom organization and management. *Embedded in this course is a required 30-hour field experience to be completed at The Soulard School.*

CMAT 5010 Curriculum Theory, Development and Assessment (3)

This foundation course is an overview of important educational theories. It is designed to examine global curriculum theories and practices and to analyze current educational issues through reading, writing, discussing and presenting ideas. Individuals explore historical perspectives, philosophical theories, and sociologic influences related to contemporary educational concerns. This course will also focus on how to develop curriculum plans that effectively teach all levels of students. Participants will learn how to write lesson plans and unit plans following School of Education guidelines that focus on rationale, description of learners and setting, accommodations for diversity, selection of appropriate goals and objectives, and pre-, during-, and post- assessment of learner's knowledge throughout the unit, as well as unit assessment of learner outcomes. Participants will learn to describe what P-12 students need to know and be able to perform by the end of the unit and will develop a daily general schedule for the lessons included. Participants will learn how to apply research from a variety of resources including print and media and will explore the multifaceted ways for using technology in the classroom. By the end of the course participants will understand how curriculum theory and practice affect the classroom and be able to reflect on their own strengths and weaknesses as a teacher of P-12 students. **Prerequisite:** CMAT 5000.

CMAT 5015 Differentiated Instruction and Assessment (3)

This course will introduce general educators to strategies that promote the full social and academic inclusion of children with disabilities, English Language Learners and children from culturally and linguistically diverse backgrounds into the general

education classroom. Topics will include the following: inclusive education philosophy and research, tiered academic interventions (RTI), collaborative practices, roles and responsibilities, parent collaboration and communication, curriculum adaptations, differentiated instruction, positive behavior supports and use of the SIOP model with English Language Learners. **Prerequisite:** CMAT 5010 or SOCS 5760.

CMAT 5020 Inquiry Methods for STEM and Social Studies (3)

Utilizing an inquiry-based approach to the study of science and social studies, this course helps teachers acquire the skills necessary to teach history, politics, geography and economics; using the tools of science, technology, engineering and mathematics. Students will develop an understanding of the integrative approach to social studies teaching and the application of inquiry-based methodologies. A core principle of the course is to model problem based and project based approaches to teaching in the contemporary classroom. Throughout the course students will explore the dynamic and rich ways in which inquiry based social studies form the basis of effective reading, writing, problem solving and citizenship. *This course embeds fieldwork, field trips and lock-in experiences.*

CMAT 5030 Topics in Content Area Studies (1-3)

Utilizing an experiential and self-guided approach to content area learning, candidates will engage in learning and development in their subject area. Candidates will be given an opportunity to check their content knowledge. Depending on their need for content area subjects, they will choose this course as needed.

CMAT 5035 Topics in K-12 Student Development and Learning (3)

Candidates will examine a specific topic(s) related to the emotional and cognitive development of K-12 grade students or an aspect of classroom management and learning strategies. May be repeated once for credit. **Prerequisite:** CMAT 5000.

CMAT 5090 Practicum: Elementary School (3)

The focus of this practicum is observation and participation in classrooms in an elementary school setting. Practicum occurs near the end of the candidate's program of study and may only be taken when the candidate has completed the majority of their program. Filing of appropriate forms must be completed one semester prior to placement, by the posted deadline. Private, public and parochial district placements will be made in the St. Louis County and/or St. Louis City areas.

CMAT 5091 Apprentice Teaching: Elementary School (9)

Teacher certification students only. This course is meant for students seeking certification in elementary school education. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** CMAT 5090 with B or better and all required courses must be completed. The state-required Content Area exam must also have been passed by the student in order to register for CMAT 5091. Private, public and parochial district placements will be made in the St. Louis County and/or St. Louis City areas. Concurrent registration in the Apprentice Teaching seminar is required.

CMAT 5096 Apprentice Teaching Seminar (1)

This seminar will help students in their apprentice teaching focus on multiple factors affecting their class-room experiences, student interactions and curriculum (including planning, classroom organization and structure, unit and lesson planning, and student

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assessment) through the creation of a Teacher Work Sample. The course is designed to better prepare each student to meet the MoSTEP Standards. The seminar is a concurrent registration with the appropriate apprentice teaching course. **Prerequisites:** CMAT 5090 or CMAT 5094 with B or better, and all required courses must be completed.

CMAT 5100 Practicum: Middle School Language Arts (3)

This practicum is in a middle school setting for 135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5101 Practicum: Middle School Mathematics (3)

This practicum is in a middle school setting for 135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15 in Tk20. Practicum applications for fall are due by February 15 in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5102 Practicum: Middle School Science (3)

This practicum is in a middle school setting for 135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5103 Practicum: Middle School Social Science (3)

This practicum is in a middle school setting for 135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5104 Practicum: Secondary English (3)

This practicum is in a secondary setting for 90 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5105 Practicum: Secondary Mathematics (3)

This practicum is in a secondary school setting for 90 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5106 Practicum: Secondary Social Science (3)

This practicum is in a secondary school setting for 90 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5107 Practicum: Secondary Unified Science: Biology (3)

This practicum is in a secondary school setting for 90 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5108 Practicum: Art K-12 (3)

This practicum is in a middle school setting for 90 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5109 Practicum: French K-12 (3)

This practicum is in a middle school setting for 90 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5110 Practicum: German K-12 (3)

This practicum is in a middle school setting for 90 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in

Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5111 Practicum: Spanish K-12 (3)

This practicum is in a school setting for 90 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5170 Classroom and Behavioral Management (3)

This course introduces classroom management and behavior management strategies for today's classroom. It is designed to offer pre-service teachers an opportunity to investigate current research-based techniques that are considered "best practices". This course is designed to meet Standard # 5 of the Missouri Standards for the Preparation of Educators, which states, "The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation." (MoSPE Standards & Quality Indicators).

CMAT 5199 Secondary Seminar (1)

This seminar will help students in the secondary practicum focus on multiple factors affecting curriculum including planning, classroom organizations and structure, lesson planning, and student evaluation. The course is designed to better prepare each student to meet the MoSPE Standards within the context of the content being addressed. This course is for students seeking secondary certification and must be taken concurrent with practicum.

CMAT 5200 Apprentice Teaching: Middle School Language Arts (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** B or better in CMAT 5100, approved application one semester prior.

CMAT 5201 Apprentice Teaching: Middle School Mathematics (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** B or better in CMAT 5101, approved application one semester prior.

CMAT 5202 Apprentice Teaching: Middle School Science (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** B or better in CMAT 5102, approved application one semester prior.

CMAT 5203 Apprentice Teaching: Middle School Social Science (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** B or better in CMAT 5103, approved application one semester prior.

CMAT 5204 Apprentice Teaching: Secondary English (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** B or better in CMAT 5104, approved application one semester prior.

CMAT 5205 Apprentice Teaching: Secondary Mathematics (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** B or better in CMAT 5105, approved application one semester prior.

CMAT 5206 Apprentice Teaching: Secondary Social Science (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** B or better in CMAT 5106, approved application one semester prior.

CMAT 5207 Apprentice Teaching: Secondary Unified Science: Biology (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** B or better in CMAT 5107, approved application one semester prior.

CMAT 5208 Apprentice Teaching: Art K-12 (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** B or better in CMAT 5108, approved application one semester prior.

CMAT 5209 Apprentice Teaching: French K-12 (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** B or better in CMAT 5109, approved application one semester prior.

CMAT 5210 Apprentice Teaching: German K-12 (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers.

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Prerequisites: B or better in CMAT 5111, approved application one semester prior.

CMAT 5211 Apprentice Teaching: Spanish K-12 (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers.

Prerequisites: B or better in CMAT 5106, approved application one semester prior.

CMAT 5225 Education Passport 1 (0)

The Department of Teacher Education Passport is an integral element in the assessment system for initial teacher certification programs. This system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age. Using a self-directed approach, pre-service teachers will upload artifacts in the digital passports. Completion of Passport 1 is required for admission to teacher certification. Admission is granted when candidates successfully submit the four assignments accompanied by highlights, annotations, and/or short reflections and have met the other admissions criteria.

CMAT 5275 Education Passport 2 (0)

The Department of Teacher Education Passport is an integral element in the assessment system for initial teacher certification programs. This system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age. Using a self-directed approach, pre-service teachers will upload artifacts in the digital passports. Completion of Passport 1 is required for admission to teacher certification. Admission is granted when candidates successfully submit the four assignments accompanied by highlights, annotations, and/or short reflections and have met the other admissions criteria. **Prerequisite:** CMAT 5225.

CMAT 5505 Psychological Foundations of Education (3)

This course explores the interaction of developmental and educational psychology. Learning, cognition, motivation, personality, and emotions are examined in an effort to see the child as a whole person functioning in the school environment. Theories of development and learning theory are interrelated and integrated with observations of children and adolescents and discussions of educational applications. Intracultural and intercultural variations in development are examined.

COAP - Computer Applications

COAP 5000 Introduction to Web Services (3)

This course is designed to be a literacy course that explains Web services, explores the benefits they provide to businesses, and discusses key concepts related to the technology. The course provides a broad overview of new technologies that are involved in the implementation of Web services, introduces Web service strengths and weaknesses, and examines the protocols and technologies involved in Web services.

COAP 5010 Web Development Technologies (3)

This is a course to cover Web design and development topics for students of management information systems (MIS) and business administrators that are interested in developing Web services.

The course covers the practical aspects of XHTML, JavaScript, validation, file sizes, and file formats.

COAP 5020 Principles of Data Exchange (3)

This course guides the student through the process of creating XML documents and displaying them on the Web. Hands-on exercises are used to learn the essential techniques of handling XML data on the Web. The student will learn how to use data binding and XML Document Object Model scripts to display XML in HTML Web pages. **Prerequisite:** COAP 5010.

COAP 5030 Web Services Protocols (3)

This course examines the key standards that form the foundation for Web services, XML, WSDL, SOAP, UDDI. The course introduces the main ideas and concepts behind core and extended Web service technologies, and summarizes the major architectural approaches to Web services, .NET and J2EE. **Prerequisite:** COAP 5000.

COAP 5040 Databases in Web Services (3)

This course is designed to provide examples of database use in a variety of Web services. The student will have the opportunity to use a variety of tools to create Web Services, including one or more of the following toolkits: ASP.NET, Visual Studio.NET, the J2EE platform, IBM Toolkit, JDeveloper. Students will have the opportunity to work with various database platforms as they create a series of professional projects. **Prerequisite:** COAP 5000.

COAP 5050 Web Services Security (3)

This course explains how to implement secure Web services and includes coverage of trust, confidentiality, cryptography, authentication, authorization, and Kerberos. Details on Security Assertion Markup Language (SAML), XML Key Management Specification (XKMS), XML Encryption, Hypertext Transfer Protocol-Reliability (HTTP-R) are also discussed. **Prerequisite:** COAP 5000.

COMG - Communications Management

COMG 5550 Topics in Media Communications Management (3-6)

This course offers a variety of topics to address emerging theories, practices, and applications in the field of media communications management. Topics are timely and of interest to professionals currently working in or pursuing media communications management careers. **Prerequisites** may vary with the topic. This course may be repeated once for credit if content differs and is appropriate for the student's course of study.

COMM - Communication Arts

COMM 5000 Fiction, Nonfiction, and Poetry for Children (3)

This course is designed for teachers of pre-school and elementary students. The purpose of the course is to help teachers become familiar with contemporary books in poetry, children's fiction, and nonfiction. Poetry from various decades will be read, discussed, and evaluated. Speakers, videos and response experiences (journaling, sharing of books, poetry writing, and

reader response) will highlight the poetry portion. Media related to poetry presentations will be considered and evaluated. In children's fiction/nonfiction, some of the classics will be discussed and compared with later publications. Students will have choices in selecting their final project.

COMM 5020 Young Adult Literature (3)

In this course, graduate students learn how to select, evaluate and teach literature written for young adults (grades 6-12). A special focus is on international and multicultural literature with methods for infusing literature into the existing curriculum and across disciplines. Students design a "literature project" for their classroom or designated grade levels. This course counts for certification. **Prerequisite:** Admission to MA/certification program/ advisor consent.

COMM 5030 Historical Linguistics (3)

This course looks at natural language change and then applies those theories to language diversity in the United States. Important laws, policies, and language planning are covered, including English Only policies, the Ebonics controversy, and bilingual education. Students will write their own language policies for a school and write about the effects of linguistic diversity in today's classroom.

COMM 5050 Community College Reading/ABE/ESOL (3)

The focus is on teaching in literacy programs or community college courses designed to improve the reading skills of adults. Strategies range from teaching the adult learner to decode to facilitating growth in higher levels of comprehension and critical thinking. The emphasis will be on needs of adult learners who may have had limited encounters with reading text for information and entertainment. The course prepares instructors to work with groups in ESL/EFL reading-writing classes and tutorial sessions in colleges, universities, and community programs.

COMM 5051 The Role of Narrative in Humane Education (3)

This course begins with an investigation of various perspectives (from cognitive science, philosophy/theology/literary theory/history, etc.) on the role of narrative in shaping our beliefs and values. Students will explore personal stories, literary stories, historical stories, mythology, and folklore as tools for integrating the principles of humane education in classrooms. Participants will develop a body of age-appropriate stories focusing on the relationships between humans and animals and explore strategies for using stories as vehicles for examining moral principles and decision-making.

COMM 5080 Study Skills (2)

This course covers a set of fundamental study skills that should be taught to all students before or during high school; it also covers interesting, innovative ways to teach these skills in and out of the classroom. Topics include note taking, learning styles, memory techniques, library research, and reading and writing skills outside of English class.

COMM 5090 Drawing (3)

Class members study drawings of human figures on a variety of levels: 3-D figure on a 2-D page, quality of line, qualities of shape and color, representational drawings, and abstract drawings.

COMM 5100 Painting (3)

Work revolves around the physical and psychological properties of color. Paintings exhibit the use of personal concepts and organization.

COMM 5110 Folklore (3-4)

Class members study American folktales, their characteristics, and motifs. Students examine folk sayings, superstitions, art, cures, customs, gestures, and games present in their lives and in the lives of elementary and secondary students. Films, speakers, tapes, videos, and activities call up the lore.

COMM 5150 Design (2-3)

Basic theoretical and practical factors are introduced relating to design in various dimensions, with primary emphasis on the visual. Participants discuss development of technical skills and practical suggestions for teaching design as they work on studio projects.

COMM 5187 Secondary Techniques and Curriculum (3)

The course provides secondary teachers opportunities to learn basic instructional techniques, formative and summative assessment models, curriculum development, and lesson plans. Teachers and prospective teachers are expected to integrate the 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)

MA students with special interests or needs not met by existing curricula may request that a faculty member supervise an independent study. Together the student and faculty member decide the content of the study and the criteria for evaluation. In no case can an independent study be set up when an existing course already treats the subject. **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 MA curricula but which provide experiences important to the academic and professional development of educators. May be repeated for credit when topic varies. The semester course lists identify specific topics. **Prerequisite:** Prior written approval of the MA advisor.

COMM 5250 Ceramics (3)

The class content includes development of forms and activities for art teachers. Chemical structures, materials, the kiln, and firing procedures are an integral part of the course.

COMM 5260 Oral Communication (2-3)

In the first few sessions, students examine basic communication principles. Class activities and out-of-class assignments are designed to help students recognize common causes of communication problems and to expand their skills in dealing with them. The second part of the course builds on this knowledge as students practice more formal presentation skills.

COMM 5270 Visual Communication (2-3)

Students learn methods by which various types of information can be interpreted and presented visually. Because today's students can "read" visual messages, just as they read written messages, educators must master the elements, structure, and tools provided to develop visual materials. Creation of video activities for the

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classroom and mastering basic video production techniques are emphasized.

COMM 5280 Written Communication (2-3)

Students experience writing as a process of discovery as they improve their writing skills. Exercises designed to focus on various purposes, occasions, and audiences help writers examine clarity, organization, style, and word precision.

COMM 5290 Interpersonal Communication (2-3)

This course entails both the self-analysis and classroom application of interpersonal communications skills. Specific topics include oral presentations, listening, conflict resolution, social styles analysis, verbal and nonverbal communications, motivation, and methods to enhance your learning environment. Professional educators are encouraged to research and observe communication techniques that will facilitate retentive learning.

COMM 5300 Reporting Research (3)

Students learn to gather and use research materials, integrate and document a variety of sources in their papers and presentations, evaluate conclusions from research, and apply findings to the work setting. The emphasis is on synthesizing research and understanding theoretical concepts that guide their professional practice. Three papers are required; content of papers will reflect student interest and/or area of study.

COMM 5340 Language Arts Seminars

Students become involved in a wide variety of activities designed to enhance the teaching of language arts in their classrooms. The courses listed under this course number are representatives of the workshop topics; other workshop topics are included in different semesters.

- **Advanced Storytelling Across the Curriculum (3)**
Storytelling is a way of using drama in the classroom through literature, creative movement, music, sound, and improvisation to develop interdisciplinary thematic units. Experiences are designed especially for teachers of pre-kindergarten through high school. **Prerequisite:** Storytelling Across the Curriculum or equivalent.
- **Children's Writing (3)**
Participants learn how to successfully implement writing workshop for grades 1 to 6. Focus is on strategies to support students' development of skills within the writing process. Strategies for assessment to inform instruction will be demonstrated and practiced.
- **Creating Books for Young Readers (3)**
This class is for teachers and others who are interested in writing and illustrating books (both fiction and non-fiction) for young readers. The course combines lectures, hands-on experience with writing activities and group discussion. Tools and strategies for encouraging creative writing and inspiration are provided.
- **Creative Expression (3)**
Participants explore a variety of art forms, including mime, mask, visual arts, improvisation, creative drama, movement, music, storytelling, writing, and poetry. Several art forms are blended for multimedia presentations.
- **Creative Writing (3)**
This is a workshop course that focuses on creative writing skills. Students will write a variety of stories and poems for a variety of different audiences. This course is for those who want to take their love of literature to another level and produce creative works of their own.
- **Developing Language Skills through Puppetry (3)**
In this course students have a chance to explore many methods of using puppetry in the classroom. With the assistance of skilled resource people, students become actively involved in the creative process of puppet making,

puppet manipulation, and curriculum planning and presentation.

- **Extending Literature through the Arts (3)**
Students explore oral interpretation, reader's theatre, story theatre, creative drama (improvisation, storytelling, movement, music), writing, and film/video as they discover ways to bring literature for young people to life. Participants incorporate interdisciplinary, thematic approaches to literature to enrich curriculum K-12.
- **Media Literacy (2-3)**
What messages are being conveyed through the channels of mass communication? How do these messages affect our behavior? Media literacy has emerged as an established field of study within the international academic community. This course prepares students to become discerning and selective consumers of media and explores exciting ways of discussing media in the K-12 classroom.
- **Nature Writing (3)**
This course will integrate writing and working with nature. It may incorporate the development of a school garden and will emphasize the importance of sustainability. Writing about nature is an excellent way to develop an appreciation of it.
- **Oral Interpretation of Literature (3)**
Through exploration and preparation of selections for oral presentation, students experience sensory and intellectual responses to literature. Lab sessions, group readings, and individual performances aim to develop the understanding and skills to communicate literature orally.
- **Storytelling Across the Curriculum (3)**
This course enables students to polish their storytelling skills as they develop a repertoire of material from a variety of genres: personal and original stories, folk fairy tales, literary tales, myths, and sagas. This course focuses on storytelling as performance art, often using movement, music, mime, puppets, story theatre, visual arts, and other media. Students also explore and document uses of storytelling as a motivational classroom teaching tool and design interdisciplinary thematic storytelling units.
- **Teaching Language and Language Issues (3)**
This course presents some of the various divisions in the field of linguistics from phonology and grammar to doublespeak, including speech theory and oral performance. Films, readings, and oral presentations will be the academic foundations for the study of linguistics in this class. Students will also create instructional activities that are designed to make their students more aware and proficient in the use of language.
- **Teaching the Language Arts with Computers (2)**
Students learn methods of using computers to support instruction in the development of reading, writing, speaking, listening, and observation skills. Participants discuss small group, whole class, and individualized applications.
- **Technology and Thinking Skills (2-3)**
This is a course on developing students' thinking skills using new video and computer technologies. These technologies include interactive video, expert systems, and software, with emphasis on equipment and software available in most schools. Concepts and strategies for using these technologies in developing critical and creative thinking are examined. Previous experience with the technologies is not necessary.
- **Workshop in Drama (2)**
Participants are actively involved throughout the three major phases of the course: (1) pre-drama activities that expand sensory and body awareness, concentration, imagination, and nonverbal communication; (2) informal, spontaneous drama; and (3) the use of drama as response to literature.
- **Writing and Composition Instruction Using Computers (2)**
Students in this course examine methods for applying word processors and other computer programs to support writing

and composition instruction. Students discuss organizing instruction in laboratory or classroom settings.

COMM 5344 Introduction to Linguistics (3)

This course provides an overview to the field of Linguistics and its many subfields. Students will gain a stronger appreciation of language and a better understanding of research concerning human language. Course content is then related to today's classrooms and the implications these theories might have on learners today.

COMM 5347 Poetry Writing (3)

Students should be committed to exploring the process and techniques of their own poetry and joining in critical discussions with others engaged in the same process. Focus is on the development of individual style. No previous poetry-writing experience is required.

COMM 5350 Language and Culture (3)

Culture greatly affects communication and the kind of language used in various situations. This course focuses on both the different styles of communication found across different cultures and the strategies that speakers use when communicating within their own culture. Special attention is paid to the role of Pragmatics and the use of "politeness strategies" in communication. Students will develop classroom materials that will help learners acquire the pragmatics skills they need to be successful communicators today.

COMM 5390 Literature Seminars

Some semesters the seminars focus on the interpretation and criticism of specific literary forms. Other semesters the seminar crosses genres to concentrate on specialized themes in literature. May be repeated for credit if content differs.

- **American Autobiographical Writing (2-3)**
Students study five complete American works: Frederick Douglass's Narrative; Whitman's "Song of Myself"; Richard Wright's Black Boy; Elie Wiesel's Night; one chosen by students; and excerpts from Ben Franklin, Emily Dickinson, and others. Participants consider each work in its own right, in relation to other works, and as teaching material.
- **Classic Films from Classic Stories (2-3)**
Students in this class study one story each week, first reading the book, then viewing the film and analyzing both for differences and impact. Stories include The Wizard of Oz, Wuthering Heights, The Grapes of Wrath, Shane, and other classics.
- **Contemporary British and American Drama (3)**
Concentration is on a major development in post-World War II drama. Students examine its techniques, functions, and multifaceted evolution as a dramatic style. Playwrights include Beckett, Pinter, Albee, and Shepard. This is a literature seminar; no acting ability is required.
- **Modern English Literature (3)**
Students examine major developments in twentieth-century English literature—their common ground and points of departure. Discussions focus on the writers' methods as artists, in addition to their concerns about content and theme. The emphasis is on fiction.

COMM 5391 American Novel (3)

This course focuses on the development of the American novel and recurrent American themes. Students read and discuss five or six novels and the related contemporary criticism, considering each work in its own right, in relation to other works, and as teaching material.

COMM 5392 American Poetry (3)

Students explore the trends in American poetry, from its Native American and Puritan origins through its contemporary forms. Major poets are read and discussed in light of literary history and critical theory and in terms of readers' responses. The information and skills gained in this course are applicable to the reading and teaching of literature at many levels and for many abilities.

COMM 5393 American Short Story (3)

The short story is the most accessible and teachable of literary forms and rich with possibilities beyond the usual lessons. Emphasis will be on American writers.

COMM 5395 Contemporary World Literature (3)

Participants delve into fiction, poetry, and drama since World War II that thematically and artistically reflect concerns distinctly different from those commonly expected by members of post-World War II America. Emphasis is on the literature of Eastern and Western Europe and South America.

COMM 5398 World Literature (3)

Students study several major documents of world literature, spanning three millennia. The basic argument of the course is that there are fundamental human documents to be read and studied, that the few included in our course are some of them, and that these are eminently teachable works.

COMM 5399 Poetry of the Planet (3)

This exploration will uncover poetry on our planet. Collectively and individually, students will study and search for poems suitable for K-12 classrooms that can be pursued, presented, and performed. A poetry celebration will conclude the journey. "What place would you advise me to visit now?" he asked. "The planet Earth," replied the geographer. "It has a good reputation." -*Antoine De Saint Exupery*

COMM 5400 Printmaking (3)

Students in this course learn the skills and techniques of printmaking, serigraphy, and silkscreen.

COMM 5410 In-Service Topics (1-3)

In-service courses are designed to provide MA degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses may be approved for the MA with prior written approval of the student's advisor. May be repeated for credit if content differs.

COMM 5430 Serigraphy (3)

This is a survey of stencil techniques, including photographic processes using newly developed, water-based printing materials.

COMM 5440 Integrated Language Arts (3)

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 the MA in communication arts. It is designed to help individuals plan learning experiences. Topics included in discussion are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum unit that has a direct application to a particular teaching situation.

COMM 5480 Advanced Composition (2-3)

Students in this class give attention to the clear and orderly development of ideas, development of the writer's style, and analytical skills in composition, emphasizing research and professional writing, with a majority of time devoted to individual writing.

COMM 5490 Seminars in Reading Instruction (2-3)

Seminars are designed to focus on contemporary research and classroom application. Different topic descriptions may be repeated for credit.

- ***Literacy as Empowerment-International Perspectives (2-3)***

This course is an investigation of the role of "literacy learning" in other countries. Students explore implications for their own teaching so they can deepen understanding of the dynamics inherent in social, political, and academic arenas. Methods/materials from classrooms are reviewed, and each student will focus on an area (emergent literacy, adult literacy, "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 and online. 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.

- ***Professional Writing (3)***

This class will focus on writing articles/books for professional publication. The class will be taught as a workshop so that students can work on individual projects and get important feedback and information on publishing their work.

- ***Writing Across the Curriculum (2-3)***

Students examine and experience realistic ways to initiate the writing process—prewriting, writing, rewriting, editing, and evaluating. A history of teaching writing from Cicero to Elbow prepares teachers for classroom activities.

- ***Ways of Seeing (2)***

Ways of Seeing gives students a chance to explore seeing as a sensory, perceptual, imaginative, psychological, artistic, cultural, idiomatic, literary, and journalistic experience.

COMM 5530 Technology and Teaching (3)

This course is a non-technical approach to the study of technologies and communications related to teaching and training. Students learn how home, school, and business are affected

by technology. Primary emphasis is on the direct application of current technology to educational settings and specific teaching objectives.

COMM 5540 Methods in Teaching Secondary English (3)

This course examines issues, attitudes, and trends in teaching English as well as the essential subject matter of the discipline. Strategies, canons, management and philosophy concerning instruction are addressed. The class will discuss methods used to teach and evaluate speaking, listening, writing, reading and viewing. They will design lesson plans and teach them to the class. The course guides students on their journey to becoming a teacher of English Language Arts.

COMM 5550 Aesthetic Education Workshops (1-3)

Aesthetic education workshops are designed for elementary and secondary teachers interested in developing artistic skills and curricula that integrate art into daily classroom activities. Although art, music, and theatre specialists are welcome, the workshops are designed for the renewal of professional classroom teachers, regardless of subject matter or grade level taught. May be repeated for credit if content differs.

- ***Advanced Ceramics (1-3)***

This is a continuation of COMM 5250 Ceramics. Further development in throwing techniques, glaze development, firing, and general kiln handling are emphasized.

- ***Advanced Drawing (3)***

Prerequisite: COMM 5090 or permission of the instructor.

- ***Advanced Painting (3)***

Style and theme development are the focus of the course. The individual develops a major work that illustrates point of view and demonstrates competency in a particular area.

- ***Advanced Printmaking (3)***

In this class students develop skills and techniques of printmaking, serigraphy, and silkscreen printing and explore alternative possibilities within each process.

- ***Art for Elementary School Teachers (2-3)***

Focus of this course is the young child's relationship to the world, creative power in children, early education in the visual arts, effective presentation of art materials, and the roles of parents and teachers in encouraging art expression.

- ***Art History and Aesthetics (2-3)***

This course focuses on art history and aesthetics and how they interrelate to produce sequential learning experiences in and out of the classroom. Teachers are asked to look at ways art and the humanities can relate to other arts, other subject areas, and the history of ideas.

- ***Criticism and Studio Production (2)***

Students are encouraged to develop a personal idiom in art and work on individual projects that emphasize personal attitudes, interests, and viewpoints. A wide range of materials are explored and explained. The creative process is reviewed, with emphasis on making art projects and creative expression accessible to all students in all grade levels.

- ***Making Music in the Classroom (3)***

This course is designed for teachers who want to integrate music into general classroom curriculum but feel they lack time and, perhaps, talent. Class members discuss using music to teach and reinforce other subjects; the course introduces teachers to a myriad of contemporary resources for children's music. Previous music background is not a prerequisite.

- ***Papermaking (3)***

This workshop in creative papermaking features sheet making, paper casting, and model techniques.

- ***Sculpture (1-3)***

The focus of this course is to teach simple but meaningful hands-on art experiences to the teacher, with emphasis on

integrating the art experiences with regular academic studies in language arts, science, history, mathematics, and social studies.

COMM 5551 Watercolors (3)

This course assists teachers in assessment methods and techniques necessary for developing positive attitudes toward the learning process in watercolor composition.

COMM 5552 Multicultural Traditions in Art (3)

This course explores the traditions of diverse cultures throughout the world and how they are tied together by common themes. In all continents, customs and lifestyles influence various art media. Each session will explore a different ethnic art experience.

COMM 5559 Papermaking (3)

Through the use of traditional hand papermaking forms, this course in creative papermaking features sheet making, paper casting, and model techniques.

COMM 5560 Sculpture (3)

The focus of this course is to investigate traditional and contemporary materials, concepts and techniques applied to meaningful hands-on art experiences, with emphasis on integrating the experience with regular academic studies in language arts, science, history, mathematics, and social studies.

COMM 5630 The Humanities Connection (1-3)

This course is designed for elementary and secondary teachers and assists them in selecting appropriate humanities materials for their grade level. Course content emphasizes fine arts--their study in the historical setting; aesthetics and the aesthetic valuing process; and the nature of creativity. Participants discuss all concepts regarding fine arts' applicability to the existing subject matter curricula.

COMM 5631 Literacies and Technology (3)

This is a project based course that will explore the realm of literacy and how technology can be used through tools such as grants and other search engines to find resources to supplement literacy and media. Aspects of literacy and goal setting recommendations based upon technology will be addressed.

COMM 5640 Methods of Teaching Art Forms, Health and PE (2-3)

This course brings students in contact with many of the leading themes, styles, and media of artistic communication. Students explore the roles of visual arts, music, creative drama, and movement in fostering the physical, emotional, social, and cognitive well-being of individuals in school communities.

COMM 5730 Materials Development for Language Classrooms (3)

This course introduces digital literacy and its application in language teaching. It assists candidates to create hands-on teaching materials for both face-to-face and online courses in language classrooms. The course focuses on creating mini-lessons using handouts, descriptive packets, cartoons, animations, movies, video games, youtube, vimeo, mobile apps, social networking sites, and other web-enhanced materials. The main emphasis is on using new technologies to create engaging teaching and learning activities. Candidates will develop a digital portfolio, which will be useful for their job interviews and conference presentations. The course should benefit all TESL candidates, Communication Arts students, and foreign language education candidates.

COMM 5750 Special Institute

Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the communications arts program. Detailed current information appears in the specific semester course offerings. May be repeated for credit if content differs.

- **Final Writing Project (3)**

With the guidance of the instructor, certificate students will produce a final writing project that focuses on their particular interest. This class requires advisor approval.

- **Grammar for ESL/EFL Teachers (3)**

This course introduces modern English grammar, as well as modalities of including it in the day-to-day language instruction. It is designed to provide the adult ESL/EFL teacher with a knowledge base of various English structures, with regard to syntax (i.e., form), semantics (i.e., meaning), and pragmatics (i.e., use). Special emphasis is given to the development of fun, communicative and interactive lesson plans and activities, which target specific grammar points while meeting various test standards (e.g., Show-Me and TOEFL). Theory and research is concentrated in the areas of SLA, Methodology, and Assessment.

- **Grant Writing (3)**

Participants engage in writing grants with support of an instructor. Focus is on locating grant opportunities, addressing guidelines and actually composing the rationale, grant narrative and budget request.

- **Teaching English Pronunciation (3)**

Teaching English pronunciation to non-native speakers of English is often one of the most intimidating tasks facing an ESL teacher. This course takes students through the consonant and vowel systems of English, with focus on describing proper articulation and developing pedagogical materials. Special attention is paid to "suprasegmental features" in English, which are the stress, rhythm, and intonation patterns that can most affect intelligibility. Students will design pronunciation materials and conduct a textbook analysis.

COMM 5790 Photography (3)

This course covers the basics of photography and the fundamentals of imagery and culminates in the creation of a personal photographic narrative. Through a process of group critique and the study of historical context, students will complete a photographic portfolio that illustrates a topic while acquiring a firm understanding of basic camera techniques, the art of capturing mood and moment and the use of computer software to organize, transform and present digital images. Digital camera required.

COMM 5800 Applied Research (3)

This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. **Prerequisites:** COMM 5460 Curriculum Design and advancement to candidacy.

COMM 5810 Experiments in Learning (3)

Each participant becomes involved in a variety of learning modes and, through experiencing these modes, better understands his or her own learning style and becomes sensitive to the learning styles of others.

COMM 5820 Foundations in Reading Instruction (2-3)

The focus is on reading methods and specific techniques appropriate for emergent readers and developmental readers in elementary grades. A review of best practices in reading

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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 early childhood, elementary, and special education teachers to examine the reading-writing connection and develop methods for teaching their students critical thinking skills and problem solving in the area of literacy. Participants will study frameworks for fostering comprehension including analytical and critical reading and content literacy. This course counts for Initial elementary, early childhood, and special education certification.

COMM 5850 Reading and Literature Study Groups (2-3)

Classroom teachers grades K-6 are provided the rationale and information for developing a literature-based reading curriculum. Various techniques for establishing literature study groups at different grade levels, identifying literature found successful in promoting student-directed discussions, and for evaluating student growth will be considered. Students will select and implement appropriate strategies for classroom activities, maintain reader-response journals, and participate with other graduate students in literature study groups. Special emphasis will be on literature across cultures and ways to facilitate the understanding and appreciation of diversity. This course counts for initial elementary certification.

COMM 5880 Survey Reading Course for Secondary Teachers (3)

This course includes reading techniques and study strategies for teachers of students in grades 6-12. A major emphasis is communication of concepts in content areas.

COMM 5900 Reading Seminars (1-3)

The content of various topics is focused on methods and technologies necessary for promoting reading development, increasing knowledge of fiction and nonfiction, and establishing positive attitudes toward literacy grades K-12. Topics offered include the study of genres, adolescent literature, children's literature, and strategic approaches for constructing meaning in reading and composing. May be repeated for credit if content differs.

COMM 5905 Reading Assessments and Interventions, Grades 6-12 (3)

The focus of this class will be on planning interventions based on interpretation of formal and informal reading assessments for students in grades 6-12. An emphasis will be on current theory and best practices in literacy. Participants will design intervention strategies in response to assessment data.

COMM 5920 Reading and Writing in the Content Field (3)

This course will present a broad spectrum of reading and writing strategies necessary for understanding text. Participants study the different kinds of reading and writing required for varied situations and materials and consider problems such as adjusting assignments, providing assistance in content assignments, and dealing with non-proficient readers and writers. A content area unit is part of the course evaluation and includes vocabulary as well as pre-reading, during reading, post reading and writing strategies, in addition to formative and summative assessments. This course is used for middle school and secondary certification. Assessment and instructional strategies will be discussed and applied in class as well as in assignments.

COMM 5930 Investigations in Reading, Intermediate (2-3)

Emphasizes reviewing research and methods related to the teaching of reading in grades 4-6. Participants are assisted in pursuing topics of personal interest in individual investigative projects. Counts for initial elementary certification.

COMM 5960 Differentiated Reading Instruction (3)

Students learn about research and best practices in developmental reading and learn how to assess abilities and needs of individual students within the classroom. Various materials and activities are developed for whole group, small group and individual instruction, based on informal and formal assessments. Course counts for initial teaching certification.

COMM 5990 Independent Scholar (1-3)

An MA graduate with special interests or needs not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the study and the criteria for evaluation. In no case can an independent study be set up when an existing course already covers the subject. **Prerequisite:** Student must be an MA 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 MA class, a school district, a local board of education, or a community group; a paper or research project that might be published or distributed within an appropriate school, a community group, or a large audience; or an action project designed and implemented within the student's place of employment. **Prerequisite:** Permission of the AGC coordinator.

COSC - Computer Science

COSC 5000 Distributed Systems (3)

Students will examine the fundamentals of computer information systems in a distributed environment, including network concepts, operating systems concepts, network operating systems, transaction management, and time coordination. Emphasis will be placed on the elements necessary for distributed information systems.

COSC 5010 Object-Oriented Analysis and Design (3)

Students will learn the principles of object-oriented analysis and design: classes, polymorphism, encapsulation, and inheritance. The emphasis is on development principles for medium, large, and distributed systems. Students will develop a logical design project. **Prerequisite:** Programming proficiency in C++.

COSC 5020 Object-Oriented Programming (3)

Students will apply the principles of object-oriented programming in the implementation of a major information system project using C++. Students will implement the object-oriented design from COSC 5010. **Prerequisite:** COSC 5010.

COSC 5030 Agile Software Development (3)

Students will explore the important principles of software development: delivering value to the customer, focusing on individual developers and their skills, collaboration, an emphasis on producing working software, the critical contribution of technical excellence, and a willingness to change course when demands shift. Several key software development methods are investigated and one methodology is actively examined using a course development project. **Prerequisite:** COSC 5020.

COSC 5040 Distributed Database Design (3)

Students will study the principles of homogeneous database technology and the principles of distributed database systems. The emphasis will be on the integration of heterogeneous database management systems into a coherent system. Students will develop a logical design for a distributed database.

COSC 5050 Distributed Database Applications (3)

Students will implement the distributed database developed in COSC 5040. Emphasis will be on good design techniques and proper documentation. Students will implement a database project in this course. **Prerequisite:** COSC 5040.

COSC 5060 Systems Concepts (3)

Students will study the mathematical basis of connected systems. Topics will include queues, graphs, matrices, and finite state machines. **Prerequisite:** College algebra.

COSC 5110 Network Architecture (3)

Students will study the fundamental concepts of computer networks. Topics will include network topologies, protocols, and network operating systems. The OSI model will be used to evaluate and compare systems.

COSC 5120 Data Communication (3)

Students will study the Internet working standards and common carrier services. Emphasis will be placed on the analysis and design of systems using current communication technologies.

COSC 5130 Computer Security and Reliability (3)

Students will study hardware and software reliability and security using currently available technology. Emphasis will be placed on security analysis of the system, physical threats to systems, virus protection, system recovery, and encryption.

COSC 5140 Network Design and Management (3)

Students will study the design of a distributed system. The emphasis will be on systems with multiple topologies and protocols.

COSC 5150 Distributed Application Development (3)

Students will be introduced to the creation of Web-based applications. This course will also cover the components of Web design and incorporate various languages to enhance Web documents. **Prerequisite:** COSC 5050.

COSC 5200 Issues in Distributed Systems (3)

Students will be introduced to the issues in emerging technologies in distributed systems. This course will cover advanced theories and technologies in building distributed systems, such as mobile applications and web services.

COSC 6000 Distributed Systems Project (3)

Students will design and implement a major system distributed information system that integrates the learning experiences gained in the previous courses. **Prerequisites:** COSC 5150 and completion of 30 credit hours of the required and elective COSC courses in this program.

COUN - Counseling

Note that counseling courses may include self-growth experiential activities. All courses require adherence to ACA Code of Ethics (2014) and include professionalism about and confidentiality of comments made in class sessions by peers. Certain state licensure laws do not allow for courses to be completed through directed studies or electronically (online).

Certain Counseling courses will be taught only in an online format at particular campuses. Please contact your campus for a list of courses that are only offered online or occasionally offered in an online format.

COUN 5020 Foundations of Counseling: The Helping Relationship (Requisite Course) (3)

This course defines and examines the philosophic bases of counseling and the helping relationship, focusing on the foundational and theoretical concepts necessary for working with individuals, groups, children, and families in a multicultural context. Students also practice the development of basic counseling skills, professional identity, and related ethics. Students learn to define, generalize, organize, and critique the counseling process and profession including consultation theories, practice, and application in a multicultural society, as well as some crisis and disaster intervention. Self-growth experiential activities are associated with this course content.

COUN 5050 Human Growth and Development (3)

The student learns to identify, describe, and examine the nature and needs of individuals at all developmental levels and in multicultural contexts. Emphasis is placed on theories of individual and family development, life span transitions, human behavior (normal and abnormal), personality development, learning processes, wellness, related ethics, and addictions, as well as the effects of crisis, disaster, and other trauma-related events on persons of all ages. Self-growth experiential activities 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, professional issues and trends, and the counseling relationship. Attention is given to the influence on the counseling relationship of gender roles, ethnic groups, urban and rural societies, cultural mores, various family life patterns, and personal constructs including but not limited to religion, sexual orientation, race, ageism, able-ism, gender, ethnicity, etc.; related counselor self-awareness; counselors' roles in eliminating biases and oppression; theories of multicultural development and identity formation; social advocacy for diverse populations; related ethics and ethical decision making models; and culturally supported wellness. Self-growth experiential activities are associated with this course content.

COUN 5110 Foundations of School Counseling (3)

This course will trace the development of school counseling; present contemporary roles and functions for both elementary and secondary school counselors; present emerging issues and diversity in the schools; and explore future possibilities for the profession. A large portion of this course will focus on the American School Counselor Association Model. **Prerequisites:** COUN 5020, COUN 5050, COUN 5200 and COUN 5800.

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 Statistical Manual of Mental Disorders (APA). The behavioral manifestations and dynamics of mental disorders will be explored from a biopsychosocial model, focusing on therapeutic assessment and case conceptualization. Students will also learn about common pharmacological and counseling treatment strategies for the disorders covered in class. Multicultural, ethical, crisis, and emergency components are integrated.

COUN 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. Approval of course topic, content, and syllabus by the department chair prior to course registration is required.

COUN 5190 Women's Issues in Mental Health (3)

This course examines various issues women face and deal with as a result of systemic, generational, socio-economic, political, and cultural factors. Attention will focus on mental, emotional, spiritual, somatic, sexuality, gender identity, body image and racial/ethnic/cultural elements women present as the overwhelming majority of mental health clientele. Multicultural competence is emphasized and addressed throughout this seminar. Self-growth experiential activities are associated with this course content. This seminar is web-enhanced and follows a non-traditional format of 4 week intensive learning and immersion experiences. Please, refer to the schedule on syllabus for details. Content Areas: women's issues, professional practice, multicultural competence and mental health.

COUN 5200 Theories of Counseling (3)

This course defines and examines the application of basic theories, principles, and related techniques of professional counseling. A major focus will be on the application of the theories and methods used in counseling with consideration for multicultural and ethical contexts. A systems perspective, theories of addictions, and optimal development and wellness for the life span are included.

COUN 5220 Assessment (3)

This course examines the various frameworks for assessing the functioning of individuals, couples, groups, and families in an ethical framework and the use of assessment in diagnosis and treatment in a multicultural context. Attention will focus on the methods of data gathering; ethical administration and interpretation from a multicultural perspective; historical perspective of the field; related statistical concepts; and reliability and validity of various instruments. Ethnic, cultural, and sex/gender factors are considered. Additional 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 Psychodiagnostics (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 5450 Trauma, Crisis, and Emergency Relief (3)

This course will address the impact of crises, disasters, and other trauma-causing events on people. In addition, students will explore the principles of crisis intervention, appropriate use of diagnosis during a related event, theories and models of individual, group, and community resilience, operation of an emergency management system within clinical mental health agencies, and self-care. The study of trauma and crisis intervention and the development of related skills can be a challenging experience. Students will be required to participate in self-awareness and self-growth activities.

COUN 5540 Family Systems Theory (3)

This course defines and explores the contribution of general systems theory to the development of family therapy. The focus is on examining different family systems theories, multicultural influences, and ethical components. Self-growth experiential activities are associated with this course content.

COUN 5545 Blended Family 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 5580 Human Sexuality Theory and Sexual Counseling (3)

This course defines and examines the current models and theories of human sexuality across the lifespan. It includes the physiological, psychological, and sociocultural variables associated with sexual identity, behavior, wellness, and disorders. Students will also examine theory, skills, and self-awareness related to sexual relationship counseling including understanding issues of counseling individuals with a history of sexual abuse, sexual addiction, and/or sexual offenses.

COUN 5600 Techniques of Group Counseling (3)

This course examines and defines theoretical and experiential understandings of group theory and types of groups; group purposes, practices, development, methods, related ethics, and dynamics; and facilitative counseling skills in a multicultural society. This course involves student participation in a direct experience as a group member in a small group activity, approved by the program, for a minimum of ten clock hours over the course of one academic term. Self-growth experiential activities are associated with this course content.

COUN 5610 Techniques of Counseling (3)

This course emphasizes the stages of the helping relationship. Students practice basic and advanced counseling skills. Students learn to help clients identify the problem that provides the focus for counseling and implement a treatment plan. They also learn the significance of openness to supervision and self-evaluation. Multicultural and ethical components are integrated. Students practice skills during in-class role play situations. Self-growth experiential activities are associated with this course content.

COUN 5630 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. Course may be repeated for credit if content differs.

COUN 5640 Couples, Marriage, and Family Counseling (3)

This course examines marriage, couples, and family theories and therapies, stressing the identification and application of general systems theory. The focus is on the major constructs in marriage, couples, and family therapies; identification of marriage, couples, and family structures and communication patterns; and the formulation of related treatment plans and goals in a multicultural and ethical context. *It is highly recommended that COUN 5540 is completed prior to taking this course.*

COUN 5650 Conjoint Counseling (3)

This course examines the theory and application of differing styles of counseling couples and families, stressing therapeutic practice when counseling couples and or family members simultaneously. The primary focus is on theories, models, and interventions employed when counseling various combinations of persons in relationships (as differentiated from groups). Multicultural and ethical issues will be integrated. Students will explore the various forms of counseling couples, including persons in marriage, same sex unions, work relationships, friends, and extended family members.

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.

Note: If this course is taken at a Webster campus outside of New Mexico or Florida, the course content should not 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 and counseling programs from a multicultural perspective to include technological interventions and identification of student academic, career, and personal/social competencies; leadership and management and advocacy; and the ASCA model.

Note: If this course is taken at a Webster campus outside of New Mexico or Florida, the course content should not be construed as leading toward a position in school guidance 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; interrelationships among and between work, family, and life roles including multicultural issues; career planning, placement, and evaluation; and career development exploration techniques and assessments in an ethical context. Self-growth experiential activities may be associated with this course content. Additional minimal fees for the purchase of assessment tools may be required of the student for this course.

COUN 5800 Professional Orientation and Ethical Practice (3)

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

COUN 5820 Consultation and Supervision (3)

This course examines consultation and supervision theories and practices as employed by counselors working and supervising in mental health facilities, educational institutions, and other professional counseling settings. Identification and application of consultation with other professionals and parents in counseling settings (including multicultural issues) is reviewed. Related ethical practice is integrated.

COUN 5840 School Counseling Methods and Skills (3)

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

COUN 5850 Research and Program Evaluation (3)

This course examines areas including statistics, research design, and development of research and demonstration proposals related to the field of professional counseling in a multicultural society through the use of professional counseling literature. Related ethical codes and practices in research are examined. Additional goals of the course include understanding the importance of research in advancing the counseling profession; program development and demonstration proposals; development and evaluation of program objectives; principles, models, and applications of needs assessment; and culturally and ethically relevant strategies for interpreting the results. Self-growth experiential activities may be associated with the content of this course.

COUN 6000 Counseling Learning Practicum (3)

This Practicum course applies only to the family life and the community counseling emphases. In this course, students are required to complete a nine week practicum in conjunction with the counseling curriculum. Practicum is considered a beginning clinical counseling experience and should provide beginning counseling activities. This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. It is recommended that students reduce to part time employment during this course. Practicum students are required to complete a total of 100 clinical hours, 40 of which are direct, before they can take Internship. Students will be required to meet weekly for a minimum of 50 consecutive minutes with their site supervisor in individual or triadic supervision and a minimum of 90 minutes (or more) of group supervision with the Practicum class. Weekly skills evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content.

Each student is required to plan for practicum with the counseling program coordinator or Faculty Advisor before completion of 15 credit hours in the program. Students should seek advisement early in the program regarding their program plan. Enrollment in this course requires permission of the faculty supervisor or counseling program coordinator. The *Professional Field Experience Agreement* must be reviewed and completed by each student and site supervisor and submitted to the counseling program coordinator or faculty supervisor before a student can register for Practicum. Students are required to abide by the *ACA Code of Ethics* (2014) in their Practicum experience. The site supervisor is required to be a licensed mental health professional and have a minimum of two years of experience supervising counselors in training. Students must purchase professional liability insurance and taping equipment in this course. Students are required to provide evidence of professional liability insurance **prior** to seeing clients.

Prerequisites: Completion of seven core counseling courses including COUN 5020, COUN 5050, COUN 5100, COUN 5150, COUN 5200, COUN 5600, and COUN 5800. COUN 5540 is a **prerequisite** for field experiences that require a majority of family counseling, and COUN 5630 is a **prerequisite** for

field experiences that require a majority of substance abuse counseling.

This course may be repeated for credit. Practicum is graded on the credit/no credit (CR/NC) grading option. No grades of Incomplete are permitted; hence, students should be prepared to complete all required clinical hours in Practicum. Students are encouraged to withdraw from Practicum 6000 before week six of the term for those field experience sites that cannot provide the required clinical hours. For Practicum students taking leave due to military or exceptional medical situations, see the counseling program coordinator and/or the Practicum faculty supervisor for grade completion options.

COUN 6100 Counseling Learning Practicum I (1.5)

Practicum is considered a beginning clinical counseling experience and should provide beginning counseling activities. This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Practicum students are required to complete a total of 100 clinical hours, 40 of which are direct, before they can take Internship. Students will split these hours up over COUN 6100 and COUN 6200 (typically half in each). Students will be required to meet weekly for a minimum of 50 consecutive minutes with their site supervisor in individual or triadic supervision and a minimum of 90 minutes (or more) of group supervision with the Practicum class. Weekly skills evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content.

Each student is required to plan for Practicum with the counseling program coordinator or Faculty Advisor before completion of 15 credit hours in the program. Students should seek advisement early in the program regarding their program plan. Enrollment in this course requires permission of the faculty supervisor or counseling program coordinator. The *Professional Field Experience Agreement* must be reviewed and completed by each student and site supervisor and submitted to the counseling program coordinator or faculty supervisor before a student can register for Practicum. Students are required to abide by the *ACA Code of Ethics* (2014) in their Practicum experience. The site supervisor is required to be a licensed mental health professional and have a minimum of two years of experience supervising counselors in training. Students are required to purchase professional liability insurance and taping equipment in this course. Students are required to provide evidence of professional liability insurance **prior** to seeing clients.

Prerequisites: Completion of eight core counseling courses including COUN 5020, COUN 5050, COUN 5100, COUN 5150, COUN 5200, COUN 5600, COUN 5610, and COUN 5800. COUN 5540 is a **prerequisite** for field experiences that require a majority of family counseling, and COUN 5630 is a prerequisite for field experiences that require a majority of substance abuse counseling.

This course may be repeated for credit. Practicum is graded on the credit/no credit (CR/NC) grading option. No grades of Incomplete are permitted; hence, students should be prepared to complete all required clinical hours in Practicum. For Practicum students taking leave due to military or exceptional medical situations, see the counseling program coordinator and/or Practicum faculty supervisor for grade completion options.

COUN 6200 Counseling Learning Practicum II (1.5)

This course is a continuation of COUN 6100. This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Practicum students are required to complete a total of 100 clinical hours, 40 of which are direct, before they can take Internship. Students will split these hours up over COUN 6100 and COUN 6200 (typically

half in each). Students will be required to meet weekly for a minimum of 50 consecutive minutes with their site supervisor in individual or triadic supervision and a minimum of 90 minutes (or more) of group supervision with the Practicum class. Weekly skills evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content.

Each student is required to plan for Practicum with the counseling program coordinator or Faculty Advisor before completion of 15 credit hours in the program. Students should seek advisement early in the program regarding their program plan. Enrollment in this course requires permission of the faculty supervisor or counseling program coordinator. The *Professional Field Experience Agreement* must be reviewed and completed by each student and site supervisor and submitted to the counseling program coordinator or faculty supervisor before a student can register for Practicum. Students are required to abide by the *ACA Code of Ethics* (2014) in their Practicum experience. The site supervisor is required to be a licensed mental health professional and have a minimum of two years of experience supervising counselors in training. Students are required to purchase professional liability insurance and taping equipment in this course. Students are required to provide evidence of professional liability insurance **prior** to seeing clients.

Prerequisites: Completion of seven core counseling courses including COUN 5020, COUN 5050, COUN 5100, COUN 5150, COUN 5200, COUN 5600, and COUN 5800, in addition to COUN 6100. COUN 5540 is a **prerequisite** for field experiences that require a majority of family counseling, and COUN 5630 is a **prerequisite** for field experiences that require a majority of substance abuse counseling.

This course may be repeated for credit. Practicum is graded on the credit/no credit (CR/NC) grading option. No grades of Incomplete are permitted; hence, students should be prepared to complete all required clinical hours in Practicum. For Practicum students taking leave due to military or exceptional medical situations, see the counseling program coordinator and/or Practicum faculty supervisor for grade completion options.

COUN 6500 Internship (1.5 credit hours per term, for a total of 6 total credit hours, and 9 total credit hours in FL)

Internship is an intensive counseling experience that provides the student with the opportunity to perform a variety of counseling activities expected of a professional mental health counselor (e.g. intake, application of diagnostic and therapeutic skills, documentation, information and referral techniques, staff meetings, and weekly supervision). Interns are required to experience a variety of counseling experiences including individual counseling and complete a minimum of ten hours of group facilitation as part of the total Internship experience. Sites are required to provide a comprehensive experience. Sites that only provide one type of counseling experience (such as group facilitation or intake activities) will not be approved.

This course is time-consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Students will be required to meet weekly for a minimum of 50 minutes of uninterrupted time with their site supervisor; and to meet weekly for a minimum of 90 minutes (or more) of group supervision with the Internship class. Weekly skills evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content.

The site supervisor is required to be a licensed mental health professional with a minimum of two years of experience supervising counselors in training. A formal *Professional Field*

Experience Agreement must be completed by the student and the Internship site supervisor and submitted to the faculty supervisor and/or counseling program coordinator prior to the initial class meeting when the Internship site is different than the Practicum site (see counseling program coordinator or 6500 Instructor for more information). Students are required to abide by the *ACA Code of Ethics* (2014) in their Internship experience. Students are required to purchase professional liability insurance and taping equipment in this course. Students must provide evidence of professional liability insurance **prior** to seeing clients. No school settings may be used for an internship site at this time.

Prerequisites: Completion of seven core courses to include COUN 5020, COUN 5050, COUN 5100, COUN 5150, COUN 5200, COUN 5600, COUN 5800, in addition to completion of COUN 6000/6100/6200. The Practicum faculty supervisor and/or counseling program coordinator must approve the student's initial registration for COUN 6500. COUN 5540 is a **prerequisite** for field experience sites that require a majority of family counseling, and COUN 5630 is a **prerequisite** for field experience sites that require a majority of substance abuse counseling.

This course may be repeated for credit. Internship is proposed as four terms of 1.5 credit hours each of COUN 6500. Internship is graded on the credit/no credit (CR/NC) grading option. For Internship students taking leave due to military or exceptional medical situations, see the counseling program coordinator and/or the Internship faculty supervisor for grade completion options.

CSIS - Computer Information Systems

CSIS 5300 Database Systems (3)

This course will provide a foundation for understanding organization database technology by examining the way databases are used, designed and managed. The course will introduce fundamental concepts related to operational and data warehouse databases. The course will also cover the principles of extracting required data using QBE technique. Students use industry-standard software Oracle® to improve their database query proficiency. **Prerequisite:** Basic knowledge of computer and information technology.

CSIS 5310 Introduction to Decision Support Systems (3)

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 5320 Data Analytics Foundations (3)

This course provides an introduction to the field of analytics, which has been defined as the extensive use of data, descriptive, prescriptive, and predictive models, and fact-based management to drive decisions and actions. The development and use of the organization's data to support business analytics is discussed. The application of selected data analytics techniques to business decision-making situations is illustrated. Students use industry-standard software including MS Excel®, Tableau®, SAP Business Explorer®, SAP BusinessObject Analysis®, and Lumira® to

Course Descriptions

improve their data analysis proficiency. **Prerequisite:** BUSN 5760.

CSIS 5330 Business Intelligence and ERP (3)

The objective of this course is to demonstrate the concepts of Business Intelligence through hands on exercises. Concepts taught are: introduction to big data, online analytical processing (OLAP), multidimensional modeling, the databases' role in business intelligence (BI), and extract, transform, and load (ETL) technology. There is a significant technology component to this class. Students will interact with a real business enterprise resource planning (ERP) system's operational and data warehouse. Hands-on exercises will be conducted on an ERP system such as SAP ERP R/3. **Prerequisites:** BUSN 6160, BUSN 5760.

CSIS 5400 Data Warehousing (3)

Data warehouses were once unique technological advantages for the corporations that had them. Now they are a relatively common corporate decision support tool used by many organizations to better understand their business. This course will provide a foundation to understand data warehouse technology by examining the way they are designed, managed, and used. The course will explore the fundamental concepts related to data warehouses. Some 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 5300.

CSIS 5410 Introduction to Data Mining (3)

Many businesses are discovering that stored within their corporate data repositories are the elements to understanding and controlling the components of their business processes. Data warehousing, mining, and visualization are tools that can provide access to these elements.

This course will provide a foundation to understand data warehouse technology, data mining methods, and data visualization techniques by examining how these three technologies interact and depend on one another. The course will review the fundamental concepts related to data warehouses. It will also introduce data mining techniques and have the student experiment with data mining applications. Finally, the course will explain how data visualization can allow managers to quickly access large data repositories and make clear decisions based on integrated information structures. **Prerequisites:** Basic knowledge of computer and information technology and completion of CSIS 5400.

CSIS 5420 Data Mining (3)

This course will explore some data mining methods with a primary focus on model building and testing, as well as on interpreting and validating results. Model building is both an art and a science that is best understood from the perspective of learning by doing and this course will supplement the text with exercises with a data mining tool that will enable the student to experimentally build and test data mining models. **Prerequisite:** CSIS 5320.

CSIS 5600 Decision Support Systems (3)

This course will require 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.

CSIS 9950 Travel Course-Issues in Information Systems (3)

Current and significant issues in computer science are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

CSSS - Cybersecurity

CSSS 5000 Introduction to Cybersecurity (3)

This requisite course is designed to provide the student an overview of the major core areas of study they will encounter throughout this program. Introduction of computer system architectures, vulnerabilities, critical infrastructures, the growing threat of social networks, intelligence and counter intelligence, international laws, security policies, privacy and information liability, cyber attacks and counter cyber attacks, encryption, risk assessment, cybersecurity forensics including data gathering and recovery, and a forward look at future cyber technology developments.

CSSS 5110 Cybersecurity Communications (3)

Digital communications has grown rapidly and provides increased opportunities to: access information; share and disseminate knowledge; create new innovative services; and compete in a global environment. It presents new opportunities and a growing threat posed by a connected society that can impact critical United States interests. The basics of communication systems, the ISO Layer Model, topologies such as Local-Area-Networks (LANs), Wide-Area-Networks (WANs), World Wide Web and the Internet, space-based communications used by Department of Defense (DoD) and commercial entities, fiber-optics, as well as the rapidly developing personal mobile communication technologies such as Wireless Local Area Network (WiFi). **Prerequisite:** CSSS 5000.

CSSS 5120 Cybersecurity Infrastructures (3)

The impact of September 11, 2001 cemented our attention on physical attacks on United States critical infrastructures. Although still a concern, a growing Cybersecurity threat requires additional focus on potential virtual attacks on these same critical infrastructures. Both physical and virtual in capacitance of a critical infrastructure such as the Power Grid, Communications, and Financial transactions can have as great, or greater, impact on our society. Cyber attacks have and can cripple an industry and the services they provide to millions of users. The critical infrastructures identified by the Department of Homeland Security (DHS) are examined from a Cybersecurity perspective. **Prerequisite:** CSSS 5000.

CSSS 5130 Cybersecurity Intelligence/Counter-Intelligence (3)

Students examine methods, ethics, policies and procedures for accessing and gathering information for positive or negative use, and applying counterintelligence to evade, trick or trap individuals, agencies, or national entities who wish to steal, damage or deny access to valid users of critical information and its sources. Active measures, passive counter measures, and intelligence gathering processes as well as determining the validity and success of gathering information will be included. **Prerequisite:** CSSS 5000.

CSSS 5140 Cybersecurity Strategic Operations (3)

Specific methods, ethics, laws, policies and procedures for conducting strategic operations and countermeasures are the focus of this course. Students will learn how to identify critical infrastructures, communication channels, and information protection schemes and how to detect threats, assess vulnerabilities, penetrate and exploit cyber targets, understand how to monitor, spoof, redirect and deny access, as well as protect critical assets. **Prerequisite:** CSSS 5000.

CSSS 5160 Encryption Methods and Techniques (3)

The history and application of ciphers, codes and encryption/ decryption methods and techniques are examined. Public and private keys, protocols, number generators, digital signatures, and other facets of encryption will be included. Additionally, an investigation of the role ethics and information privacy have on the science when security is applied to public systems and email content as well as higher levels of security for corporations proprietary and government classified information. **Prerequisite:** CSSS 5000.

CSSS 5210 Cybersecurity Law and Policy (3)

The laws and policies dealing with cyber-crime, cyber warfare, privacy and international perspectives as well as an in depth look at the National Security Act, the United States Cybersecurity Electronic Security Act, the Cyber Security Enhancement Act, the Protecting Cybersecurity as a National Asset Act, the Communications Assistance for Law Enforcement Act (CALEA), cyber-crime laws, international cyber-crime laws and other current laws and policies will be reviewed and discussed. **Prerequisite:** CSSS 5000.

CSSS 5220 Cybersecurity Threat Detection (3)

Students will examine various methods used to threaten our Cyber systems such as: viruses; spoofing; denial of service; fraud; theft; phishing; spy bots; spam; Trojan horses; email and active malware attachments; viral applications; hardware (computers and portable storage devices) with built in viruses or trap-doors; fake web sites; as well as eaves dropping via wireless networks; criminal access to national, corporate or personal data; and the growing loss of privacy over social networks. **Prerequisite:** CSSS 5000.

CSSS 5230 Cybersecurity Forensics (3)

This course covers methods and procedures for identification and recovery of damaged or erased digital data, tracing information access (web history, cookies, cache memory and internet source identification), determination of system vulnerabilities (e.g., TEMPEST), communication ports and computer system architectures and encryption methods, as well as incident monitoring and response. **Prerequisite:** CSSS 5000.

CSSS 5240 Pre-Emptive Deterrence (3)

This course addresses specific methods, ethics, laws, policies and procedures for planning and executing pre-emptive Cybersecurity deterrence operations and force application. **Prerequisite:** CSSS 5000.

CSSS 5250 Use and Protection of Space Assets (3)

A unique course, it focuses on all three segments (space, ground and user) of fixed and mobile communication and Global Positioning System (GPS) assets and their attributes. Secure and non-secure systems are examined to show the breadth of capabilities along with the pros and cons. Uplink and downlink signal characteristics, signal bouncing and relaying capabilities. Frequency hopping, spread-spectrum, interception and overpowering of signals through use of steerable beams,

application of laser and fiber-optics, and encryption techniques are covered. **Prerequisite:** CSSS 5000.

CSSS 5990 Advanced Topics in Cybersecurity (3)

This course is designed to permit addressing advanced and emerging topics in Cybersecurity that may include, but not be limited to, Cybersecurity communications, cyber warfare planning and execution, forensics, ethics, policies and laws, encryption/ decryption and future topics e.g., application of quantum non-locality. This course may be repeated for credit if the content differs. **Prerequisite:** CSSS 5000.

CSSS 6001 Practical Research in Cybersecurity I (3)

The student is expected to synthesize and integrate the learning experiences acquired throughout the MS in Cybersecurity and to evaluate current and future topics relative to this major. Specific papers, projects, or other methodologies must include Cybersecurity related technical and management areas than span this entire degree emphasis. Internships or practical research projects that span two consecutive semesters are considered appropriate applications of student research in conjunction with the completion of this course. **Prerequisite:** Successful completion of all required core courses in this major.

CSSS 6002 Practical Research in Cybersecurity II (3)

The student is expected to synthesize and integrate the learning experiences acquired throughout the MS in Cybersecurity and to evaluate current and future topics relative to this major. Specific papers, projects, or other methodologies must include Cybersecurity related technical and management areas than span this entire degree emphasis. Internships or practical research projects that span two consecutive semesters are considered appropriate applications of student research in conjunction with the completion of this course. **Prerequisite:** Successful completion of CSSS 6001.

CSSS 6500 Cybersecurity Internship (3)

Students undertake, with the supervision of a qualified professional, an approved internship in a cybersecurity-related setting. The course includes work and academic experience. The work experience involves professional cybersecurity duties. The academic experience involves written assignments by the faculty advisor. The outline of duties and evaluative methods are established by the student and the internship mentor and approved by the faculty advisor prior to initiation of the program. **Prerequisites:** Completion of all of the required cybersecurity courses (except CSSS 6001/6002).

Criminal Justice

CRIM 5000 Ethics and Decision Making in Criminal Justice (3)

This course examines the scholarship on ethics and decision making in the criminal justice system, including lawmaking, lawbreaking, and law enforcement and the ethical dilemmas at each decision point in the system.

CRIM 5050 Organization and Administration of Criminal Justice (3)

This course examines the organization and administration of contemporary criminal justice systems, applying organizational theories to the analysis of criminal justice organizations in law enforcement, the court system, and corrections.

CRIM 5060 Policing and Law Enforcement (3)

This course reviews the history, theory, practice, legal environment, and ethics of police organization and subculture, including discretion, occupational socialization, police community relations, and occupational deviance.

CRIM 5070 Institutional and Community Corrections (3)

This course reviews the history, theory, practice, and legal environment of incarceration, diversions, community-based corrections, and the treatment of offenders.

CRIM 5100 Theories of Crime and Justice (3)

This course surveys major theoretical traditions analyzing the nature and causes of crime, crime typologies, offenders, and victims in the U.S. and globally. Prerequisite: CRIM 5000.

CRIM 5300 White Collar Crime (3)

This course distinguishes white collar crime from other kinds of crime and analyzes the investigation, adjudication, and regulation of white collar crime and fraud.

CRIM 5350 Computer Crime and Fraud (3)

This course examines the technical, social and legal aspects of criminal activity relying on computers or computer networks as a tool, target, or location of criminal activity, including computer crime, electronic crime, information crime, and virtual crime.

CRIM 6000 Capstone (3)

The capstone course provides an opportunity for students to demonstrate their mastery over the program-level learning outcomes in the criminal justice program by allowing students to develop a final research project in criminal justice or to conduct an evaluation of the process and impact of some aspect of the criminal justice system, such as a policy or program.

DMGT - Doctor of Management

DMGT 7140 Statistical Analysis (3)

Introduces the students to topics in statistical analysis as a preparation of the research courses and their work on the doctoral project. The focus will include data analysis for research applications. Topics include: hypothesis testing and confidence intervals, correlation, linear regression and multiple regression. Additional topics may include path modeling, discriminate analysis, and structural equation modeling.

DMGT 7160 Quantitative Research Methods (3)

Focuses students on quantitative research design and methodology in the organizational context. Topics include research question formulation, design issues, theory-based hypothesis development, validity and reliability, choice of measurement tools, sampling and statistical planning, and research reporting. Students will develop a research proposal related to dissertation interests.

DMGT 7180 Qualitative Research Methods (3)

Introduces the students to qualitative methods and designs in the context of organizational research. Particular attention is given to the indications for qualitative methods and designs, such as research history of the topic and nature of the topic. Students will be exposed to several models of qualitative methods and designs, including: case studies, qualitative software and program

evaluation. Students will be expected to develop a qualitative research design proposal.

DMGT 7300 Foundations of Management Research (3)

This seminar will introduce students to a variety of modern management research topics and readings, and the methodology and tools used to investigate them. Students will explore the role of sound theory in informing management decisions, and prepare a preliminary research paper on a course-related topic.

DMGT 7330 Managing in the Global Marketplace (3)

Explores global issues confronting the twenty-first century manager. Topics included are: impact of culture on management of the global organization, commercial implications of the new regionalism, product and services marketing in the global marketplace, and countertrade.

DMGT 7350 Topics in Technology (3)

Examines the principles of managing technology. Students review the skills necessary to manage technology and review emerging technologies destined to dominate markets of the twenty-first century, with the international dimensions of technology management receiving special emphasis. Students will be expected to develop a theoretical article ready for journal submission.

DMGT 7370 Topics in Leadership (1-3)

This course features diverse topics that emphasize elements of managerial leadership and change. Topics may include various elements of managerial leadership such as decision-making, conflict management, negotiations and organizational change.

DMGT 7450 Strategic Management (3)

Examines from the viewpoint of the general manager how companies create and sustain competitive advantage, which requires an indepth understanding of external factors including industry structure and rivalries as well as internal factors of the firm, and how these factors influence strategic responses. Both process and leadership elements of strategy are discussed. The students analyze empirical research to help prepare them for their own research projects.

DMGT 7500 Leadership (3)

Traces the evolution of leadership thought. Primary focus is given to the transactional and transformational theories of leadership to provide students with an understanding of the roles of leader and follower behavior. Students also explore emerging leadership theories including steward leadership, servant leadership, charismatic leadership and others.

DMGT 7520 Organizational Development and Change (3)

Provides an overview of organizational development with an emphasis on planned change. Students explore major interventions including human process, technostructure, human resource management and strategic. Organizational development interventions are evaluated with special emphasis on modifications for international settings.

DMGT 7750 Advanced Organizational Behavior (3)

This class is designed to provide an in-depth look at some of the major topics of interest in contemporary organizational behavior while also providing foundation knowledge in Organizational Behavior, including classic and contemporary theories as well as groundbreaking empirical studies. Drawing on theory and research in psychology, social psychology and organizational behavior, we will explore individual, interpersonal and group processes in work organizations. The emphasis will be on the

development of models and hypotheses as well as the application and integration of theoretical support for student's research.

DMGT 7800 Topics (3)

Special areas related to DMgt program objectives are examined. Students may take up to three hours as elective, and a second three hours if program necessity dictates. **Prerequisite:** Permission of DMgt Director.

DMGT 7810 Survey Design and Methology (3)

This course offers comprehensive knowledge and skills of survey methods so that students will be able to apply various techniques for data collection and will be able to solve problems related to sample survey. During the course, students will learn basic proposal development, instrument preparation, data collection and analysis, and presentation of the results. The course will focus on hands-on practice of survey methods through individual/group projects.

DMGT 7900 Research Seminar (3)

This doctoral seminar is designed to provide students an opportunity to work one-on-one with a faculty member to develop a conference-ready theoretical paper. The focus is on the development of the following: writing skills, hypothetical development, theory integration, review skills, revision proficiencies, and feedback integration. Students will be expected to submit their theoretical paper to at least one peer-reviewed conference or other outlet.

Note: A student must complete this course with a grade of B or better to advance to the methodology courses.

DMGT 8000 Doctoral Project (9)

The student completes the doctoral research project, which demonstrates the student's ability to design and conduct research on a management or organizational problem. Emphasizes a problem-solving approach to a business or management problem. **Prerequisites:** Completion of all other doctoral courses and approval by the director of the doctoral program.

DMGT 8010 Project Completion (0)

For students who have fulfilled DMGT 8000 requirements and are making reasonable progress on their doctoral projects. This course keeps students active in the University system. May be repeated as needed during standard five-year program window. **Prerequisite:** Formation of doctoral project committee and permission of DMgt Director.

ECED - Early Childhood Education

ECED 5010 Foundations of Early Childhood Education (3)

This course focuses on the historical, psychological, philosophical, and social foundations of early childhood education. Theories and research in child development and education are integrated with practical knowledge in order to understand and define best practices in early childhood education. By studying various models and approaches to this field, students gain an understanding of the state of the art of early childhood education and the forces shaping its future underscoring legal and ethical responsibilities to children, families, and colleagues with their communities. Topics such as administrative planning of programs, environments, personnel policies, management, maintenance and budget are discussed. Students examine forces that shape

the future of early childhood education and the role teachers play in that future. Embedded field experiences are planned and sequenced so that students develop the knowledge, skills and professional dispositions necessary to promote the learning of young children across the entire developmental period and within a variety of settings that offer early education.

ECED 5040 Program Models in Early Childhood/Early Childhood Special Education (3)

This course is focused on programs developed for the early childhood and special education populations. Students examine philosophy, theoretical framework, curriculum, methodology, role of the teacher, role of the child, service delivery systems, and parent involvement. Students replicate portions of specific models as well as develop teaching strategies that would be characteristic of particular models. Special attention is given to models for mainstreaming the special needs child. **Prerequisites:** ECED 5010 or permission of the early childhood program coordinator.

ECED 5096 Apprentice Teaching Seminar (1)

This seminar will help students in their apprentice teaching focus on multiple factors affecting their classroom experiences, student interactions and curriculum (including planning, classroom organization and structure, unit and lesson planning, and student assessment) through the creation of an electronic Portfolio or Teacher Work Sample. The course is designed to better prepare each student to meet the MoSTEP Standards within the context of the content being addressed. The seminar is a concurrent registration with the appropriate Apprentice Teaching course. **Prerequisites:** ECED 5431, ECED 5461, ECED 5462 with B or better and all required courses must be completed.

ECED 5200 Independent Study (1-3)

Students with special interests or needs that are not met by existing courses may request that a member of the faculty supervise an independent study. Together, the student and faculty member decide on the content of the independent study and the criteria for evaluation. This course may be repeated for credit if content differs.

ECED 5410 In-Service Topics (1-3)

In-service courses are designed to provide degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the degree with prior approval of the student's advisor. May be repeated for credit if content differs.

ECED 5430 Language and Motor Development in Infant Toddler Programs (3)

Young children use language, gestures and the people around them to gain access into social groups including school. This course examines the current state of theories about language acquisition and important conclusions about language learning that have significant implications for teaching infants and toddlers. The course also considers ways teachers observe the perceptual motor development of infants and toddlers and use these specific observations of each child to promote a comprehensive plan to support children's physical health, enhance motor skills, and support children with developmental lags. Students will examine developmental standards by which early childhood centers can be evaluated and improved. Students seeking post-baccalaureate initial certification must take ECED 5431 either concurrently or after completion of this course.

ECED 5431 Infant Toddler Practicum (1)

Concurrent registration in ECED 5430 Language and Motor Development in Infant Toddler Centers is preferred.

Course Descriptions

The focus of this practicum is observation and participation in classrooms servicing children in Infant-Toddler Centers and supports an understanding of developmentally appropriate practice. **Prerequisites:** ECED 5010 and ECED 5430.

ECED 5460 Curriculum Design (3)

Concurrent registration in ECED 5461 Preprimary Practicum and ECED 5462 Primary Practicum is preferred.

This course combines a theoretical and experiential investigation of curriculum for children ages birth through eight years, with primary emphasis on pre-kindergarten through the elementary grades. It emphasizes the roles of the teacher as observer, collaborator, facilitator, and organizer. Students will learn how to develop curriculum projections that are based on 1) ongoing documentation and study of children's current understanding and interests; 2) child development theory and research; 3) values and goals established with parents and community; and 4) consideration of contextual variables related to the school environment, family, and peer relationships. Emphasis is placed on continuity of learning experiences for children, integration of subject matter knowledge through project studies and daily life experiences, and a negotiated learning process, which allows children and teachers to adjust and readjust their expectations through ongoing questioning and reorganization of experiences. **Prerequisites:** ECED 5010 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 and ECED 5460.

ECED 5462 Early Primary Practicum (1)

Concurrent registration in ECED 5460 Curriculum Design is preferred.

The focus of this practicum is observation and participation in classrooms servicing children in primary grades. **Prerequisites:** EDUC 4740, ECED 5431 and ECED 5460.

ECED 5466 Preprimary Practicum Early Childhood Special Education (1)

Concurrent registration in ECED 5830 Topics in Early Learning: Early Childhood and Special Education Curriculum and ECED 5830 Topics in Early Learning: Assessment and Intervention of Infants and Young Children is required.

The focus of this 1-credit-hour practicum is observation and participation in inclusive classrooms in the preprimary grades. It centers on implementation of intervention strategies for children with Individualized Education Plans (IEPs). **Prerequisites:** EDUC 4740, ECED 5431 and ECED 5460.

ECED 5470 Observation, Documentation and Analysis of Learning in Early Childhood Education (3)

In this class, students will develop an understanding of how documentation based on close observation of children's learning processes helps to make learning visible and shape the learning that takes place in young children. They will learn why assessment of young children's strengths, progress and significant concerns that require focused intervention call for assessment strategies that are developmentally appropriate, culturally and linguistically responsive, connected to relevant children's daily activities and inclusive of families. Following an inquiry-based structure and cycle of learning and teaching, students will evaluate the impact of the children's activities and

teacher strategies and create change in early childhood programs. The importance of continued professional development and continued accountability will also be emphasized. Students must have access to children, preferably in a classroom setting. **Prerequisite:** ECED 5010.

ECED 5480 Math Methods for the Young Child (3)

Students explore ways to support the young child's construction of knowledge in regard to numeracy. The educational implications of current cognitive theory and related research are examined. The Content and Process Standards developed by the National Council of Teachers of Mathematics (NCTM) provide a framework for teaching strategies. The course courses on children's mathematical learning in pre-kindergarten through third grade. **Prerequisite:** ECED 5460.

ECED 5510 Understanding and Supporting Children's Thinking (3)

Students examine theory and research on cognitive development while considering the integral relationship with the development of children's social intelligence. Emphasis is placed on the study of children's memory, perception, language and literacy, logical-mathematical thinking, and problem solving. Students use action research methods involving observation and documentation to study children's thinking and learning processes. Curriculum implications with connections to state and national standards will be explored with an emphasis on project-based and inquiry based learning. Students will learn how to develop strategies to scaffold children as individual and group learners. **Prerequisite:** ECED 5670 Social Intelligence and Relationships: The Foundation for Learning.

ECED 5670 Social Intelligence and Relationships: The Foundations for Learning (3)

Students examine theories and research in regard to social intelligence and the development of relationships. The integral linkage of social and moral development with children's intellectual development is explored. Curriculum implications for diverse learners are examined. Emphasis is placed on interactions that foster mutual respect and trust with adults and children; the development of self-regulation and social responsibility; self-esteem, social knowledge and competence; cooperation and collaboration, and positive dispositions toward learning and life. A focus will be placed on children as individual and group learners. Connections will be made to state and national standards. Students use action research methods involving observation and documentation to study children's behavior and learning processes. Ecological systems perspectives of the child, within the family, and within the community will be integrated throughout the course.

ECED 5740 Inquiry Learning in Early Childhood (3)

This course is designed to give student an in-depth, practical look at the first through third grade elementary child while focusing on a theoretical and experiential investigation of programming, curriculum, and assessment. Methods and techniques of teaching science and social studies with an emphasis on organization of inquiry learning will be a focus. The class stresses the various roles of the teacher as observer, collaborator, facilitator, and organizer. Students will learn to evaluate learning models, organize curriculum projections that are based on 1) ongoing documentation and study of children's current understanding and interests; 2) child development theory and research; 3) values and goals established with parents and community; and 4) consideration of contextual variables related to the school environment, family, and peer relationships. Students will also learn how to interpret this information to access outcomes and support children's continued development and learning.

Developmentally appropriate integration of technology into the primary classrooms will be discussed.

ECED 5750 Negotiated Learning: The Reggio Emilia Approach to Early Education (3)

This course focuses on the central role of documentation in the social constructivist approach to early learning that has emanated from the early childhood programs of Reggio Emilia, Italy. Students explore multiple ways to observe and document the learning experiences and learning processes of young children and then study that documentation to determine how to support children's thinking and negotiate learning. Documentation is used to improve discourse by serving as a database for reflective teaching. Documentation and discourse enable teachers to generate designs for future learning experiences that have continuity with children's thinking and prior experience. Together, these three components of documentation, discourse and design define a negotiated learning process that involves continuous action research of teaching and learning.

ECED 5760 Fundamentals of the Reggio Approach Study Tour (3)

This study tour examines the process of observation, questioning, experience and reflection as integral components of meaningful learning in the renowned early childhood programs in Reggio Emilia, Italy, named as one of the best educational systems in the world. Principles fundamental to the Reggio Approach include an image of the child as competent and full of potential; working collaboratively with children, parents and the larger community; carefully designing the environment to facilitate the social constructs of understanding and to document the learning taking place with the space; and listening closely to children and devising means to provoke inquiry-based learning. Participants in the study tour will be introduced to the history of the Reggio Approach, tour the atelier and classrooms, engage in dialogue with teachers, view project presentations, explore materials, and reflect upon their experiences.

ECED 5800 Applied Research (3)

This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. **Prerequisite:** Advancement to candidacy.

ECED 5810 Pedagogical Internship I (3)

This supervised internship is required for candidates pursuing the graduate certification in pedagogical coordination of Reggio Inspired Schools. It is the first of a two-semester sequence of internships required for completion of the graduate certificate program. Students work as apprentices in a Reggio Inspired School to learn the role of pedagogista. This role involves strong understanding of the skills and concepts of observation and documentation of learning processes, collaborative action research strategies, mentoring and coaching to support professional development of teachers, and ability to support and develop systems of communication and participation with families and community in early childhood settings.

ECED 5811 Pedagogical Internship II (3)

This supervised internship is required for candidates pursuing the graduate certification in pedagogical coordination of Reggio Inspired Schools. It is the second of a two-semester sequence of internships required for completion of the graduate certificate program. Students work as apprentices in a Reggio Inspired School to learn the role of pedagogista. This role involves strong understanding of the skills and concepts of observation and documentation of learning processes, collaborative

action research strategies, mentoring and coaching to support professional development of teachers, and ability to support and develop systems of communication and participation with families and community in early childhood settings.

ECED 5820 Creating Learning Environments (3)

This course is designed for early childhood, elementary and special education teachers who are interested in examining the human and physical elements that shape the learning environment and exploring ways to intentionally organize and use these elements to enhance the living and learning experiences of young children. The learning environment will be viewed from multiple perspectives: As a reflection of beliefs and values; as a strategy for teaching and learning; as a forum to empower the community of learners; as a tool for teacher research and student assessment; and as an arena for ongoing professional inquiry.

ECED 5830 Topics in Early Learning

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.
- **Assessment for Intervention of Infants and Young Children (3)**
This is an introductory course for students interested in working with infants, young children, and their families to adapt curriculum to meet their special challenges and develop to the fullest potential. The interrelationships between curriculum and assessment provide a framework of study. Authentic assessment strategies are emphasized, as well as, using strategies to recognize special needs and monitor progress; engaging in collaborative goal setting through team approaches; using assessment information to plan adaptations in all developmental domains; and developing individualized intervention plans and programs. Curricular topics include forming partnerships with families; preparing the way for successful inclusion; arranging the environment to maximize learning; embedding teaching and learning opportunities within inclusive settings; encouraging developmental play behavior; and providing a variety of activities to accomplish outcomes.
- **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.
- **Early Childhood Special Education Curriculum (3)**

Course Descriptions

This is an introductory course for students interested in working with infants, young children, and their families to adapt curriculum to meet their special challenges and develop to the fullest potential. The interrelationships between curriculum and assessment provide a framework of study. Curricular topics include forming partnerships with families; preparing the way for successful inclusion; arranging the environment to maximize learning; embedding teaching and learning opportunities within inclusive settings; encouraging developmental play behavior; and providing a variety of activities to accomplish outcomes. **Prerequisite:** ECED 5460.

- **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 normal infants and toddlers, as well as those with special needs.
- **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 policymakers. Attention also focuses on needs of the single parent, the student parent, parents working outside the home, foster or adoptive parents, and the older parent.

ECED 5850 Practicum in Early Childhood Education (1-4)

This practicum offers a variety of options for placement and foci for learning. Students may participate in programs for infants and toddlers, preschool-age children, kindergarten, early elementary, early childhood special education, or parent education. The learning focus may be on child development, curriculum, applied research, administration, and/or parent education. **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, exceptionalities, language, religion, sexual orientation, and geographical area. Early childhood education in different countries and cultures will

be discussed and ideas generated about implication for teaching young children.

ECED 5870 Valuing the Expressive Languages in Education (3)

Communicating through varied languages such as drawing, paint, clay, sculpture, dance and music in addition to the spoken and written word can provide new possibilities for expressing learning among children of all ages and abilities. Students in this course will experience and experiment with a myriad of representational and symbolic materials in the ateliers/studios of the Maplewood Richmond Heights Early Childhood Center. The rights of children as unique learners, curriculum design and reflective assessment will be examined. Students will explore, facilitate the use of and document at least one creative language with depth. The work of educators from Reggio Emilia will serve as inspiration.

ECED 5880 Integrating Resources: Community, Schools, and Family (3)

This course is designed to help students identify changing family and community structures, patterns, and relationships. Students determine how these influence children and their educational needs. They study methods of assessing family needs and interests, identifying and utilizing community resources, and responding to family needs through education and partnerships. They review models of consultation and case management in regard to children and families with special needs. They explore and simulate techniques for interacting with parents and examine collaboration strategies for interdisciplinary team efforts.

ECED 5950 Apprentice Teaching: Early Childhood (9)

Teacher certification candidates only. This course is meant for candidates seeking certification in early childhood education at the primary level. **Prerequisites:** ECED 5431, ECED 5461, ECED 5462 (practica must be passed with B or better grades); passing score on state required content area exam; and all courses completed. Concurrent registration in ECED 5096 Apprentice Teaching Seminar is required. Apprentice teaching placements will be made in the St. Louis City, St. Louis County, Fox, and Francis Howell School Districts.

EDIN - Education and Innovation

EDIN 5001 Foundations of Global Citizenship (3)

This course enables educators to develop knowledge, skills and competencies for working in the global and digital age learning environments. Students develop research and professional writing and scholarship skills using both traditional media (books, journals) and new media (online databases, video and online resources, wiki-book authoring). They understand local and global societal issues and responsibilities and model legal and ethical behaviors in their professional practice. They develop skills in communicating, collaborating and building learning communities with peers, experts, and students.

EDIN 5190 Leadership and Innovation (3)

This course introduces managers, trainers and educators to the principles of interdisciplinary team collaboration and leadership, change leadership and cultivating a "culture of creativity" in organizations. The students experiment and evaluate methods for promoting team-building for innovation in their own organizations.

EDIN 5200 Independent Study (1-3)

Students with special interest or needs that are not met by an existing course may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. An independent study may not duplicate an existing course that covers the subject.

EDIN 5410 In-Service Topics (3)

In-service courses provide degree-seeking students with practical applications of current research and methodology. These courses require the advisor's approval (prior to enrollment) to be included in a student's graduate program. May be repeated for credit if content differs.

EDIN 5461 Curriculum: Creativity and Design (3)

This course enables participants to create authentic, real-world curriculum that engages learners in personally relevant and meaningful learning experiences with creative processes and outcomes. Topics include creatively teaching to the big idea, how to develop authentic performance tasks, how to evaluate performance tasks, how to match the interests and meet the needs of all learners, and how to integrate technology.

EDIN 5490 Seminars in Education and Innovation (1-3)

Seminars are designed to focus on current research in various topics in Education and Innovation and their real-world applications. May be repeated for credit if content differs.

EDIN 5620 Mindfulness (3)

This course provides an introduction to the concepts and practice of mindfulness. The course emphasizes the practice of the moment-by-moment awareness of one's thoughts, emotions, bodily sensations and surrounding environment. Students review research on the impact of mindfulness practice on physical and mental health, and the effects of mindfulness on teaming environments. Students design a mini mindfulness retreat.

EDIN 5622 Restorative Justice: Learning Communities (3)

This course examines the roots of restorative practices in indigenous cultures and in the reform of juvenile and adult justice system. Emphasis will be on (a) application of restorative justice techniques in the workplace and educational settings, and (b) on evaluation of the impact of restorative practices on the climate and norms (including bullying and aggression) in families, peer groups, formal, informal and virtual learning communities.

EDIN 5624 Transformative Learning (3)

Transformative learning is the expansion of consciousness through the process of first questioning and deconstructing one's worldview, identity and ways of thinking, and then revisioning, reframing and reintegrating them. In this course, participants read and reflect on the theories and recent research in transformative learning and examine how transformative learning applies to their own life experiences, to educational practice and to transformation of collective consciousness.

EDIN 5631 Multimedia Design for Innovative Learning (3)

This is a project-based course that will explore how various multimedia, productivity, and communications technologies can facilitate cognitive discovery and learning insights, and how they can serve as tools for creative solutions to real-world local, global and personal concerns.

EDIN 5750 Special Institute (1-3)

Various special institutes to provide sponsored research or project-based learning, field-based or international travel-based experiences. May be repeated for credit if content differs.

EDIN 5800 Research Designs for Education and Innovation (3)

This course enables students to develop strategies and methods to investigate a focused research question or to conduct an interdisciplinary problem-solving project within their workplace or learning environment. **Prerequisite:** Advancement to candidacy.

EDIN 5840 Innovations in Learning Systems: Global Perspectives (3)

Comparing innovative learning models and educational systems from various countries increases intercultural understanding and provides insight into one's own philosophies, beliefs, values and methodologies. Each participant investigates and compares innovative systems across two or more nations or cultures and presents reports for class evaluation and discussion.

EDIN 6000 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 a 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.

EDIN 6001 Integrated Studies: Education and Innovation (3)

In this capstone course, students develop and implement a comprehensive project in their specialization area. The project may be a field-based design, implementation and evaluation of a course, program or a professional development plan for other educators; or it may be a research project. **Prerequisite:** Completion of 27 hours of coursework in the MA program.

EDOC - Doctor of Education

EDOC 7120 Global Histories and Politics in Education (3)

This course is a comparative review of modern educational systems and learning experiences in different countries. Students discuss the ways in which educational systems have been influenced by industrialization and global capitalism. The rise of globalization, the information economy, and their effect on modern education theory as well as educational systems will be viewed as an important backdrop. Other recent attempts and current trends to influence and reshape schooling in the light of emergent educational philosophies will also be explored. **Prerequisite:** Admission to doctoral program; to be taken the first semester in the program (unless the director of the Doctor of Education program grants permission due to unusual circumstances).

EDOC 7130 Communications Technologies in Educational Systems (3)

This course engages both the kinds of tools in use in physical and virtual environments and also the ways in which these tools are

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used to meet the outcomes of a given program. **Prerequisite:** Admission to the doctoral program.

EDOC 7140 Educational Equity and Ethics: Theory and Policies (3)

In this course, students will examine several ethical frameworks as lenses for understanding, evaluating, and developing standards for ethical practice put forth by educational professional organizations, as well as district and school policies. Students will apply these ethical frameworks to local, national and global issues related to educational equity. **Prerequisite:** Admission to the doctoral program.

EDOC 7150 Seminar: Social Justice, Transformative Learning and Issues in Global Education (3)

This seminar is a segue from typical instructor-guided courses to the independence of dissertation research. The academic focus of this course is to examine global education issues and theories that affect the lives of children (i.e. theories that initiate social and educational change). Candidates will study the intersection of theory and practice and its role in pedagogy and social change. Theorists which may be examined are: Friere, Metrosow, and Bandura, to name but three. **Prerequisite:** Admission to the doctoral program.

EDOC 7500 Service Learning Practicum (3)

This course is a comparative review of modern educational systems and learning experiences in different countries. Candidates discuss the ways in which educational systems have been influenced by industrialization and global capitalism. The rise of globalization and the information economy and their effect on modern educational theory as well as educational systems will be viewed as an important backdrop. More recent attempts to reshape schooling in the light of emergent educational philosophies will also be explored. Students will take this course twice. **Prerequisite:** Admission to the doctoral program.

EDOC 7510 Interdisciplinary Pro-Seminar I (2)

This course will introduce the candidate to the increasingly complex world of educational research; the doctoral process; allow the candidate to refine his/her 'burning question'/dissertation inquiry; begin the annotated bibliography and literature review as foundation for future educational research in preparation for the dissertation document; and develop a first draft of the organization of the dissertation. **Prerequisite:** Admission to the doctoral program.

EDOC 7520 Interdisciplinary Pro-Seminar II (2)

In this course, the candidate will refine the 'burning question' and continue to develop the annotated bibliography. the focus of the second seminar is to write a draft of Chapter 1 of the dissertation. In this course the candidate will continue the doctoral process; refine his/her 'burning question'/dissertation inquiry; continue the annotated bibliography and literature review as foundation for future educational research in preparation for the final dissertation document. **Prerequisite:** Admission to the doctoral program.

EDOC 7530 Interdisciplinary Pro-Seminar III (2)

In this course, the student will: (1) review at least 4 (four) types of educational research and apply each to his/her research interest/ burning question; develop a rationale for a specific choice of research; (2) continue to perfect the literature review; and (3) write the first draft of the Dissertation Chapter 2: Literature Review. This product will be a living document. The Draft Literature Review may be added to and/or revised until entire dissertation is completed. This will be Key Assessment 4. **Prerequisite:** Admission to the doctoral program.

EDOC 7540 Interdisciplinary Pro-Seminar IV (2)

This course will provide methods to develop the skills to apply inquiry and research to identify and support transformative learning for individuals, organizations, and communities. The student will write the first draft of Chapter 3 of the dissertation, Research Design and Methods. The student will begin to develop a draft of the final chapter of dissertation: Proposed Application to Study to Support Transformational Learning in the Global Community and secure IRB approval for this final project. **Prerequisite:** Admission to the doctoral program.

EDOC 8000 Doctoral Dissertation Research and Writing (1-5)

The student works to complete the doctoral dissertation research and write the dissertation, which demonstrates the student's ability to design and conduct research on education from a global perspective. Candidates may register for 1-5 credits at a time per individual need. Candidates are required to complete a minimum of ten dissertation research credits. **Prerequisite:** The student must have successfully completed all other doctoral course work, passed comprehensive exams and achieved status of doctoral candidate.

EDTC - Educational Technology

EDTC 5010 Introduction to Technologies for Education (1-3)

This course is intended as a broad-based introduction to technology. This is a hands-on, project-based course designed to help educators use technology creatively and effectively in support of curriculum in the elementary and secondary school classrooms. Topics include an introduction to media literacy, evaluation and integration of software into the curriculum, and the impact of technology on the teaching/learning process.

EDTC 5020 Assistive Technology (3)

This is a hands-on, project based course designed to help educators evaluate hardware and software in relation to a learner's specific disability. It provides an in-depth explanation of hardware and software developed for people with disabilities.

EDTC 5030 Topics in Classroom Technologies (1-3)

The courses are designed to expose students to particular classroom applications or issues on the use of technology. This course may be repeated for credit if the content differs.

EDTC 5032 Introduction to Assessment Using Technology (2)

This course examines different methods to collect, organize, and analyze information using technological tools. It examines substantive and evidentiary learning processes, ISTE NETS, psychology of learning, pros and cons of using technology to assess, and the ethical and social aspects of evaluation and what assessment means in any curriculum and how can technology aid in the process.

EDTC 5033 Learning Communities (1)

This course is for individuals in an educational or business setting who have the desire to create and implement successful learning communities with technology in a teaching/instructing atmosphere. This course will take into account researching, creating, formulating, problem solving, grouping strategies,

managing, and evaluating and assessing all aspects of learning communities in the educational/instructional setting.

EDTC 5034 Maximizing Interactive Learning with Technology (2)

This course enables educators to improve student retention, and increase learning through the use of hands-on activities that compliment curriculum across the board. This course covers the adaptation process of application software, free bundled software, and online searching and researching.

EDTC 5036 Searching for Classroom Grant Opportunities (2)

This course is for individuals who have the desire to locate grants that are offered to educators, trainers, and instructors. It covers searching for grants using the Internet and traditional methods. The course also covers writing techniques, terminology, tips, and suggestions for effective grant writing to simplify the process and ensure success.

EDTC 5040 Graphic Design for Educators (2)

Computer graphics adds imagery for the web, design for the printed page, and broadcast-quality to multimedia presentations. This course covers the basic applications of computer graphics into word processing, multi-media, and web projects. Some topics include: downloading from the web, creating, converting, manipulating, placement, and exporting of graphics.

EDTC 5070 Desktop Publishing for Educators (2)

This course is a study of desktop publishing and the current state of the desktop publishing industry. Emphasis will be placed on how to actually create a publication from start to finish and include emphasis on types of publications useful in the classroom. Software required or access to the software in the lab.

EDTC 5100 Teaching with Technology: Methods and Materials (2-3)

This course is designed with a focus on developing curriculum materials infused with technology. Participants will design curriculum for their particular content area integrating technology into the student learning experience. Topics included in discussion are research regarding learning, models of curriculum design, assessment methods, and current/future technology. Participants will utilize technology in the creation of all course projects. This course may be used by math and educational technology students as a substitute for the Curriculum Design requirement. **Prerequisites:** Classroom Technologies or permission of the Educational Technology Coordinator.

EDTC 5180 Applications Software

The courses listed below examine specific applications software, such as word processing, database, and spreadsheet packages. This course may be repeated for credit if the content differs.

- **Microsoft Office (2-3)**

This course covers the basic software applications of Word, Excel, PowerPoint, and other supporting programs using Microsoft Office. Use of these applications as an instructional and managerial tool in an educational setting is emphasized.

EDTC 5200 Independent Study (1-3)

Students with special interests or needs that are not met by existing courses may request that a member of the faculty supervise an independent study. Together, the student and faculty member decide on the content of the independent study and the criteria for evaluation. This course may be repeated for credit if the content differs. **Prerequisite:** Permission of the Educational Technology Coordinator.

EDTC 5210 In-Service Education (1-4)

These courses are not part of the existing curricula but provide experiences important to the academic and professional development of educators. This course may be repeated for credit if the content differs. **Prerequisite:** Permission of the Educational Technology Coordinator required to apply it to the MET degree.

EDTC 5250 Programming for Educators 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 and Alice will be taught. Such concepts include: procedural programming, event driven programming (control structures, sequence, if-then-else, for loop, while loop) stepwise refinement. Emphasis will also be on the rationale for using programming in the learning environment as a tool for teaching/instruction.

EDTC 5255 Programming for Educators II (2)

This course is designed to provide educators with skills and experiences with computer programming beyond the basic level. Students will continue to use Alice and be introduced to the Java programming language. Concepts covered include: user interaction, procedural programming (methods, parameters, return values), GUI programming, variables, lists and arrays, error handling, and debugging. Emphasis will also be on the rationale for using programming in the learning environment as a tool for teaching/instruction. **Prerequisites:** EDTC 5250 or permission of instructor.

EDTC 5290 Digital Video for Educators (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 5297 Advanced Computer Graphics and Desktop Publishing for Educators (3)

This is a course on developing students' critical and creative thinking skills using advanced computer graphics and desktop publishing. It will include topics such as an introduction to the Bezier curve, palettes, brushes, and combining applications. **Prerequisite:** EDTC 5070.

EDTC 5332 Computers and Information Systems (3)

This course is for educators for whom the computer will be an everyday tool. This course covers core concepts of computers and information systems in order to be able to use the computer competently. Information is presented on the capabilities of computers that users can apply at work, home, and school. Topics covered will include computer development; input, processing, storage, and output hardware; software development; programming languages; communications; connectivity; systems development; database management; information management; ethics; privacy; security; and purchasing and maintaining a computer system.

EDTC 5334 Constructivism and Technology (3)

This course is an introduction to constructivist theories in education and their applications to curriculum and instruction. The course employs collaborative processes and learning community-based web technologies (i.e. Web 2.0 tools) so that students learn about constructivism by experiencing constructivist methodologies and technologies used in this course. Participants build their knowledge and skills about constructivist theory and practice through collaborative writing and curriculum building using new interactive web technologies.

EDTC 5336 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. 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 5338 Evaluating Emerging Technologies (3)

In this course the student is introduced to the basic concepts of emerging technologies. Emphasis is given to three primary functions: evaluation, selection, and integration of technology. Additional topics include: background of technology into teaching, planning and implementation for effective integration for classroom and school districts including aspects of distance learning resources and methods, Web sites and Web pages and Internet usage exploration as educational technologies, and use of emerging developments in technology for future use.

EDTC 5340 Modeling Data to Enhance Instruction (3)

This course is designed to focus teachers on engaging in data-driven decision making for instructional improvement. In the context of national and state-based teacher accountability systems, teachers are expected to use student performance and test data to improve student learning by differentiating instruction for each student. In this course, teachers will use data modeling software in conjunction with inquiry based approaches to interpret and analyze student performance data. Using these modeling tools teachers will engage in trend analysis, data representations and visual modeling of individual student data. Teachers will also learn how to teach inquiry based data modeling concepts to students in their own classrooms.

EDTC 5410 In-Service Topics (1-3)

In-service courses are designed to provide educators with practical applications of contemporary research and methodology to improve classroom effectiveness. This course may be repeated for credit if the content differs. A limited number of credits may be applied to the MET degree.

- **AR in the Classroom (1)**

This course will demonstrate how to use Augmented Reality (AR) in the classroom to merge with curriculum and bring traditional topics to life! Topics include terminology, various types of AR, and how to create an AR for use on mobile devices or on a computer. Hands on application will include downloading free apps for i-devices and android devices, handouts that will work with the free apps, links and readings on where to go to locate more print outs, and demonstrations of how to create an AR from beginning to end. Students should bring their own mobile device to class to experience the excitement of AR first hand.

- **Assistive Technology Tools for Literacy and Learning (1)**

This course focuses on low-tech to high-tech assistive technology tools in the area of literacy for individuals with special needs, such as cognitive impairments, autism and learning disabilities. Students will engage in hands on activities with various strategies, software and hardware to gain the skills and resources for feature-matching tools based on barriers to reading and writing.

- **Comic Life: Applications for the Classroom (1)**

Bring your digital photos and illustrations to life by using them to create your own comic books. It is easy to do and can bring digital photography to a much higher level. In this class you will learn how to use a piece of software called Comic Life (free trial available for Mac & Windows) to transform your digital photos into comic book pages. Learn how comic book making can support your curriculum and the benefits of enhancing lesson and engaging students using Comic Life. Add text, effects, and filters to create the look you want. Several resources will also be shared and discussed in order to generate ideas on how to integrate comic book making into the classroom.

- **E-learning in the Classroom (1)**

Today's learning professionals are often called upon to produce effective and engaging video content to support classroom training. This course will explore ways in which screencast recordings can be used to enhance curriculum using software such as Articulate Presenter, Replay, and Storyline. Students will learn to combine audio, screen, and webcam recordings into micro-lessons. Activities include recording, editing, and publishing video files.

- **Flip Your Classroom (1)**

Access to global networks and shared resources has become much easier, either through the use of personal devices or through the use of learning technology. Instructors are looking for new ways to utilize these technologies to improve their teaching and learning. Flipping the classroom is one way in which instructors can enhance their face-to-face classroom experience. This course will explore the challenges and opportunities presented when implementing a "flipped" learning environment.

- **Google and Related Apps for Educators (1)**

In this course you will learn how to use a variety of Google Tools in the classroom including Google Docs, hidden tips and tricks for power searching the internet, Google Earth, YouTube and a variety of other tools. This is a hands-on, project-based course designed to help educators learn the tools and how best to integrate them into a classroom.

- **Mobile Devices in the Classroom (1)**

This course will discuss capabilities and terminology associated with mobile learning, and how mobile applications can be used in the classroom, in the business world, and in everyday life. We will examine how mobile devices are more than time and organizational managers, and how they support teaching and learning in the classroom. With a focus on educational applications, but also including business applications, we will search on the Internet for free and / or low-cost educational applications and browser extensions, and practice downloading and uploading. We will share curriculum content, various mobile devices, and basic classroom management ideas for a mobile learning environment.

- **Multimedia in the Classroom (1)**

This class will introduce multimedia programs and how to integrate them in the K-12 classroom. Emphasis is on classroom lesson design and teaching-learning applications. Students will be introduced to the concept of integrating multimedia and technology into curriculum in order to engage learners in higher order thinking skills and authentic learning experiences.

- **Podcasting in the Classroom (1)**

In this course you will learn how to search for the millions of podcasts that already exist, how to subscribe to them, and how to utilize them in your classroom. You will also learn how to create your own podcasts with an emphasis on student creation. This is a hands-on, project-based course designed to help educators best choose, create and integrate podcasts in their classroom.

- **QR Codes in the Classroom (1)**

This course will demonstrate how to use Quick Response (QR) codes in the classroom to merge with curriculum and bring traditional topics to life! Topics include terminology, creating QR codes, and using them within the curriculum. Hands on activities will be demonstrated in the class. Students should bring their own mobile device to class to experience the excitement of QR codes first hand.

EDTC 5460 - Curriculum Design Technology Apps (3)

This course is designed to help individuals plan learning experiences. Topics included are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Participants will design curriculum for their particular content area integrating technology into the student learning experience. Evaluating software packages for use within the curriculum is required.

EDTC 5465 Instructional Design (2)

Master teachers are expected to create instructional materials that reflect current theory and research on learning, exemplify a creative infusion of technology into the content areas, and approach assessment as a dynamic, process-oriented component of the learning experience. This course allows participants to create a comprehensive instructional project in their own content area. This project will reflect their knowledge of learning theory, teaching strategies, leading-edge technology, and performance assessment. Students will have "hands-on" experience with leading-edge technology to assist them in instructional design processes. **Prerequisite:** EDUC 5460 or EDTC 5460.

EDTC 5550 Web Page Authoring and Design I (2)

This course is designed to teach educators how to use hypertext markup language (HTML) to design and create Web pages for use in educational settings. Students will learn how to use HTML, tags, links, and attributes for a basic understanding of publishing HTML documents.

EDTC 5555 Web Page Authoring and Design II (2)

This course is designed to teach educators how to use hypertext markup language (HTML) to design and create Web pages for use in educational settings. This is the second half of EDTC 5550. Tables, forms, and style sheets in educational settings will be covered. **Prerequisite:** EDTC 5550.

EDTC 5560 Internet Applications

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 5555.

EDTC 5630 Advanced Topics in Classroom Technologies (1-3)

The courses are designed to further the student's knowledge and skills for a variety of technologies used by educators. This course may be repeated for credit if the content differs.

EDTC 5632 Databases for Decision Making (3)

This course explores ways to manage information using databases. Students will explore a variety of database activities which will stimulate the critical evaluation of data needed for wise decision making. Students will also learn how to incorporate these activities into curriculum.

EDTC 5633 Adult Learning and Technology (2)

This class focuses on two specific areas of teaching and learning: adult learning methods and the use of technologies appropriate to environments that engage adult learners. While the material covered in this course will deal with good practices in the teaching of adult learners, it will also provide sound methodology as the focus is on individualizing education and creating relevance in course materials specific to immediate needs.

EDTC 5635 Robotics in the Classroom (2)

In this class students will examine how incorporating robotics technology into pre-existing lesson plans will create investigative play through the design of meaningful projects, encourage group participation, enhance social skills, increase comprehension, retention, and thinking and learning skills. Students will build a TechCard chassis-based robot using principles of basic electronics. Students will create a robot that is aesthetically pleasing and one that solves a real-world problem and does something. Students will examine and discuss how robot building involves probability, planning and predicting, designing, hypothesizing, measuring, applying mathematical and scientific principles. Discussions will include how robotics relate to education, how to incorporate robotics into existing lesson plans to enrich and expand on already existing lessons at any grade level in multiple disciplines.

EDTC 5637 Systemic Change Theory & Technology (3)

The introduction of various technologies into our teaching and learning environments is meant to strengthen the ability of institutions, teachers, and students to reach their educational goals. The implementation phase, however, is often a turbulent process involving a great deal of institutional and pedagogical change. This course will focus on the processes of change in teaching and learning environments that are normalizing the use of educational technologies and explore various theories of resistance and adoption.

EDTC 5638 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.

EDTC 5639 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.

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EDTC 5730 Technical Environment Management (2)

This course is designed to provide hands-on technical management skills. Topics include equipment attainment, installation, maintenance, troubleshooting, and technical support.

EDTC 5740 Designing Educational Technology Facilities For Educators (3)

Students learn to consider the various components of educational technology facilities and their impact on education. Students will tour the educational technology facilities of several schools via video in the area to broaden their knowledge of different ways of successfully implementing technology.

EDTC 5745 Instructional Technology Planning and Management (2)

This course reviews the strategies used for effective technology planning and management. Determining level of technology integration, evaluating appropriate technology acquisitions, developing successful technology plans, and planning successful technology staff development will be reviewed through readings and student projects. State and national standards for student and teacher performance will be a focus for the course.

EDTC 5750 Special Institute (1-3)

Various institutes are offered to provide a wide range of workshop experiences and contemporary topics in the area of educational technology. For more specific and current information, contact the School of Education. This course may be repeated for credit if the content differs. **Prerequisite:** Permission of the Educational Technology Coordinator.

EDTC 5770 Using Mobile Apps for Learning (3)

Locating, selecting and utilizing mobile applications for educational use are important skills for the digital-age educator. In this course we explore the ways in which smartphone and tablet applications can be used in educational and learning situations. Specific applications for subject area goals as well as administrative uses will be evaluated and utilized. Students will develop lessons and activities based on tablet and smartphone apps with particular reference to Apple iOS and Android.

EDTC 5775 Developing Mobile Apps for Learning (3)

Developing mobile applications is an emergent area in educational settings. The principles, practices and possibilities of app development for improving educational experiences is transformative. In this course we develop mobile applications for use in learning environments. We also examine the ways in which mobile programming environments can be developed for rapid application development. **Prerequisite:** EDTC 5770.

EDTC 5820 Designing an Online Course -Part I (2)

This course will engage the student in building an online course using online software. Current curriculum and instructional design principles will be utilized. The focus is on curriculum building for a single course.

EDTC 5825 Designing an Online Course Part II (2)

This course will engage the student in building an online course using online software. Current curriculum and instructional design principles will be utilized. The focus is on curriculum building for a single course. It is a continuation of EDTC 5820. **Prerequisite:** EDTC 5820.

EDTC 5830 Videoconferencing: Collaboration and Learning (3)

Students will develop skills in using videoconferencing techniques in support of collaboration, distance communication and learning,

and professional development. The focus of this course will be to access and share global resources to attain professional goals.

EDTC 5840 Designing an Online Curriculum (3)

This course will engage the student in designing a virtual school curriculum using current curriculum and instructional design principles. The focus is on curriculum building for an entire virtual school. **Prerequisite:** EDTC 5460.

EDTC 5900 Technology, Ethics, and Society (3)

This course will engage social ethics in response to its impact on the developing technologies of global societies. Students will explore the relationship of technology through various philosophical and/or moral perspectives. This course will assist students in exploring their implicit values as they relate to technology.

EDTC 5995 Final Program Survey (0)

All educational technology MET students are required to register for this zero credit hour course during their final semester. Students complete a program evaluation survey about their participation in the educational technology program. For specific guidelines see the EDTC Coordinator. This course is graded on a credit/no credit basis only.

EDTC 5996 Content Performance Portfolio (2)

The aim of the Content Performance Portfolio Course is to assist educational technologists (facilitators and coordinators) in developing and demonstrating their mastery of skills that are related to the facilitation of technology in their school environment. Different mediums of representation such as print, video, visual and web will be used to demonstrate student competencies with National Educational Technology Standards at the advanced level. By engaging in and demonstrating multiple forms of representation with media, students will explore processes for becoming effective educational technology facilitators. The overall construct of the course will demonstrate ISTE NETS skills and competencies, however the portfolio will be organized around AECT standards.

EDTC 6000 Advanced Graduate Certificate Project (3)

The advanced graduate certificate (AGC) project is the culminating experience in the AGC program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an MAT class, a school district, a local board of education, or a community group; a paper or research project which might be published or distributed within an appropriate school, community group, or for a large audience; or an action project designed and implemented within the student's place of employment.

EDTC 6022 Designing Accessible Learning Communities (3)

Technology facilitators are increasingly called on to create safe and supportive learning environments that allow learners to be more independent and valued. Federal laws (e.g. IDEA and NCLB) require learners in schools to receive accommodations and accessibility options. Beyond such mandates, however education leaders should be able to engage in Universal Design for all populations and their environments. This course engages learners in universal design and accessibility principles and practices.

EDTC 6136 Designing Accessible Learning Communities Internship (1)

Technology facilitators are increasingly called on to create safe and supportive learning environments that allow learners to be more independent and valued. Federal laws (e.g. IDEA and

NCLB) require learners in schools to receive accommodations and accessibility options. Beyond such mandates, however education leaders should be able to engage in Universal Design for all populations and their environments. This course engages learners in universal design and accessibility principles and practices. This course is a semester long internship. It involves fieldwork in which the candidate spends an extended period of time with an individual with special needs. The candidate then proceeds to reflect on the experience and designs a technology based application (process or procedure) for enhancing the learning experiences of the individual. It is to be taken concurrently with EDTC 6022.

EDTC 6240 Educational Statistics (2-3)

Educational Statistics is an introductory graduate course in using quantitative methods for inquiry in education. Students will be exposed to the fundamental concepts and procedures of descriptive and inferential statistics. Students will develop competence in reading and understanding statistics topics from various sources. The course includes an introduction to the use and interpretation of SPSS.

EDTC 6245 Research Design (2-3)

Students will be exposed to various quantitative and qualitative methods as well as mixed methods. Knowing which method(s) to use with various research questions is important.

EDTC 6250 Thesis in Educational Technology I (3)

In this course students write a comprehensive thesis that focuses on original research in the field of educational technology. This thesis should include the following elements 1) identification and description of a research question, 2) examination of related bibliographic sources (literature review), 3) data collection and analysis, 4) findings, discussion, and conclusions. Ultimately students are expected to propose, develop, complete, and defend a thesis that incorporates a comprehensive understanding of research methods and critical analysis based in their coursework throughout the program. The thesis area or topic will be developed by the student in consultation with the major instructor as well as a committee comprising other faculty or local experts. The thesis proposal and document must be presented in accord with Webster University Graduate Thesis guidelines and departmental specifications.

EDTC 6255 Thesis in Educational Technology II (3)

In this course students write a comprehensive thesis that focuses on original research in the field of educational technology. This thesis should include the following elements 1) identification and description of a research question, 2) examination of related bibliographic sources (literature review), 3) data collection and analysis, 4) findings, discussion, and conclusions. Ultimately students are expected to propose, develop, complete, and defend a thesis that incorporates a comprehensive understanding of research methods and critical analysis based in their coursework throughout the program. The thesis area or topic will be developed by the student in consultation with the major instructor as well as a committee comprising other faculty or local experts. The thesis proposal and document must be presented in accord with Webster University Graduate Thesis guidelines and departmental specifications. **Prerequisite:** EDTC 6250.

EDTC 6300 Technology Project Management (3)

In this course students will engage in developing and demonstrating their mastery of skills that are related to the facilitation of technology in their school environment. Different mediums of representation such as print, video, visual and web will be used to demonstrate student competencies with National Educational Technology Standards at the advanced level. By engaging in and demonstrating multiple forms of representation

with media, students will explore processes for becoming effective educational technology facilitators.

EDTC 6301 Technology Project Management Internship (1)

This course is a semester long internship. It is to be taken concurrently with EDTC 6300.

EDTC 6460 Foundations of Educational Technology Leadership (3)

This course engages students in acquiring the competencies and skills for understanding as well as implementing technological pedagogical content knowledge (TPCK). By focusing on the concepts and competencies that teachers ought to have so as to meaningfully integrate technology into instruction in their specific content area this course supports the growth of teachers' professional knowledge base. The course focuses on the ability of teachers to recognize the evidence based applications of technology in specific subject area as distinct across disciplines.

EDTC 6461 Design of Technology Supported Learning Environments Internship (1)

This course is a semester long internship. It is to be taken concurrently with EDTC 6460 and EDTC 6465.

EDTC 6465 Design of Technology Supported Learning Environments (3)

Master teachers are expected to create instructional materials that reflect current theory and research on learning, exemplify a creative infusion of technology into the content areas, and approach assessment as a dynamic, process-oriented component of the learning experience. This project will reflect their knowledge of learning theory, teaching strategies, leading-edge technology, and performance assessment. Students will have "hands-on" experience with leading-edge technology to assist them in instructional design processes. **Prerequisite:** EDTC 6460.

EDTC 6995 Final Program Survey (0)

All educational technology EdS- Technology Leadership students are required to register for this zero credit hour course during their final semester. Students complete a program evaluation survey about their participation in the educational technology program. For specific guidelines see the EDTC Coordinator. This course is graded on a credit/no credit basis only.

EDTC 6996 Content Performance Portfolio (3)

Master teachers are expected to create instructional materials that reflect current theory and research on learning, exemplify a creative infusion of technology into the content areas, and approach assessment as a dynamic, process-oriented component of the learning experience. This project will reflect their knowledge of learning theory, teaching strategies, leading-edge technology, and performance assessment. Students will have "hands-on" experience with leading-edge technology to assist them in instructional design processes. **Prerequisite:** EDTC 6460.

EDUC - Education

EDUC 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 5080 Planning for the Inclusive Classroom (3)

Students in this course are introduced to strategies that promote the social and academic integration of children with disabilities, English Language Learners and children from culturally and linguistically diverse backgrounds into the general education classroom. Topics include inclusive education philosophy and research, collaborative practices, roles and responsibilities working with paraeducator, transition planning (to more inclusive settings, between grade levels, and to post-school options), grading options for students with disabilities in general education. Making Action Plans/Futures Plans, diversity issues, parent collaboration and communication, curriculum adaptations, differentiated instruction, response to intervention, positive behavior supports and use of the SIOP model with English Language Learners.

EDUC 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 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 5201 Advancement to Candidacy (0)

In this course, candidates reflect on completed program experiences that demonstrate their attainment of professional and key program goals. Candidates complete a reflective essay about their professional growth experience in the program and impact on student learning. These documents are electronically submitted via the assessment system. Depending on major, candidates may be asked to select the thesis vs non-thesis option. **Prerequisites:** Minimum of 9 graduate credit hours in program; at least one required course.

EDUC 5210 In-Service Education (1-4)

Webster offers various graduate in-service courses that are not part of the existing curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. **Prerequisite:** Prior approval of the advisor.

EDUC 5220 Contemporary Educational Issues (3)

This foundation course is an overview of important educational topics. It is designed to identify and analyze current educational

issues through reading, writing, discussing, and presenting ideas. Individuals explore historical perspectives, philosophical theories, and sociologic influences that are related to contemporary educational concerns.

EDUC 5230 Foundations of Humane Education (3)

This course focuses on the foundation of humane education including the definition, history, psychology, and development of the movement. The scope of humane education will be broadened by the study and appreciation of all animals (both human and non-human) and the environment. Students also integrate principles of humane education into classroom instruction.

EDUC 5300 Methods of Teaching Elementary School Students (3)

This course focuses on multiple factors affecting the elementary curriculum, including lesson planning, organizational strategies, instructional techniques, and student assessment. Competencies in the content areas of physical education, health, art, and music are addressed as well. **Prerequisites:** EDUC 5220 or COMM 5670 or EDUC 5020 (recommended for those individuals who have limited classroom experience).

EDUC 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 5911 Social and Personality Development (3)

This course focuses on the theories that explain the growth of social concepts (e.g. sharing, friendship, rules, sex roles): the development of values and conscience; and the emerging personality of children and adolescents. Students explore ways of working with children and youth in enhancing the development of these concepts.

EDUC 6250 Thesis (3-6 hours)

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.

EFGS - Education for Global Sustainability

EFGS 5000 Foundations of Global Sustainability (3)

This course traces the historical and theoretical development of the concepts of sustainable development, global sustainability and the sustainability mindset. Practical concerns about economic, social and technology development and their impact on planetary ecosystems including human socio-cultural systems are examined. Emphasis is placed on how to support learning about global sustainability.

EFGS 5020 Adventure Education: Personal Development (2)

This course recognizes that personal development is a prerequisite to professional growth. Intensive challenge using both natural and urban environments is the vehicle for students to look at themselves; to learn to trust themselves and a group; to learn

that some tasks require more than normal effort; and to learn that they have the resources to give.

EFGS 5080 Energy Conservation (3)

A field-based course, this intensive workshop provides a behind-the-scene look at energy providers in Missouri. The experiences of the course challenge participants to synthesize the information they gather and develop curricula that share concepts and build understanding about our choices and responsibilities as energy consumers.

EFGS 5100 Adventure Education: Cooperation and Initiative Tasks (3)

This course focuses on group initiative games, ropes initiative courses, and orienteering. Students design and use group initiative games. They experience and develop group leadership skills on ropes initiative courses. The course includes the opportunity to earn Level I and Level II certification for use of ropes initiative courses in St. Louis area parks. (This certification involves an additional course fee.) Basic skills in orienteering will be emphasized. Students increase their abilities to take initiative, make decisions, and work cooperatively. *NOTE: This course can be taken for CR/NC only.*

EFGS 5200 Independent Study (1-3)

Graduate students with special interests in education for sustainability may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for assessment. In no case can an independent study be set up when an existing course already covers the subject. May be repeated for credit if content differs. **Prerequisite:** Must be degree-seeking. May be repeated for credit (limit 6 credit hours for certificate).

EFGS 5201 Advancement to Candidacy (0)

In this course, candidates reflect in completed program experiences that demonstrate their attainment of professional and key program goals. Candidates complete a reflective essay about their professional growth experience in the program and impact on student learning. These documents are electronically submitted via the assessment system. Depending on major, candidates may be asked to select the thesis vs non-thesis option. **Prerequisites:** Minimum of 9 graduate credit hours in program; at least one required course.

EFGS 5220 Teaching Sustainability Through Literature (3)

This course explores the interdisciplinary potential of children's and adult literature with an emphasis on fiction that addresses the social, economic and environmental aspects of sustainability. While reading a number of traditional tales, picture books, chapter books, and iconic texts, participants will apply systems thinking, ecocriticism and rhetorical analysis to the reading of literature, gain an understanding of the history of environmental awareness, appreciate the importance of a sense of place, work on lesson plans that can be replicated in the classroom, and reflect on their personal learning outcomes and applications. **Prerequisite:** EFGS 5000 or permission of program coordinator.

EFGS 5240 Creating Sustainable Schools (3)

What does a sustainable school look like? What do educators need to know to be highly qualified instructors with an understanding for education for global sustainability? Educators are facing new territory as they try to create facilities, curriculum, and community connections that transform schools into 21st century learning environments. This course will help participants explore strategies for creating a school that can claim education for sustainability.

EFGS 5250 Child as Naturalist (3)

This course examines the phenomena of humanity's disconnection from nature, how this affects children, the 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.

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 5410 In-Service Topics (1-3)

In-service courses in EFGS are designed to provide students with practical applications of contemporary research and methodology to advance sustainability and global citizenship in P12 schools.

EFGS 5430 Sustainability Leadership: Transitions and Change (3)

Participants will explore the skills needed to lead others toward a sustainability-oriented school and community. We will study leaders of school reform and community involvement, generate strategies for sustainability education, and learn how to initiate change with professional strategies. Participants will evaluate themselves as leaders and learn the skills needed to lead effectively and with integrity. **Prerequisite:** EFGS 5000 or permission of program coordinator.

EFGS 5740 Economics: Choices and Challenges (3)

Designed to assist teachers in preparing students for consumer education, this course explores significant ideas concerning how and why one should become aware of issues in modern consumerism.

EFGS 5900 Reflections and Next Steps (0)

After 18 hours of a variety of courses, this final course will complete the university certificate in EFGS. **Prerequisite:** EFGS 5000 or permission of program coordinator

EFGS 6001 Integrated Studies in Education for Global Sustainability (3)

In this course students develop and implement a comprehensive project in their specialization area in education. The project may be a field-based design, implementation and evaluation of a course, program or curriculum or a professional development plan for other educators; or it may be a research project. The project should document the impact on PK-12 learners. **Prerequisite:** Completion of 27 hours of coursework in the MA program.

ENMG - Environmental Management

ENMG 5000 Environmental Science (3)

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

ENMG 5100 Environmental Law (3)

This course reviews the substantive law concerning the enforcement of federal and state environmental laws as well as process for imposing or avoiding liability. Topics to be covered include hazardous waste, toxic torts, environmental cleanup programs, and federal regulations. **Prerequisite:** ENMG 5000 or approval of waiver by instructor.

ENMG 5200 Environmental Regulations and Compliance Auditing (3)

This course continues Environmental Law and also studies the compliance auditing issues that management of environment must encompass to meet the various regulations. Case studies are also used for the research of topics in compliance auditing. **Prerequisite:** ENMG 5100.

ENMG 5300 Environmental Accounting (3)

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

ENMG 5400 Environmental Sustainability (3)

This course introduces students to the fundamental principles, concepts, and knowledge in the area of environmental sustainability relative to the impact that our current lifestyles and population trend have on the attainment of a sustainable society. A primary goal of the course is to present opportunities to analyze specific environmental issues related to sustainability and to reflect upon how and to what extent society's behaviors impact the problem and the potential for individual change and civic engagement.

ENMG 5410 Environmental Ethics and Decision Making (3)

This course is an advanced study of environmental issues from a moral and philosophical approach. This course explains the relationship between humans and their environment and raises the question of the role an individual plays as a citizen of a global society.

ENMG 5420 Natural Resource Management and Sustainability (3)

This course focuses on natural resource management and how it relates to sustainability. Students will be introduced to natural resource management with an emphasis on recognition, inventory, usage, and conservation. The primary viewpoint will be that of the United States, but global natural resource issues will be discussed as well.

ENMG 5430 Energy Policy and Sustainability (3)

This course introduces students to the fundamental principles, concepts, and methods of energy and environmental sustainability, including renewable/alternative energy and emerging technologies. The course explores the origins of energy sources and the principles underlying their use and evolution into their present forms. The course examines the nature and scope of energy and resource problems and investigates ideological, political, and institutional forces that shape policy-making and implementation.

ENMG 6100 Management of Land and Water Resources (3)

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

ENMG 6110 Management of Air Quality (3)

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

ENMG 6120 Waste Management and Pollution Control (3)

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

ENMG 6200 Environmental Risk Management and Strategies (3)

This course integrates the types of information used for environmental management, including scientific, engineering, economic, and congressional information, into a final project. Methods used for retrieval of information will include online resources, use of CD-ROMs, and bibliographical indexes to obtain the most current information for the student's final project. **Prerequisite:** Completion of all other required courses for the MS in environmental management.

ENTR - Entrepreneurship

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.

EPSY - Educational Psychology

EPSY 5001 Global Citizenship and Applied Educational Psychology (3)

The mission of Webster University is to transform students for global citizenship and individual excellence. In this course, graduate students learn about global citizenship and the application of psychology to education. Graduate students learn about schools, school systems, general education and special education. They learn about local and global societal issues and study the ethical guidelines of professional organizations such as the International School Psychology Association. Students read *Writing to Change the World* and *Publication Manual of the American Psychological Association*. They develop traditional professional writing and scholarship skills in applied psychology while also using new technology resources applicable for global and digital age learning environments. They develop skills in communicating, collaborating and building learning communities with peers and experts in order to create and maintain effective and supportive learning environments for children and others.

EPSY 5060 Assessment and Evaluation of Academic Performance (3)

This course introduces the conceptual, ethical, and legal issues related to psychoeducational assessment of children and adolescents. Graduate students explore the use of assessment methods to evaluate the assessment of learning, learning difficulties, and student achievement. Topics include descriptive statistics, measurement, and the assessment methods used in standardized achievement tests as well as general guidelines for selection of types of assessment methods for individual children (e.g., standardized test, direct observation, questionnaire, interview). This course is focused on academic performance and achievement tests, but connections with other assessments such as intelligence, language, perception, and motor skills tests are also included. Graduate students also explore various academic interventions that result in improved achievement outcomes for students.

EPSY 5100 Theories of Creativity: Implications for Education (3)

In this course students will examine contemporary theories of creativity and creativity development and their implications for education and educational psychology. They will learn how to model creative behavior and encourage creative expression in others. Students enrolled in this course will test creativity theories by (a) applying them to their own past experiences with creative endeavors, (b) by determining to what extent the theories can adequately explain the emergence of extraordinary inventions, breakthroughs, and works of art and (c) by producing a creative product, project, or presentation.

EPSY 5130 Educational Psychology (3)

Students explore the nature of human growth and development from the perspective of learning, examine the factors contributing to academic success, and consider how effective teaching can have a positive impact on students' classroom behavior, motivation, and learning. Theoretical knowledge, educational research, and practical applications are stressed. This course includes a field experience in which students observe and interview educators and then write a paper describing their experience and applying their knowledge of educational psychology.

EPSY 5150 Resilience and Self-Concept Development (3)

The purpose of this course is to provide theoretical frameworks, specific concepts, and teaching strategies that help enhance student engagement, self-concept development, interpersonal understanding, and psychosocial resilience in the classroom. Graduate students enrolled in this course gain knowledge of principles and research related to resilience and risk factors for individuals as well as diverse family systems, schools, communities, and cultures. In addition, students will learn about effective crisis prevention and responsive services and multiple ways to promote psychosocial resilience and recovery in children and youth from diverse backgrounds.

EPSY 5170 Behavioral Management (3)

This course, which is comprehensive and research-based, offers practical ideas for creating positive classroom and school climates. Students will learn about organizing and managing classrooms, improving instruction, preventing disruptive behavior, dealing with classroom discipline problems that arise, and developing school-wide positive behavior programs. In addition, students will learn about individualized plans for students experiencing persistent or serious behavioral problems. This course is intended for teachers, counselors, administrators, school psychologists and special educators.

EPSY 5210 In-Service Education (1-4)

Webster offers various graduate in-service courses that are not part of the existing MA/MAT curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics.

Prerequisite: Approval of the MA advisor. May be repeated for credit if content differs.

EPSY 5290 Family Counseling (3)

This course will provide students with the opportunity to explore their assumptions about “the family” and how it develops in a social/cultural context. The course is designed to give students an opportunity to obtain a beginning understanding of selected theories and principles of family counseling. There will be a combination of theoretical and practical information with opportunities for students to gain insights using a variety of approaches. Students will learn about how to incorporate “family” into curriculum and about family-oriented/supportive community resources. They will learn strategies to manage problem behavior in schools and skills to design, implement, and evaluate services that respond to culture and facilitate family and school partnerships.

EPSY 5350 Intercultural Communications (3)

In order to function effectively in an interdependent world, we need to get along with and understand people vastly different from ourselves. In this course, students explore the values of their own culture, the extent to which thoughts and perceptions are shaped by cultures, and the expression of cultural differences in education. This course develops skills in self-understanding, listening, and effective communication, interviewing, collaboration, and consultation. The final project for this course culminates in an interview research study of persons from different cultures.

EPSY 5370 Counseling (3)

The focus of this course is the application of major counseling theories, such as psychodynamic, humanistic, and family systems, to an educational setting. Counseling skills, such as empathetic listening, effective communication, and conflict resolution, also will be viewed in the context of the school. Students will learn techniques to diffuse situations with families, teachers, and students in school.

EPSY 5380 Multicultural Counseling (3)

This counseling course is designed to assist students in understanding and valuing multicultural diversity so that they can strive towards becoming a culturally competent practitioner. Students will explore aspects of various cultural experiences (i.e., race/ethnicity, socioeconomic class, language preference, sexual/affectional orientation, gender, and religion) as they impact the counselee, counselor, and the counseling relationship. Students will be asked to examine their own cultural background, values, and biases; students will also analyze the impact of those things on them as professionals working in school systems, community centers, educational programs, and social service agencies. Completion of this course will provide students with an understanding of current theories, trends, and issues in counseling special populations. Additionally, this course will provide relevant skills to work with diverse populations as well as strategies for applying the knowledge gained to educational settings, especially schools, pre-kindergarten through twelfth grade.

EPSY 5390 Applied Statistics in Educational Psychology (3)

This course covers the application of basic descriptive and inferential statistics to the fields of education and psychology. Graduate students will work with real data that is relevant to the lives of children and youth in schools. The emphasis is on

solving practical problems in educational psychology. Students will conduct data analysis using statistical packages (e.g. Excel 2010, SPSS).

EPSY 5461 Curriculum and Creativity (3)

This course enables educators to design programs, courses and curricula that facilitate and inspire student learning, mastery and creativity in both face-to-face and virtual environments. Educators learn to model systemic, creative and innovative thinking, collaborative processes, and engage students in real-world / authentic issues. The entire curriculum design-development-implementation-assessment-revision cycle is diversity sensitive; personalized, learner-centered, and embedded with cyber-enabled tools and resources. Curriculum interface with the educator’s personal and professional philosophies and mission, as well as the school district’s mission, and state, national, and international standards are examined.

EPSY 5490 Seminars in Immigrant and Refugee Studies (3)

These seminars are designed to focus on contemporary topics in immigrant and refugee studies.

EPSY 5505 Applied Developmental and Educational Psychology (3)

This course explores the application of psychological science, especially developmental and educational psychology, to education and schooling. Although the certified teacher may be expected to know child/adolescent development, the aim of this course is more modest. This course seeks to provide a foundation of understanding and methodology, so that the certified teacher can participate in continuous learning about the rapidly growing fields of child and adolescent psychology. Knowledge is presented from books as old as *Childhood and Society* (1952) and as new as *The App Generation: How Today's Youth Navigate Identity, Intimacy, and Imagination in a Digital World* (2014). All students will learn about development from birth through adolescence, but each student will choose a particular age group to study. In addition to books, students will learn about developmental and educational psychology through self-reflection, group activities, experiential learning, film study, observations, interviews, and field trips. Students will learn how to read the scientific literature in psychology so that they can stay abreast of new discoveries in psychology. The final project is based on field experiences in which students observe and interview educators and then they write a scientific paper summarizing their study and the application of developmental and educational psychology.

EPSY 5510 Psychosocial Aspects of Migration (3)

This course examines the psychosocial aspects of migration. Students learn about individuals, families, and schools with diverse characteristics, cultures, languages, and backgrounds. Students learn to identify the needs of immigrant and refugee children and families, and how to help these families adapt to living in new environments. This course takes an international perspective on migration and several countries and cultures are studied. Within the United States, the English language learners represent the fastest growing segment of the school age population and so special attention is given to the needs of this group of children and their families.

EPSY 5540 Psychology of Early Adolescence (3)

This course focuses on the psychological growth and development of the young adolescent (ages 9 -15). Participants examine the stage of early adolescence from the perspective of physical, intellectual, and social-emotional development; they also study the importance of the peer group and peer pressure concerns. The course explores multicultural and international perspectives on the psychology of early adolescence. Participants

learn how to create instructional environments that will maximize the learning opportunities for all young adolescents.

EPSY 5600 Practicum in Educational Psychology (1-6)

After exploring the educational, intellectual, social, and emotional needs of children and youth, students enrolled in this practicum course will apply their knowledge of educational psychology. Students will work with children, youth and/or families on a regularly scheduled basis in a school or other educational community setting. This course may be repeated for credit.

EPSY 5601 Practicum in Gifted Education (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. This course is for students who are seeking teacher certification in Gifted Education. **Prerequisite:** Permission of advisor or teacher certification officer.

EPSY 5750 Special Institute (1-3)

Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the applied educational psychology program. The special institute course may be repeated for credit if content differs. For more specific and current information, see the current course offerings.

EPSY 5800 Applied Research (3)

This is a course in educational research methodology in which students also "learn by doing". Basic concepts of research design, program evaluation, measurement, statistics, and qualitative, quantitative, and multi-method approaches are introduced. This course enables students to read, interpret, and evaluate educational and psychological research and to plan research. Students learn to analyze the purposes and requirements of designing and developing a proposal for a research study and become familiar with Webster University's IRB. In addition, students participate in a collaborative applied research project.

EPSY 5810 Advanced Adolescent Psychology (3)

This course involves the theoretical and empirical study of adolescence. Topics addressed include physical development, intellectual development, values and moral development, social problems, sexuality, and discipline. Intracultural and intercultural variations in development are explored. Students examine the educational applications for each topic and learn how to adapt instructional practices to meet the interests and learning needs of adolescents.

EPSY 5816 Advanced Child Development (2-3)

Child development is the scientific study of the physical, cognitive, social, and personality changes that occur throughout the childhood years. This course is based on recent research in education, psychology, and child development that aids the educator in guiding learning activities of children of preschool age through early adolescence. Students enrolled in this class will learn how to modify instruction to meet the developmental needs of all children. Issues of diversity in child development, especially multicultural/international perspectives and inclusion strategies, are also examined.

EPSY 5880 Psychology of Memory, Learning and Problem-solving (3)

Students examine current research concerning cognitive psychology, memory, reasoning, problem-solving, and learning systems. Emphasis is placed on studying metacognitive strategies and the development of expertise.

EPSY 5890 Psychology of Stress (3)

This course focuses on the biological and psychological foundations of stress. Graduate students learn about the physiological pathways active during human stress experience and the processes by which chronic stressors effect disease and other conditions. They learn about international and multicultural variations in behavior, stress and health. Students learn about several relaxation and cognitive "reframing" techniques to manage personal stress and they develop personal stress management plans. In addition, specific techniques for handling school- and classroom-related stressors and tensions are examined as well as evidence-based to promote social-emotional functioning in these settings.

EPSY 5910 Curriculum and Instruction for the Gifted (3)

Students study the basic premises of curriculum design and classroom structure appropriate for gifted and talented students. A variety of curriculum models and strategies for teaching the gifted are discussed.

EPSY 5911 Social and Personality Development: School Psychology (3)

The content of this course focuses on the theories that explain the growth of social concepts (e.g., responsibility, sharing, friendship, rules, sex roles), the development of values and conscience, and the emerging personality of children and adolescents. This course considers the complex interactions among factors influencing developmental trajectories and both "normal" and "abnormal" development. The course presents different approaches to understanding and conceptualizing developmental psychopathology and explores ways of working with children and youth to enhance their psychological well-being and their healthy emotional, social, and adaptive skills development.

EPSY 5918 Advanced Educational Psychology (3)

In this course graduate students will investigate psychological research pertaining to education, employ diagnostic observational skills and hypothesis testing methods, and discover how the scientific method and evidence-based practice can be used to improve the effectiveness of classroom teachers, school psychologists, and other educators. Students will further develop their skills in monitoring and measuring student progress and using the data to shape instruction and inform educational decisions.

EPSY 5920 Meeting the Affective Needs of Gifted Children (3)

This course reviews the affective needs of gifted students and ways to provide services to meet those needs. Students study the social and emotional development of the gifted child. They address the issues of self-esteem, underachievement, leadership, and social relationships, and discuss helping the families of gifted children.

EPSY 5930 Screening, Assessing, and Evaluating Gifted Students (3)

Theory of testing, analysis of standardized tests, development of testing procedures, and analysis of test data for the gifted are covered. Emphasis is on intelligence testing, assessment of creativity, and interpretation and integration of test data. **Prerequisite:** Permission of instructor.

EPSY 5940 Systems Leadership: Gifted Program Planning and Evaluation (3)

This course offers an understanding of the administration and supervision of gifted programs and provides students already

Course Descriptions

familiar with the educational theory and models in gifted education with an overview of the skills needed to plan and supervise a defensible program for gifted and talented students. Topics include gifted identification, curriculum design, staff development, grant writing, group dynamics, and community relations. Educational psychology courses in systems leadership focus on ways in which educational leaders apply systems thinking to organizations, management issues, policy advocacy, planning and development. The gifted program planning and evaluation course includes applying psychology to the coordination of gifted programs.

EPSY 5941 Systems Leadership: School Psychology Planning and Evaluation (3)

This course examines the leadership roles of school psychologists in analyzing behavior in school context, consulting with schools, developing the human capacity of their organizations and effecting positive change. Leaders need to create a collaborative, positive work culture within their school environment to promote student's diverse intellectual academic and social-emotional needs and ensure that all learners can reach their potential. Topics in this course include systems thinking, the psychology of leadership, program planning, curriculum design, staff development, grant writing, group dynamics and community relations.

EPSY 5951 Child Rights for School Professionals (1)

The UN Convention on the Rights of the Child provides an internationally accepted standard that acknowledges the basic human rights of children and youth. The relevance and importance of children's rights to the work of mental health professionals and educators cannot be overstated. There are 54 articles in the UN Convention on the Rights of the Child; these cover many areas including learning, development, well-being, protection from danger, violence or ill treatment, and the right of the children to know their rights and have voice and agency. Students enrolled in this class will learn about the UN Convention on the Rights of the Child and discover applications for their professional lives and global citizenship. Student may repeat course for credit.

EPSY 5952 Children, Culture, and Violence (3)

Students enrolled 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 also studied. Students will learn about conflict resolution strategies and discover how a crisis can be transformed into an opportunity to foster hope and resiliency in children and youth. Students will critically evaluate anti-bullying curriculum, classroom-level conflict resolution curriculum, and school-wide crisis prevention programs such as the PREPaRE Curriculum. Students will learn ways to respond to culture and context and to promote peaceful and safe classrooms and schools. In addition, students will receive a certificate in Prevention and Preparedness: Comprehensive School Safety Planning.

EPSY 5970 The Gifted Learner (3)

This course is an introduction to the psychology and education of gifted students, grades K-12. In this course graduate students learn how to understand, nurture, and develop the talents of young people. As suggested by the American Psychological Association Center for Gifted Education Policy, the Webster University program uses a broad definition of gifted and seeks to "enhance the achievement and performance of children and adolescents with special gifts and talents in all domains." In this course, the characteristics of the gifted learners are explored, such as with a special focus on the different views of giftedness. Further topics include gifted programs and curricula, models of

gifted identification, motivation and self-esteem, highly-creative and highly-gifted individuals, and multicultural and international perspectives on giftedness.

EPSY 5971 Models and Strategies of Behavior Management (3)

This course focuses on behavioral interventions and mental health services designed to develop social and life skills in children. Graduate students enrolled in this class will study the assumptions and principles of a variety of models and methods of classroom management as well as the principles and techniques of behavior management appropriate to the needs of individual K-12 students with disabilities. Students will learn about behavioral assessment and behavioral consultation in schools.

EPSY 5980 Motivation in the 21st Century Classroom (3)

This course examines current thinking, theory, and practice regarding motivation in the 21st century. Students will review theories of motivation, including social cognitive, self-determination, goal orientation, and "flow" theory. Theory and research related to the psychology of sustainability will be explored. Implications of these theories for the classroom will be studied, and practices that derive from these theories and concepts will be developed in a course project.

EPSY 5990 Identifying Giftedness in Underserved Populations (3)

In this course students will gain knowledge and improve personal skill levels in the areas of multicultural assessment in order to serve gifted and talented learners from diverse linguistic, geographic, economic, and cultural backgrounds. Structured as a seminar, discussions include professional issues in psychoeducational examination, reviews of past discriminatory practices that have unfairly influenced the assessment of learning, recommendations for modifying traditional assessment procedures, and ways to stress children's cultural strengths rather than their cultural deficits. Course can be used for gifted certification.

EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3)

Students examine theory, research, and skills related to assessment and cultural diversity. Structured as a seminar, discussions include professional issues in psychoeducational examination, testing and assessment issues, techniques with regard to multiculturalism, and cultural differences, reviews of past discriminatory practices that have unfairly influenced the assessment of learning, recommendations for modifying traditional assessment procedures, and ways to stress children's cultural strengths rather than their cultural deficits.

EPSY 6000 Advanced Graduate Certificate Project (3)

The advanced graduate certificate (AGC) project is the culminating experience in the AGC program. These projects are based on applied field research at the student's own workplace or practicum placement. Projects may be professional presentations, case studies, or professional articles. Examples of final projects include a presentation for professional organization, a case study that emphasizes linking assessment and intervention, or a research project that might be published in professional journal.

EPSY 6001 Integrated Studies in Applied Educational Psychology (3)

In this capstone course, the student is expected to synthesize and integrate the conceptual, theoretical, and practical knowledge, skills, and dispositions acquired in the program.

EPSY 6036 Psychoeducational Assessment II (2)

This course is designed to provide school psychology students with skills in administering, scoring, and interpreting individual assessment instruments, especially intelligence tests. The skills acquired through this course will provide students with a solid foundation in these areas of assessment of cognitive functioning, a foundation upon which their subsequent clinical experience and expertise can be established. Interpretation focuses on the information provided by the instrument(s) administered and how this information fits into a total assessment battery. Students should be prepared to agree to and sign Applied Educational Psychology: School Psychology Handbook, the ISPA Code of Ethics, National Association of School Psychologists Principles for Professional Ethics (2010), join Missouri Association of School Psychologists, and complete an introductory course in psychoeducational assessment such as EPSY 5060. School psychology students should take this course in conjunction with EPSY 6103 Practicum in Advanced Psychoeducational Assessment and Intervention (1).

EPSY 6037 Mental Health in Schools: Assessment and Intervention (2)

This course is designed for school psychology students and provides an overview of assessment and intervention for mental health disorders among children and adolescents in school-based settings. Assessment, evaluation, and diagnosis of emotional and behavioral disorders are explored with special attention given to educational classification systems. Different models of developmental psychopathology are studied and risk and protective factors are discussed. Although this course is more focused of classification, assessment, and characteristics of various disorders, best practices in school psychology dictate that assessment practices are linked to interventions. Therefore, school-based prevention and intervention approaches with regard to social and emotional functioning are examined. School psychology students should take this course in conjunction with EPSY 6102 Practicum in Mental Health Services (1). The Practicum provides opportunities for learning about mental health services and developing skills in social, emotional, and behavioral assessment and intervention.

EPSY 6100 Practicum in Data-Based Decision-Making (1-2)

Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection, and data analysis. Practicum courses provide graduate students with opportunities to apply their knowledge of assessment models and methods to specific school-related concerns. Graduate students will gain experience collecting data, evaluating information, identifying strengths and needs, and developing effective services and programs in schools. Students will practice data-based decision-making and accountability skills with specific school-based examples. This practicum may be repeated for credit.

EPSY 6101 Practicum in Data-Based Decision-Making: Applied Statistics (1-2)

Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection, and data analysis. Practicum courses provide graduate students with opportunities to apply their knowledge of assessment models and methods to specific school-related concerns. Graduate students will gain experience collecting data, evaluating information, identifying strengths and needs, and developing effective services and programs in schools. Students will practice data-based decision-making and accountability skills with specific school-based examples. This practicum is designed to provide school-based applications of research and statistics courses such as EDTC 6240 Educational Statistics, an introductory graduate

course in using quantitative methods for inquiry in education. The applied statistics courses teach how to critically review literature, identify best practices, and then consult with schools about their "real-world" concerns. One course is about applying statistics to a school-based mental health concern (suicide-prevention); the other applied statistics course focuses on an academic concern. This practicum may be repeated for credit.

EPSY 6102 Practicum in Data-Based Decision-Making: Mental Health Services (1-2)

Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection, and data analysis. Practicum courses provide graduate students with opportunities to apply their knowledge of assessment models and methods to specific school-related concerns. Graduate students will gain experience collecting data, evaluating information, identifying strengths and needs, and developing effective services and programs in schools. Students will practice data-based decision-making and accountability skills with specific school-based examples.

This practicum is designed to provide experience with school-related prevention and intervention services including NASP'S PREPaRE program. This practicum is connected with courses such as EPSY 5290, EPSY 5952, EPSY 5890, and EPSY 5971 and other courses that focus on mental health programs and interventions designed to develop social and life skills in children. This practicum course may be repeated for credit.

EPSY 6103 Practicum in Data-Based Decision-Making: Advanced Psychoeducational Assessment and Interventions (1-2)

Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection, and data analysis. Practicum courses provide graduate students with opportunities to apply their knowledge of assessment models and methods to specific school-related concerns. Graduate students will gain experience collecting data, evaluating information, identifying strengths and needs, and developing effective services and programs in schools. Students will practice data-based decision-making and accountability skills with specific school-based examples.

This practicum is designed to provide experience administering and interpreting psychoeducational tests. The practicum may be connected with various courses including EPSY 5930 Screening, Assessing, and Evaluating Gifted Students (a course that emphasizes intelligence testing, assessment of creativity, and interpretation and integration of test data), EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (a course that includes recommendations for modifying traditional psychoeducational assessment procedures) and EPSY 6036 Psychoeducational Assessment II (a course that focuses on assessment in special education). Which tests students administer will be determined by APA and NASP guidelines. This practicum course may be repeated for credit.

EPSY 6104 Practicum in Data-Based Decision-Making: Consultation and Applied Field Research (1-2)

Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection, and data analysis. Practicum courses provide graduate students with opportunities to apply their knowledge of assessment models and methods to specific school-related concerns. Graduate students will gain experience collecting data, evaluating information, identifying strengths and needs, and developing effective services and programs in schools. Students will practice data-based decision-making and accountability skills with specific school-based examples.

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This practicum is designed to provide "real world" experience with consultation in schools, agencies, or professional organizations. This practicum is connected with problem-solving, applied field research, or resource consultation for an educational organization requesting services or for the student's own workplace or practicum placement. Students have opportunities for planning, implementing, and evaluating projects related to educational and psychological concerns. This practicum course may be repeated for credit.

EPSY 6105 School Counseling Practicum (1.5)

Students are required to complete two terms of Practicum. Registration for these two terms of Practicum requires permission of the faculty supervisor and or the School Counseling Coordinator or Counseling Advisor; appendix D and a copy of the site supervisor's license/certificate have to be provided to the faculty supervisor in order to register for this course. Some field experience sites require background checks and/or letters of recommendation for field experience from the University in order to be accepted into field experience. In these instances, it is the student's responsibility to pay for and provide the background check and/or communicate with their faculty advisor to receive a letter of recommendation. The *Practicum Agreement* must be reviewed and appropriate appendices signed by the student and the practicum site supervisor and submitted to the school counseling coordinator or practicum faculty supervisor to be approved. **Prerequisites:** COUN 5110, COUN 5840 and COUN 5685.

EPSY 6121 Portfolio-Based Analysis: School Psychology (1-2)

The aim of the Portfolio-Based Analysis course is to assist school psychology students in developing and demonstrating their mastery of skills that are related to the ten competencies of school psychology described by the Missouri Department of Elementary and Secondary Education (DESE), the matching ten domains described by the National Association of School Psychologists (NASP), the 2009 six goals and outcomes of the International Association of School Psychologists (ISPA), and the four goals of the School of Education. The preparation of the School Psychology Portfolio facilitates reflection, self-assessment, goal setting, and improvement. This course may be repeated for credit.

EPSY 6200 Seminar in School Psychology (2)

The purpose of EPSY 6200 Seminar in School Psychology is to assist in the preparation of school psychology graduate students for entry into the field. The seminars include topics and activities in the professional practice of school psychology.

- **Seminar in School Psychology: Professional School Psychology (2).** This seminar is designed to familiarize students with the roles and functions of the school psychologist in school settings or other alternative service delivery systems. Topics include assessment, consultation, intervention, special education, research, ethics and standards, and the future of education and school psychology.
- **Seminar in School Psychology: International and Multicultural Perspectives (2).** This seminar is designed to provide international and multicultural perspectives on the roles and functions of the school psychologist. Topics include the following: the international growth in school psychology, cultural diversity, ethical practice, global perspectives, social justice, children's rights, effects of poverty, professional organizations, and the future of school psychology.
- **Seminar in School Psychology: Case Studies of Exceptional Children and Youth (2).** In this advanced seminar, graduate students explore the psychology of the exceptional child through case studies of children and youth with disabilities and/or giftedness. The case studies include

studies of individual children, programs affecting groups of children, and legal cases/professional issues related to educational services for exceptional children. Students acquire advanced skills for determining eligibility for gifted programming and special education services. Special attention is given to cases involving children and youth from diverse ethnic/racial minority backgrounds, who are learning English, who have disabilities, who are gifted, and/or who are twice exceptional.

EPSY 6250 Thesis (3-6)

The student completes a thesis project under faculty supervision. The thesis option is recommended for those considering graduate study at a doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. All Applied Educational Psychology theses must follow both University guidelines and the additional specific guidelines for Applied Educational Psychology. The student pursuing the thesis option initially registers for a minimum of 3 credit hours, and subsequently maintains a minimum enrollment of 3 hours until the thesis is completed. Most students need more than one semester to finish the thesis. A maximum of 6 credit hours may be applied towards the graduate degree, with appropriate approvals. Credit for the thesis and thesis project is awarded in a non-letter grade format (Credit/No Credit). This course may be repeated for credit, for a maximum of 6 credits hours, which may be applied to the degree.

EPSY 6300 School Consultation in a Global Society (3)

This course provides school psychology candidates with the knowledge and skills necessary to engage in consultation, collaborative problem solving, and systems level interventions in school settings. Candidates will learn theories, models, and processes of consultation. In addition school psychology candidates will learn how to impact change with administrators, teachers, parents, community and mental health agencies, and students. Consultation within a cross-cultural, international, and ethical framework will be emphasized. Particular attention is given to students with behavioral problems. The majority of this course will be devoted to instruction in skills and strategies required to conduct collaborative consultative services through lecture, applied case work, group work, student presentations, role play, self appraisal, and class discussion.

EPSY 6500 School Psychology Internship (2)

The purpose of EPSY 6500 School Psychology Internship is to assist in the preparation of school psychology graduate students for entry into the field. Included are topics and activities in the professional practice of school psychology. The entire school psychology internship is 1200 hours or an academic year. This course is repeated for credit.

EPSY 6501 School Counseling Internship (1.5)

Opportunity to practice and demonstrate competency in the practical application and integration of principles and methods studied in the training program in an elementary and/or secondary school setting. Students are required to complete Internship in conjunction with their Counseling curriculum. Enrollment in this course requires permission of the faculty supervisor. **Prerequisite:** EPSY 6105.

FINC - Finance

FINC 5000 Finance (3)

The student examines the general nature of financial management, the American financial system, taxes, and the major financial decisions of corporations. Specific attention is given

to present value and capital budgeting; risk and asset pricing; financial analysis and forecasting; financial decisions and market efficiency; and capital structure. Problem-solving methodology is used to illustrate the theories and tools in financial decision-making. **Prerequisites:** BUSN 5600 and BUSN 5760. (BUSN 5200 cannot be substituted for FINC 5000.)

FINC 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 business overseas and the tools available to minimize those risks. Foreign exchange risk, political risk, working capital management, long-term investments and financing, and accounting and control are examined within this context. **Prerequisite:** BUSN 5200 or FINC 5000.

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.

FINC 6290 Mergers and Acquisitions (3)

This course will be a final, comprehensive finance offering with a focus on mergers and acquisitions. The course will make use of cases and/or simulations to enhance the real-world applicability of the finance degree and to integrate all previous coursework. **Prerequisite:** Completion of all other required courses for the MS in finance.

FINC 9950 Travel Course-Issues in Finance (3)

Current and significant issues in finance are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

FTVP - Film, Television and Video Production

FTVP 5310 Fundamentals of Video Cameras and Lighting (3)

Students will learn the basics of operating video equipment to enhance storytelling and as the main production concept. This course will stress the use of cameras and videography. Students will learn the basics of planning, shooting, scripting and editing in a non-linear, digital environment. Students will create a series of short video projects in the course. **Prerequisite:** NPRO 5000.

FTVP 5330 Digital Graphics and Motion Graphics Production (3)

This course will concentrate on visual strategies for both static and motion graphics. The course will introduce the basics of animated graphics to students. The course will emphasize traditional processes, techniques, and styles employed in creating the illusion of movement on motion media. The course will include instruction on how to create appealing graphics to present data and information. **Prerequisite:** NPRO 5000.

FTVP 5331 Video Editing and Webisode Creation (3)

This course will stress advanced editing techniques and the use of social media for the distribution and curation of video projects. This course will teach students techniques common to all types of video production. The class is a hands-on course in portable production and editing, giving students a basis for understanding the use of this medium to meet the needs of the modern media workplace. **Prerequisite:** NPRO 5000.

GERN - Gerontology

GERN 5000 Gerontology (3)

This course introduces the student to the gerontology specialty area. The course provides the student with an overview of the psychological, sociological, political, and physiological processes related to aging and the elderly. This course 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. Practicum may be repeated for a maximum of 6 credit hours.

GERN 5690 Issues in Gerontology (3)

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

GERN 6000 Integrated Studies in Gerontology (3)

Following the successful completion of the core courses, the student is expected to synthesize and integrate the learning experiences acquired in gerontology and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. **Prerequisite:** Completion of all other required courses in this major or permission of instructor.

GSS - Graduate Success Studies

GSS 5000 Graduate Success Studies (3)

GSS 5000 is a 9-week online writing course for graduate students. Students will work on their writing skills as graduate students, including recognizing plagiarism, working with sources, and improving overall writing skills. In this online course, the student will learn the writing, critical reading, and research skills required for success in graduate coursework. The course includes a variety of writing assignments that will focus on style and formatting while also addressing individual strategies for research and writing. This course is a credit/no credit course and does not count as an elective.

HCED - Healthcare Education

HCED 5210 Instructional Methods (3)

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

HCED 5220 Curriculum Development and Evaluation (3)

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

HCED 5230 Teaching Practicum (3)

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

HCED 6000 Healthcare Education Case Studies (3)

Students synthesize and integrate learning experiences from previous coursework through an in-depth case study addressing healthcare education issues.

HCLD - Healthcare Leadership

HCLD 5230 Legal Issues for Healthcare Leaders (3)

This course will examine legal issues important to healthcare leaders. Legal issues such as labor relations, employment laws, privacy laws, patient rights and risk management will be discussed. Requirements of governmental and accrediting bodies will be addressed.

HCLD 5410 Leadership in Healthcare (3)

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

HCLD 5420 Financial Issues for Healthcare Leaders (3)

This course is based upon financial issues important to non-financial healthcare leaders. The primary focus is on the interpretation and application of basic financial information from a departmental or a general organizational point of view. Topics will include the general goals and functions of financial decision-making, the role of money and financial markets in the economy, financial statement analysis and the budget process. The class will include healthcare leader decision making criteria based upon the mission and goals of both for-profit and non-profit corporate 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 - Healthcare Management

HEAL 5000 Advanced Theories and Concepts in Health Care (3)

This course promotes an understanding of the usefulness of models and theories in nursing and health care and of the advantages and difficulties linked to the teaching and applications of conceptual framework in these fields. Instruments necessary for the implementation and evaluation of a conceptual framework useful in nursing and health care are developed. **Prerequisites:** Admission to the health care management degree program and MNGT 5000.

HEAL 5120 Issues in Health Care Management (3)

The student examines current and significant issues in the health care field. Special emphasis is given to new and emerging theories, technique patterns of organization, and health care delivery systems. Students synthesize and integrate learning from the entire program. The course develops understanding and analysis of factors that determine changes in teaching systems in health professions. Concrete applications (group and individual assignments) are related to training situations experienced by students in their professional lives. 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

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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 5320 Quality Assurance of Health Care (3)

This course focuses on health care evaluation (especially nursing care evaluation). It involves the study of some evaluation instruments, the use of these instruments in an institution, and the use of the evaluation results for management. **Prerequisites:** MNGT 5000 and MNGT 5530.

HEAL 6000 Integrated Studies in Health Care (3)

Within this course, the student chooses a change he or she would like to introduce into his or her service, elaborates and implements a research/development project, and uses the results obtained. During the study, the student keeps a logbook and studies further any needed information. The student writes a detailed report and justifies the actions undertaken. **Prerequisite:** Completion of all other required courses in this major.

HEAL 6550 Advanced Research in Health Care (3)

Students will complete all the steps of their research proposal, showing congruence between all dimensions of the research process. They will learn to follow the chosen methodology with academic rigor related to data collection, analysis, presenting data synthesis, findings' discussions, showing connections to literature, as well as implications to research and practice in the field of business, leadership and health care.

HLTH - Health

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 Human Resource Management in Health Administration (3)

This course examines the traditional concerns of human resources management within the health administration field. Particular attention is paid to compensation management,

employee recruitment, employee retention, employment policies, and the legal environment of human resource management. The various employment arrangements and contracts of physicians, nurses, and allied health professionals are discussed.

HLTH 5050 Financial Management in Health Administration (3)

This course emphasizes the managerial aspects of health administration finance that managers need in order to interact with the financial and budgeting systems. The course offers a brief review of different types of accounting systems in health administration. The impact of third-party reimbursement policies are described, including managed care and prospective payment systems. Cost behavior and cost analysis are examined as part of these payment systems. Budget and internal control, including auditing concepts and techniques are introduced as management control techniques. **Prerequisite:** Academic background in accounting or demonstration of satisfactory accounting skills.

HLTH 5070 Financial Analysis in Health Administration (3)

This course introduces students to managerial skills that underpin decision making for managers. The following financial methods are presented as decision models: forecasting, capital budgeting, and capital access. In addition, the managerial implications of long-term financial planning are considered, including capital investment decisions, equity and debt financing, and lease/purchase decisions. **Prerequisite:** HLTH 5050.

HLTH 5100 Statistics for Health Administration (3)

This course introduces the use of statistical analysis in health administration. The course emphasizes development of the basic methods and underlying concepts of statistics that are used in management decision making and health services research, which include: descriptive statistics, probability, sampling, hypothesis testing, forecasting methods, and nonparametric statistics. Statistical applications in epidemiology and health services research are presented.

HLTH 5120 Issues in Health Policy (3)

The student examines significant health care policy issues. Special emphasis is given to public policies with broad implications, such as Medicare, Medicaid, health insurance reform, and health systems costs. The process of policy decision making is explored, and methods and approaches for the study issues are considered. American health policy issues are placed in the international context by comparison with selected other health care systems.

HLTH 5140 Health Administration Law (3)

The course introduces the law and legal processes that affect health administration. The course presents an overview of legal principles concerned with torts, contracts, and liability in health administration, including the legal standing of individuals covered by various types of health administration. Legal elements of labor relations in the health care field and the legal obligations and malpractice law are discussed as they apply to health professionals.

HLTH 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.

HRDV - Human Resources Development

HRDV 5000 Introduction to Human Resources Development (3)

This course introduces the area of human resources development. The objective of the course is to expose students to the breadth of human resources development topics. The primary topics are training and development, career management, and organizational development and change. A wide variety of secondary topics may also be covered in this course, including learning principles, evaluation of human resources development interventions, employee orientation and socialization, performance management and coaching, diversity, and employee counseling.

HRDV 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in human resources development. The professional seminar supplements the core and graduate elective courses in the area of human resources development by focusing on issues of current and special interest. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation. This course may not be completed by directed study.

HRDV 5560 Group Development and Change (3)

Effective groups and teams are critical in modern organizations, yet there are often dysfunctional dynamics and processes within the group. This course teaches the fundamental concepts relating to group dynamics, group decision making, and interpersonal 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. **Prerequisite:** HRDV 5630.

HRDV 5610 Training and Development (3)

Rapid changes in technology and job design, along with the increasing importance of learning- and knowledge-based organizations, make training and development an increasingly important topic in human resources development. In this course, the student will learn how to 1) identify training and development needs through needs assessments, 2) analyze jobs and tasks to determine training and development objectives, 3) create appropriate training objectives, 4) design effective training and development programs using different techniques or methods, 5) implement a variety of different training and development activities, and 6) evaluate training and development programs.

HRDV 5620 Interpersonal and Organizational Communications (3)

Students in this course investigate the phenomenon of communication. Students learn the dynamics of the process of communication; the skills required to achieve successful

communication; the importance of effective communication in work situations; methods of evaluating communication problems in the workplace; and methods for increasing productive communication in the workplace. The course affords students opportunities to explore a variety of personal and organizational methods of enhancing communication.

HRDV 5630 Organization Development and Change (3)

Organization development (OD) is the process of planning and implementing interventions to create interpersonal, group, inter-group, or organization-wide change. This course presents the theoretical foundations of organization development as an applied behavioral science. Students will also be introduced to many types of interpersonal, intra-group, inter-group, and organizational interventions that are used to effect comprehensive and lasting changes.

HRDV 5660 Issues in Human Resources Development (3)

Current and significant issues in human resources development are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. 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.

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

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major. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.

HRDV 9950 Travel Course-Issues in Human Resources Development (3)

Current and significant issues in human resources development are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

HRMG - Human Resources Management

HRMG 5000 Managing Human Resources (3)

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

HRMG 5660 Issues in Human Resources Management (3)

Students examine current and significant issues in human resources management. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Topics such as cultural diversity, global competition, organizational downsizing, and self-directed work teams are covered. 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.

HRMG 5800 Staffing (3)

This course introduces students to the basic principles and techniques of staffing the workplace. Students will be introduced to basic and intermediate level theories and strategies utilized in staffing, planning, recruiting, and selection. Topics covered include: job analysis, recruitment, selection, and performance assessment. Prerequisite: HRMG 5000.

HRMG 5920 Compensation (3)

This course addresses tangible and intangible compensation and the use of compensation to motivate and reward employee performance. The course also covers job analysis, job description, and job evaluation on the basis of compensable factors as well as designing an equitable pay structure. In addition, students analyze the influence of unions and government in determining the compensation of the labor force, including compensation of both hourly workers and managerial employees. Prerequisite: HRMG 5000.

HRMG 5930 Labor-Management Relations (3)

Students examine legislation concerning labor-management relations and focus special attention on contract negotiations, contract administration, and the creative resolution of employee-management differences in the context of a formal contract. The course focus is on employee relations characterized as being outside of a negotiated agreement.

HRMG 5960 Employee Benefits (3)

"Employee benefits" refers to compensation other than wages and salaries, such as health insurance, social security contributions, pensions and retirement plans, vacations, and sick days. This course introduces the "how and why" of employee benefits to students who are, or wish to be, in human resources management. First, the course introduces students to the entire range of employee benefits commonly used in the workplace. Second, the course will help students analyze employee benefits programs and identify the critical issues associated with different types of benefits. As an introductory course in benefits, this course does not cover in detail the tax consequences of different types of benefits or the Employee Retirement Income Security Act (ERISA). This elective course supplements the Compensation (HRMG 5920) core course. Prerequisite: HRMG 5000.

HRMG 6000 Integrated Studies in Human Resources Management (3)

The student is expected to synthesize and integrate the learning experiences acquired in human resources management and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. Prerequisite: Completion of other required courses in this major.

HRMG 9950 Travel Course-Issues in Human Resources Management (3)

Students examine current and significant issues in human resources management. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Topics such as cultural diversity, global competition, organizational downsizing, and self-directed work teams are covered. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

HRTS - Human Rights

HRTS 5000 Introduction to International Human Rights (3)

This course introduces students to the philosophic and political background of the concept of human rights. Key components include discussion of the history, documents, theories, issues, institutions, ethical debates, and current problems in human rights.

HRTS 5200 Research Methods and Approaches to International Human Rights (3)

An overview of the methods and analysis used to examine human rights abuses, as well as a resource for sources databases, and other material on human rights. Students will learn to analyze and conduct research, write research proposals, and analyze existing research.

HRTS 5300 Advocacy, Fact Finding and Outreach (3)

This course provides the theoretical understanding and practical skills of human rights advocacy, fact-finding, and outreach. The class will analyze the process which creates domestic and international awareness regarding human rights issues from fact finding to effective lobbying.

HRTS 5350 Gender and Human Rights (3)

This course examines the gendered nature of victimization and human rights abuses. Students will analyze the effect of women's differential position in the social structure, including their legal status and political representation. Students will study various topics, such as the gendered aspects of public policy and human rights law; the militarization of society; the gendered conduct of war and wartime activities; and the impact of gender on the aftermath of war, conflict prevention, peacemaking, and peacebuilding.

HRTS 5400 Human Rights Diplomacy (3)

This course examines the negotiating and bargaining process related to the promotion and protection of internationally recognized human rights. We look at both state and non-state actors as well as the tools and tactics used by actors to encourage respect for human rights.

HRTS 5450 History of Human Rights (3)

This course explores the historical development of international human rights as theory and practice, with particular focus on the contributions of the Enlightenment, the French Revolution, and the anti-slavery movement to universal ideals of human rights, World Wars and anti-colonial struggles, and the United Nations Declaration on Human Rights.

HRTS 5600 International Human Rights Law and Organizations (3)

This course reviews core legal documents and the work of the most important governmental and nongovernmental institutions currently involved in human rights protection and promotion. Students will examine important issues in current political and ethical debates about human rights and current problems in human rights protection.

HRTS 5610 International Humanitarian Law (3)

This course covers the history, development, scope, and purpose of international humanitarian law and its basic principles, including protection of the defenseless in war, restrictions on the conduct of hostilities, the law of non-international armed conflicts, the problem of supervision and repression, and collective responsibility for the implementation of humanitarian law.

HRTS 5620 International Criminal Law (3)

This course explores international criminal law as applied by national and international courts. There is a particular focus on the critical discussion of the substantive and institutional impacts of the system, its history, principles, and the relationship between major actors.

HRTS 5800 Issues in International Human Rights (3)

The students will examine important issues in current political and ethical debates about human rights in the domestic and international sphere. Topics may vary. Course may be repeated for credit if content differs.

HRTS 6000 Capstone in international Human Rights (3)

This course acts as the capstone for student who are completing a master of arts in international human rights. Students will produce and defend their final research project for their degree program.

HRTS 6250 Thesis (3-6)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed.

HRTS 6500 Internship in International Human Rights (3-6)

The internship is an intensive experience that provides the student with the opportunity to work within an existing human rights organization and learn first-hand about its mission, goals, and operations. Within the experience, students will apply their understanding of the theories and actors of human rights to the practice of their specific role and organization.

HUMS - Human Services

HUMS 5000 Foundations of Human Service (3)

This course provides the foundation for the personal and conceptual skills required for a human services professional. It introduces the historical development of the human services field, human services legislative, policy, human resource, and client management frameworks, methodology and data analysis, and the interpersonal skills necessary for a human services professional.

HUMS 5200 Social Welfare Policy (3)

This course examines national and international social welfare policy relevant to human services and the influence of political, economic, and social dynamics on policy and policymaking.

HUMS 5300 Diversity and Cultural Competence in Human Services (3)

This course explores the importance of diversity and cross-cultural understanding within human service delivery systems and the social environment. Human services values and cultural competencies are examined. A historical understanding of vulnerable populations and factors and systems that contribute to oppression and privilege will be explored. Implications for advocacy and direct service work will be addressed.

HUMS 5800 Field Experience I (3)

This course provides an opportunity for students to apply their knowledge and skills in a human services agency. The experience will emphasize professionalism, critical thinking, ethics, research-based practices, assessment, and evaluation of human service agencies. **Prerequisites:** HUMS 5000 and HUMS 5200.

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HUMS 5850 Field Experience II (3)

This course provides an opportunity for students to apply their knowledge and skills in a human services agency. This continuation of the field experience will prepare students for self-directed professional human service practice. **Prerequisite:** HUMS 5800.

HUMS 6000 Human Services Capstone Course (3)

Students will synthesize the human services concepts, theories, and skills learned in the program through the presentation of a multi-faceted culminating academic and intellectual project where they: identify a problem related to the field of human services, research and evaluate the problem (including a needs assessment), and propose policy recommendations to solve the problem. Students will reflect on their own values, personalities, reaction patterns, interpersonal styles, and limitations during this process. **Prerequisite:** Completion of all other program requirements or special permission from student's advisor, in consultation with the department.

ILC - International Languages and Cultures

ILC 5000 Study Abroad - Advanced (1-8)

Advanced level for study programs offered abroad by Webster University or in conjunction with an approved study abroad program. **Prerequisite:** Advanced level in appropriate language and permission of instructor. May be repeated for credit if content differs.

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 news broadcasts. Cultural difference and awareness of national perspectives on news events are an important part of these courses. Classes are taught in the corresponding target language. **Prerequisite:** Permission of the instructor. May be repeated for credit if content differs.

ILC 5170 Seminars (3)

Seminar topics vary. This course develops cultural and literary proficiency at the advanced level. Classes combine a variety of skills with focus on either historical and cultural understanding or linguistic and stylistic appreciation. Classes are taught in German, Spanish or French. **Prerequisite:** Permission of the instructor. May be repeated for credit if content differs.

ILC 5180 Methods of Teaching Languages (3-4)

This course develops understanding and appreciation for the nature of languages and language teaching and learning. Participants study the most recent developments in teaching

techniques and materials, and become involved with using them in on-site activities. **Prerequisite:** Permission of the instructor.

INGO Course Descriptions

INGO 5000 International Nongovernmental Organizations (3)

This course will explore the world of international nongovernmental organizations (INGOs) by reviewing the types of, and institutional issues related to, INGOs. We review the activities and roles of INGOs as subcontractors, educators, technical assistance providers, humanitarian aid providers, and policy advocates; 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 for International Nongovernmental Organizations (3)

Course focuses on the financial management of international nongovernmental organizations and describes a wide variety of methods, processes, and tools of finance, accounting, and budgeting.

INGO 5200 Research Methods and Approaches in International Nongovernmental Organizations (3)

Students are introduced to the skills, methodological approaches, resources, and tools used by international nongovernmental organizations in order to enhance the students' critical thinking skills and their ability to work effectively in this field.

INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations (3)

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

INGO 5510 Professional Seminar in INGO (1-3)

Students participate in seminars designed to examine contemporary issues, actors, and organizations relevant to the study and practice of international nongovernmental organizations. Seminars may involve guest speakers, field trips, and other forms of non-classroom-based learning to supplement the core program and build understanding of how theory and practice overlap. Course may be repeated for credit if content differs. This course may not be completed by directed study. **Prerequisite:** Admission to Global INGO program.

INGO 5600 Principles of Negotiation (3)

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

INGO 5700 Grant Writing, Fundraising, and Development for International 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 projects in both national and international contexts, taking into account the organizational dynamics in project-oriented organizations and the projects' relation to its environment.

INGO 6000 Theory and Practice in INGO (3)

This course is the capstone for the INGO degree and enables students to situate the theories and knowledge of international relations, business, management, and human rights in the practical work of international nongovernmental organizations. **Prerequisites:** INGO 5100; 30 credits completed.

INGO 6250 Thesis (6)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department website. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed. **Prerequisites:** 21 credit hours, INGO 5000, and INGO 5200.

INGO 6500 Internship in INGO (3-6)

The internship is an intensive experience that provides students with the opportunity to work within an existing INGO and learn first-hand about its mission, goals, and operations. Within the experience, students will apply their understanding of the theories and actors of INGOs to the practice of their specific role and organization. **Prerequisite:** Admission to Global INGO program.

INGO 6900 University Thesis Requirements (0)

Required of all MA students completing a thesis project. All theses must follow university and departmental guidelines and be deposited in the University library. Recognizes successful completion of all the thesis requirements.

INTB - International Business

INTB 5000 International Business (3)

The student is introduced to the language and terminology of international business and major international political and economic policies that affect modern international businesses. Special attention is given to fundamental concepts of international finance, accounting, law, management, and marketing.

INTB 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in international business. The professional seminar supplements the core and elective courses in the area of international business by focusing on issues of current and special interest. 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 BUSN 5200, or equivalents.

INTB 5630 International Law and Business (3)

This course surveys trends and practices that are part of the process of adjudication across national boundaries. Students study the interrelationships among countries as these affect individuals and business organizations attempting to operate internationally. Course content focuses on transnational business activities.

INTB 5650 International Business Management (3)

Course content focuses on the development of management skills related to multinational business. Students examine the issues of operating in a foreign country or across national boundaries and how management theory and practice in an international setting differ from those in the United States.

INTB 5660 Global Competition and Strategies (3)

Students examine the globalization process from basic export/import modes to global consortia, and the operational and strategic requirements of businesses initiating global operations. The economics of international trade and finance, the relation of capital flows and commercial R&D to economic and productivity growth, and the influence of company allocative decisions on competitive performance are examined. Course content focuses on strategic management of global operations and strategies associated with the functions of organization, production, marketing, financial management, human resources development, R&D, communication (EDI, SQL), and control.

INTB 5680 Globalization (3)

Globalization is the process of integrating national economies, political structures, and cultures into a worldwide interdependent system. This course studies the two views of this topic: globalization and anti-globalization through various arguments presented by the "globalists" and the "skeptics". The contemporary politics of globalization will be explored in terms of their impact globalization has on world markets, the insecurities of those markets, and the development of business in the globalized market.

INTB 5720 International Trade and Finance (3)

Students examine the theories, policies, and instruments (tariffs, quotas) of international trade and consider trade integration. Course content focuses on international trade, trade policy, the foreign exchange, and balance of payments in international trade. Theories and policies of direct investment in foreign markets are considered.

INTB 5730 Regional Economic and Geographic Perspectives (3)

Students examine goals, performance criteria, and policy instruments within different economic systems from the perspectives of growth, efficiency, and stability. The increasing regionalization of markets through trading blocs is examined,

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with particular focus on marketing in the post-1992 European community.

INTB 5740 Global Topics I (1)

Selected topics and issues in international business are presented in this course. To be taken at the beginning of the program. Offered only online. **Prerequisite:** MAIB degree-seeking student only.

INTB 5750 Global Topics II (1)

Selected topics and issues in international business are presented in this course. **Prerequisite:** INTB 5740. MAIB degree-seeking student only. Required after the completion of 21 hours. Offered only online.

INTB 5760 Advanced Global Topics (1)

Selected topics and issues in international business are presented in this course. **Prerequisite:** INTB 5750. MAIB degree-seeking student only. To be taken concurrently with the last course in the program. Offered only online.

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 (3)

Students analyze modern theories of development and development policy and the relationship of these to the theories of location, trade, investment, and economic planning in Third World countries.

INTB 5970 International Business Language and Culture (3)

Students study the business language and culture of a country other than the United States in order to facilitate business communication in that nation. French, German, Spanish, or Japanese may be studied.

INTB 6000 Integrated Studies in International Business (3)

The student applies the principles learned from prior international business courses to selected case studies and research, with practical solutions to typical international business problems. **Prerequisite:** Completion of all other required courses in this major.

INTB 9950 Travel Course-Issues in International Business (3)

Current and significant issues in international business are examined. Course content focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

INTL - International Relations

INTL 5000 Introduction to International Relations (3)

Students are introduced to the major approaches and subfields within the discipline of international relations, such as international security, international political economy, international law, international organizations, and foreign policy. Students will learn the basics of an analytical approach to international politics, including the use of the theory and evidence within a broader logic of inference. This framework will be applied in overviews of the major disciplinary subfields, with reference to both contemporary issues and historical cases.

INTL 5050 Comparative Politics (3)

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

INTL 5100 Research Methods and Perspectives (3)

Students are introduced to skills, methodological issues, and bibliographic resources which enhance their ability to evaluate critically and to conduct research in the field of international relations.

INTL 5300 Field Work (3-6)

This course provides an opportunity for students to actively involve themselves in field research, which may be of a qualitative or quantitative nature. **Prerequisite:** INTL 5100.

INTL 5400 International Political Economy (3)

This course explores the interplay between states and markets. Topics include theories of international political economy such as mercantilism, liberalism, Marxian/structuralism, and feminism, trade, finance, the international monetary system, transnational corporations, and development. **Prerequisite:** INTL 5000.

INTL 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine the interplay between theory and practice. This course may be repeated for credit if content differs. It may not be completed by directed study.

INTL 5510 Theories of International Relations (3)

Students explore the major theoretical paradigms in the field of international relations, including realism, institutionalism, liberalism, Marxism, and constructivism. Students will learn to evaluate theories within these paradigms based on their logical consistency and empirical support. These theories will also be applied to current events and used to derive policy prescriptions.

INTL 5530 International Law (3)

This course introduces students to the field of international law and teaches them how it can be used to assess the acts and omissions of state and non-state actors. It covers sources of law, jurisdiction, international legal personality, diplomatic and consular law, the law of state responsibility, the relationship between international law and municipal law, peaceful settlement of disputes, and topics that may include the law related to the use of force, international humanitarian law, international human rights law, the law of the sea, and international environmental law. This course will require a close reading of primary and secondary source materials.

INTL 5535 International Disaster Response Law (3)

This course examines the international and domestic legal structures governing the prevention and management of natural and man-made disasters. The course offers a comprehensive overview of the main practical, humanitarian and military issues related to the legal aspects of disaster prevention and management activities. Topics will be covered using a theoretical approach complemented by practical exercises designed to test the participant's ability to find outcome-oriented solutions through the application of relevant IDRL provisions. These concepts will be applied through historical and contemporary case studies.

INTL 5540 International Organizations (3)

This course is a survey of the different kinds of international organizations, including intergovernmental organizations, international regimes, international nongovernmental organizations, and transnational corporations. Various theoretical approaches to international organizations are explored, and special emphasis is placed on the United Nations.

INTL 5550 War and Diplomacy (3)

Students examine the causes and consequences of warfare throughout history, with an emphasis on the political processes that contribute to both the outbreak and resolution of wars. Students will learn some of the political tools and strategies that are used to prevent or ameliorate the effects of war, and the ways in which war can be ended once it has begun.

INTL 5555 Policy and Practice: Global Project in International Relations (0-1)

Students work together to produce a final group project that bridges theory, policy and practice in international relations. This course is only available to students in the Global MA in International Relations program. **Prerequisite:** Admission to GMA in International Relations.

INTL 5560 U.S. Foreign Policy (3)

This course is about the foreign policy-making process in the United States. It examines the domestic and international actors that shape, formulate, and execute foreign policy. Topics include the role of United States government institutions, the

media, interest groups, decision-making, and foreign policy problems such as war, failed states, economic interdependence, environmental degradation, and humanitarian disasters, as well as the military, economic, and diplomatic instruments that the United States can bring to bear in managing these problems.

INTL 5570 Comparative Foreign Policy (3)

This course examines the major foreign policy objectives of selected states in the international system and analyzes the domestic forces, institutions, and processes, as well as the historical context, of these states' foreign policies.

INTL 5580 Politics of Development (3)

This course examines the politics and issues facing those nation-states variously described as post-colonial, third world, and new industrialized. These nation-states share in common the quest to join those that attained both high average standards of living and stable political institutions.

INTL 5585 Food and Water Security (3)

Students will examine the issues around one of today's foremost human security challenges. That is, the prevention of malnutrition and the access to safe food and clean drinking water.

INTL 5590 International Security (3)

This course offers a broad overview of the causes and consequences of international conflict. It examines age-old questions of war and peace, but also tackles more modern topics such as nuclear proliferation, terrorism, and drone warfare. It requires students to assess several of the field's most prominent theories of conflict, coercion, bargaining, and cooperation in terms of both historical and contemporary case studies.

INTL 5595 Energy Security (3)

This course will examine the geopolitics of energy, emphasizing the security implications of global energy markets and resource competition. The course explores the ways that states shape their grand strategies to meet their energy needs, and the impact of these strategies on regional and global politics. The course will also look into the geopolitical, environment and domestic factors that drive energy policy decisions. Students will examine problems in energy security using both long-term and short-term perspectives. Students will learn how states balance long-term investments to secure energy supply against the short-term need to ensure a supply network's capacity to withstand short-term interruptions and shocks.

INTL 5600 Area Studies (3)

Students examine the history, culture, politics, and economic systems of a region or sub-region not defined by a specific departmental course offering.

INTL 5605 Topics in Comparative Politics (3)

Specific topics in comparative politics are examined in depth. Topics may be issues such as democratization, military politics, migration, or health care policies, examined using a cross-national approach of the politics of a specific nation or set of nations chosen for comparison.

INTL 5610 Non-Thesis Readings/Research (3)

Non-Thesis Readings/Research is an intensive, one-on-one reading/research course. Students work in close cooperation with an individual professor on a topic of special interest. The content of this course may not duplicate other courses in the curriculum. The policies and procedures that apply to Non-Thesis Readings/Research are those for directed studies. Course may be repeated for credit if content differs.

Course Descriptions

INTL 5625 Middle East Area Studies (3)

Students examine the history, culture, politics, and economic systems of the Middle East not defined by a specific departmental course offering.

INTL 5635 Western European Area Studies (3)

Students examine the history, culture, politics, and economic systems of Western Europe not defined by a specific departmental course offering.

INTL 5645 Asian Area Studies (3)

Students examine the history, culture, politics, and economic systems of Asia not defined by a specific departmental course offering.

INTL 5655 African Area Studies (3)

Students examine the history, culture, politics, and economic systems of Africa not defined by a specific departmental course offering.

INTL 5665 South and Central Asia Area Studies (3)

Students examine the history, culture, politics, and economic systems of South and Central Asia not defined by a specific course offering.

INTL 5675 Central and Eastern Europe Area Studies (3)

Students examine the history, culture, politics, and economic systems of Russia and Eastern Europe not defined by a specific departmental course offering.

INTL 5685 Latin American Area Studies (3)

Students examine the history, culture, politics, and economic systems of Latin America not defined by a specific departmental course offering.

INTL 5700 Humanitarian Issues in International Politics (3)

This course provides a forum for investigating transnational humanitarian issues such as regionalism, the environment, human rights, and refugees. Course may be repeated for credit if content differs.

INTL 5800 Globalization (3)

Globalization involves the intensification of economic, political, social, and cultural relations across international borders. This course examined the history and causes of this process and evaluates the effects it has on relationships within and between countries.

INTL 5860 Issues in International Politics (3)

This course examines such issues as terrorism, the control of weapons of mass destruction, illicit trade, imperialism, and conflict resolution. Course may be repeated for credit if content differs.

INTL 5870 International Law and Politics of Outer Space (3)

This course examines the international law and politics of outer space. It focuses on the law that has emerged in this area in recent decades, and how it has emerged. Topics covered include space exploration, space travel, questions of sovereign appropriation, and peaceful settlement of disputes.

INTL 5890 Terrorism in World Politics (3)

This course examines the causes and political responses to terrorism in world politics. Issues examined may include the origins and goals of major terrorist organizations, tensions that

arise between protecting civil liberties and ensuring security when responding to terrorism, and how to distinguish between terrorism and other forms of violence.

INTL 5900 Advanced Research Methods (3)

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

INTL 6000 Capstone in International Relations (3)

This course centers on the design and development of a scholarly capstone paper, representing the student's achievement as a Master of International Relations. **Prerequisite:** Completion of 30 credit hours prior to registering for INTL 6000 Capstone in International Relations.

INTL 6250 Thesis (6)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department web site. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed. **Prerequisite:** Completion of 30 credit hours prior to registering for INTL 6250 Thesis.

INTL 6500 Internship (3-6)

INTL 6500 Internship is designed to enhance the international relations curriculum. Students play an instrumental role in creating an experience that blends coursework knowledge with practical knowledge by working with a host organization under the supervision of a qualified professional. Thus, all work performed for the purpose of satisfying the requirements of the internship program must in some way relate to the field of international relations. **Prerequisites:** INTL 6500 Internship requires that the student complete all required courses for the Master of Arts (MA) in International Relations (except INTL 6000 Capstone in International Relations or INTL 6250 Thesis). Exceptions may apply at the discretion of the Chair of History, Politics, and International Relations Department, upon written request, before registering for INTL 6500 Internship. INTL 6500 Internship cannot be substituted for INTL 6000 Capstone in International Relations or INTL 6250 Thesis.

INTL 6900 University Thesis Requirements (0)

Required of all MA students completing a thesis project. All theses must follow university and departmental guidelines and be deposited in the University library. Recognizes successful completion of all the thesis requirements.

INTM - Interactive Digital Media

INTM 5630 Digital Design and Information Graphic Production (3)

This course will integrate the use of information graphics with social media. The course will stress how complex ideas and data sets can be visually expressed for use on the web and on various social media platforms. **Prerequisite:** NPRO 5000.

INTM 5640 Multimedia Production for Websites and Mobile Applications (3)

This course will involve students in the construction and design of interactive websites, applications, and mobile apps. The course will include material on selecting the best platforms for various types of interactive communication. Basic coding and the use of digital templates will be covered in this course, along with how best to deploy multimedia on various digital platforms.

Prerequisite: NPRO 5000.

ITM - Information Technology Management

ITM 5000 Information Technology Management: Overview (3)

This overview course presents a managerial and technical perspective that considers the application and management of information and communications technology in business and other types of organizations. The course includes an overview of all the core courses in the ITM curriculum. This course is a **Prerequisite** for all other courses in the program.

ITM 5100 Information and Communications Systems and Networks (3)

This course introduces students to the technical aspects of information and communications networks and technology. The course focuses on the interdependencies among information and communications technologies and architectures. Emphasis will be placed on the fundamentals of networks (LAN and WAN).

ITM 5200 Project Management of Information Technology (3)

This course introduces students to the procedures, tools, and techniques used in planning and managing major IT projects. Issues covered include definition, planning, implementation, control and evaluation of the project. The course also focuses on developing the manager's ability to organize and lead project teams, and conflict resolution. **NOTE:** BUSN 6110 - Operations and Project Management is NOT an acceptable substitute for this course.

ITM 5300 Procurement and Contract Management for Information Technology (3)

This course covers the basic concepts and practices in procurement and contract management, not from a strict legal approach, but rather in a manner that equips a student with the skills and knowledge necessary to negotiate and manage the procurement of information and communications technology, armed with an understanding of the critical issues.

ITM 5400 Systems Analysis, Design, and Implementation (3)

This course covers the spectrum of activities in information systems life cycle management. The life cycle from the feasibility study through implementation and maintenance is examined. The course includes examination of structured analysis and design, prototyping, procurement and conversion methods. The roles and responsibilities of various personnel involved, as well as the communication and documentation tools and techniques employed, are studied.

ITM 5600 Information and Communications Security (3)

This course focuses on the analysis and management of information and information systems security including processes, technology, and facilities.

ITM 5900 Issues in Information Technology Management (3)

Current and significant issues in information technology management are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. 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.

ITM 9950 Travel Course-Issues in Information Technology Management (3)

Current and significant issues in information technology management are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

JOUR - Journalism

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, 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. **Prerequisite:** Admission to teacher post-baccalaureate certification program through the School of 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

Course Descriptions

Education certification of teachers of journalism in secondary education. **Prerequisite:** Admission to teacher post-baccalaureate certification program through the School of Education.

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.

Prerequisites: JOUR 3130, MEDC 3190 for undergraduate students, or MEDC 5460 for graduate students.

JOUR 5345 News Writing and Reporting (3)

Writing for journalism is intended to give the student an understanding of the various genres of journalistic expression, including the hard-news story, feature story, and investigative story, as well as interpretive and explanatory journalism. Additionally, students are introduced to the trends of journalistic writing, from yellow and tabloid journalism to muckraking and the new civic journalism. Students can expect a number of writing/reporting assignments in this course. Cross-listed with MEDC 5345. **Prerequisite:** MEDC 5000.

JOUR 5350 Communications Law (3)

The student examines the legal structure of the media communications industry. The course focuses on the formation, rationale, and implications of policies that form the basis of media law and regulation. Cross-listed with MEDC 5350. **Prerequisite:** MEDC 5000.

JOUR 5352 Scholastic (High School) Publications (3)

This course provides preparation for instructing and advising in the area of publication production. The course will provide knowledge of publishing houses and the printing business; knowledge in content and style of contemporary publications; knowledge of available texts and teaching aids; and knowledge of legal and ethical issues in journalism. The course is designed specifically to prepare journalism teachers at the high school and elementary level for Missouri state certification. **Prerequisite:** Admission to teacher post-baccalaureate certification program through the School of Education.

JOUR 5360 Teaching Journalism Topics (3)

Designed as a seminar, this course will provide an overview of teaching and advising publications. Topics to be discussed include press rights and responsibilities, news gathering and reporting, design, photojournalism, copyediting, communication law, electronic journalism, management and business skills necessary for advising publications. Participants will receive hands-on experience that can be used in the classroom. The course is designed specifically to prepare journalism teachers at the high school and elementary level for Missouri state certification. **Prerequisite:** Admission to teacher post-baccalaureate certification program through the School of Education.

LEAD - Educational Leadership

LEAD 6000 Introduction to Educational Leadership (2)

This course provides an overview of theories and research in education leadership. Students will actively participate in self-assessment activities and use the outcome information for setting

strategic goals for their own professional development while pursuing the EdS degree goals.

LEAD 6001 Foundations in Educational Leadership (5)

This course helps students understand how the educational process occurs in the context of modern society and is influenced by the forces of the larger community. Students analyze the complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact the education leadership process. They employ active inquiry, experimentation, and reflection to investigate issues of race, ethnicity, gender, disability, equity, social justice, and ethics examining the impact of these issues in urban, rural, and suburban contexts. **Prerequisite:** LEAD 6000.

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.

LEAD 6003 Instructional Leadership (5)

This block is designed to provide students with content and site-based experiences related to multiple aspects of effective instructional leadership and school improvement. Topics will include: qualitative and quantitative research; curriculum analysis and evaluation; diversity and multiculturalism; problem solving and decision making; using data for curriculum alignment and instructional improvement, and an understanding of the design and implementation of differentiated curriculum and instruction across content areas for elementary, middle, and secondary schools. Other topics included will be characteristics of effective instructional leaders; the role of technology in education; services for special populations such as the disabled, gifted, and vocational students. Focus will be placed on the complex roles and responsibilities of the educational leader for improved student learning and engagement at the elementary, middle, and secondary levels while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group readings, discussions and simulations, electronic communications, research studies, identification of effective practices, and interaction with practitioners in administration and personal reflection. **Prerequisite:** LEAD 6000. Competency in statistical analysis. Students must be concurrently enrolled in the appropriate internship in Educational Administration.

LEAD 6004 Leadership and Collaboration (5)

In this course students will explore a variety of theories, concepts, and models utilized when implementing partnerships. They will investigate the uses and applications of community and school resources in supporting families and children through research, field visits, and professional discourse. Students will analyze techniques for interacting with stakeholders and examine collaboration in interdisciplinary team efforts. Emphasis will be placed on models of communication, problem solving, conflict resolution, decision making, and team building principles and skills. Emphasis will also be placed on exemplary practices in the development of community information, networking, support

systems, public relations, and media. Issues of grant identification, proposals, implementation, and evaluation will also be explored in relation to their impact on collaborative processes. **Prerequisite:** LEAD 6000.

LEAD 6006 Advanced Internship (1-3)

This course offers students the opportunity to extend or add to site-based application experiences. Students may continue previous experiences to include advanced projects or action research. Students may also choose new internship experiences that can strengthen their leadership skills. Students must receive approval from a faculty mentor to enroll in this course. Examples of offerings in this area are:

- **Advanced Internship: Early Childhood Administration**
Participants will develop skills and strategies for administering early childhood programs and curricula.
- **Advanced Internship: Writing Grants**
Participants will develop skills and strategies for obtaining funding from public and private sources during a site-based internship.
- **Advanced Internship: School-Community Partnerships**
This internship focuses on collaborative leadership in partnerships that support effective schools. Professional development schools, school-business partnerships, collaboratives, and networks across schools will be examined through site-based experiences and student-mentor relationships. **Prerequisite:** Approval of faculty mentor.

LEAD 6007 Special Education Law and Legal Issues (1-3)

These courses focus on current issues in educational leadership. Students will conduct inquiry into specific topics of professional and personal interest. Additional topics will be added as new challenges for leaders and issues are identified. This course may be repeated for credit with different topic designations. Examples of offerings in this area are:

- **Topics in Leadership: The Politics of Poverty, Race, Ethnicity, and Gender**
This course focuses on the work of social leaders in addressing issues of poverty, race, ethnicity, and gender. Practical strategies to pursue equity, diversity, and social justice will be addressed.
- **Topics in Leadership: Special Education Administration, Issues and Law**
This course examines the role and responsibility of the school principal for special education services, students with disabilities, and focuses on the perceptions of family. The course will focus on current legal issues in special education, statutory requirements, fiscal policy organizational structures and related services. Students will review laws governing special education and examine issues emanating from legal requirements from various points of view.

LEAD 6008 Foundations in Special Education Administration (3)

This course examines the roles and responsibilities of the administrators of special education at the school district, state, and federal levels. Statutory requirements, fiscal operations, organizational structures, relationships to general school administration, instructional, and related service delivery systems are investigated. Principles, processes, competencies, and skills in the areas of planning/programming, staffing, coordination/communication, and administration will be explored.

LEAD 6009 Leadership Seminar (2)

The Leadership Seminar is the culminating experience of the EdS degree in educational leadership. This course is an individualized learning experience that supports the prospective

school administrator in: integrating learning from coursework, internships, and other professional experiences; completing a professional portfolio that documents knowledge, skills, and dispositions required for administrator certification; and preparing for the state assessment required for administrator certification. This course begins with an informal presentation and review of the student's portfolio related to School of Education goals and state certification standards. Based on this evaluation, the student and instructor will develop an individual course of study addressing competencies that have not yet been documented. The formal presentation of the professional portfolio that documents all required competencies is the culminating experience of both the course and the program. **Prerequisites:** 36 hours and a passing score as designated by Missouri Department of Elementary and Secondary Education (DESE) on the SLLA for students residing in Missouri. For students residing in other states or countries, they must pass the certification assessment is required by their state and provide verification to Webster University's Certification Officer.

LEAD 6119 Educational Foundations of Administration (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 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.

LEAD 6120 Research I (2)

This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning in the area of educational research. Students will evaluate educational research methodology; compare various types of research: action research, qualitative and quantitative educational research, examine internal and external validity, sampling methods, data analysis, and components of research reports. The course will include a discussion and procedures and skills necessary for the critical review of educational research. Students will have an increased knowledge of educational research, and how it applies to education and the school improvement process. Students will also have opportunities to interpret and analyze test results and data and develop strategies for improvement of academic achievement.

LEAD 6121 Portfolio Based Analysis (2)

The Leadership Seminar is the culminating experience of the EdS degree in educational leadership. This course is an individualized learning experience that supports the prospective school administrator in: integrating learning from coursework, internships, and other professional experiences; completing a professional portfolio that documents knowledge, skills, and dispositions required for administrator certification; and preparing for the state assessment required for administrator certification. This course begins with an informal presentation and review of the student's portfolio related to School of Education goals and state certification standards. Based on this evaluation, the student and instructor will develop 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 EdS program.

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, LRE, Due Process, Parent participation and Shared Decision Making, Compliance Through the Courts, and School Reform. Students will increase their knowledge and understanding of political dynamics of constitutional law, the foundations of special education law, and the process of federal, state, and local education agencies. Special attention will be given to the Safe Schools Act and its specific application to students with disabilities, reauthorization of IDEA, Section 504 of the Rehabilitation Act of 1973, NCLB and the American with Disabilities Act. This course examines the role and responsibilities of the administrator, director, or supervisor of special education at the school district, state, and federal levels. Statutory requirements, fiscal basis, organizational structures, relationship to general school administration, instructional and related services delivery systems are explored. Current issues in the field of special education will also be explored. This course is offered in a seminar format in which students are expected to prepare to lead some aspect of the group discussion each week. Extensive reading and research are required to successfully complete this course.

LEAD 6123 Action Research Internship Step One (2)

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 (80 contact hours).

LEAD 6124 Schools and Leadership Law (2)

This course is designed to provide intense opportunities for both theoretical and practical learning in the following areas:

- Knowledge of structure/function of the United States Court System
- How statutory/case law impact public schools
- Litigation in regard to FERPA and NCLB
- Gender based decision making
- Student rights
- First and fourth amendments
- High stakes testing

LEAD 6125 Building Level Administration (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:

- Strategic plans and system theories.
- Organizational development and operational procedures as it relates to the building level.
- Collaborative skills in regard to working with building level stakeholders and responding to and mobilizing community support.

- Understand the need to promote the success of all students by responding to and influencing the larger political, social, economic, legal, and cultural context.

LEAD 6126 School Building Finance (2)

Emphasis will be placed on the role of federal, state, and local governments in funding public schools, the impact of taxation, and an overview of school funding formulas. Focus will be placed on the use of finance to impact student achievement. The successful student will:

- Demonstrate and apply a basic understanding of the principles of sound financial management.
- Identify the contribution of education to the economy.
- Identify the major components of developing, implementing, changing and evaluating a building level budget.
- Identify and apply the processes of financial accounting, auditing, and reporting.
- Identify and apply the processes of financial accounting, auditing, and reporting by developing a building level budget.
- Evaluate and reallocate financial resources to improve student results.

LEAD 6127 Personnel (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 planning; recruitment; selection; professional development/evaluation; legal/ethical issues; and formal/informal negotiations.

LEAD 6128 Facilities & Building Level Management (1)

This course presents a practical based view of school facilities with some introduction to the foundations, techniques, and principles, related to the planning, maintenance, and remodeling of school buildings. This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning. If possible, students will visit both a school construction site and an older building. Students will then compare the buildings and how they both contribute to the educational environment. Students will also interview custodians and assist with developing a schedule for building cleanliness and maintenance. Methods for forecasting enrollment also will be studied. The student will:

- Be knowledgeable of the foundations, techniques, and principles related to educational facility planning.
- Learn the role of the building level administrator in modernizing, maintaining, and operating an existing facility.
- Explore the role of the building level administrator in building a new facility. Have hands on opportunities to plan for forecast enrollment.

LEAD 6129 Curriculum (2)

This course is designed to increase theoretical and practical knowledge about curriculum assessment, evaluation and the revision cycle across a school system/district from the perspective of the building principal of preK-12. It will also explore and evaluate differentiated instruction across the content areas. The goals of curriculum inquiries should always be to improve teaching/learning and increase student performance. The culminating project for this course is to create a comprehensive district curriculum plan that includes but is not limited to the following: narrative description of district and curriculum, assessment plan, evaluation cycle and revision plan. **Prerequisites:** Acceptance into the EdS program, appropriate technology expertise as would be expected of a principal, and a demonstrated ability to communicate orally and through written material. Any deficits must be addressed through courses that are not part of this program.

LEAD 6130 Supervision (2)

This course will expand the student's knowledge and experience of supervision of teachers and staff members at the building level. The student will:

- Understand the relationship between effective communication and interpersonal relationships.
- Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/ organizations.
- Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices.
- Identify the different types of lesson design and develop components of an effective lesson.
- Explore professional (staff) development and renewal options.
- Assess data related to student learning that are used to develop the school vision and goals. The vision shapes the educational programs, plans, and actions.
- Research state law and district policy that direct employee sanction and termination.
- Develop effective mentoring procedures.
- Develop supervision alternatives to enhance professional growth and development.
- Critique evaluation models for non-certificated staff.
- Understand the relationship between effective communication and interpersonal relationships.
- Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/ organizations.

LEAD 6131 School and Community Relations (2)

This course will analyze the relationships between school and community, public information techniques and procedures. Students will have opportunities to both critique and develop a school and community relations plan. This course will provide a thorough examination of the school and its interaction with the community. Consideration will be given to internal and external communities and their relationships with the school as an organization. The role of communications in school-community relations and consideration of the balance of rights and responsibilities between schools and communities will be explored. Students will develop a school and community relations plan.

LEAD 6132 Seminar in Principalship: Issues and Politics (2)

The role of the principal is analyzed with reference to job responsibilities of the position, knowledge, skills, and dispositions necessary to successfully serve the school district. This course examines the role of principals in emerging social, economic and political contexts that are changing the nature of schooling, how schools are viewed and are transforming as well as how a principal provides leadership. This course is designed for aspiring principals and focuses on understanding a broad range of issues that are critical to the success of new principals. These issues can affect relationships and impact the future. The seminar examines major management and leadership responsibilities of principals to provide a framework for identifying and analyzing problems and discriminating among alternative courses of action.

LEAD 6133 Action Research Internship Step Two (2)

The second semester internship experience is Step Two. It focuses on 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 2 credits (80 contact hours of work).

LEAD 6134 Internship I: Dispositions (2)

In the EdS degree program, this internship involves shadowing an administrator. It is a clinical experience that is supervised, supported, individualized, and considered as advanced professional study. It offers opportunities for interns to integrate practice with values, philosophy, theory and research that allows for the examination of presumptions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan.

In this internship, the dispositions of fair, ethics, and integrity in education are the grounding values. The focus will include spending 80 contact hours in 16 weeks working in a leadership role that helps interns to increase self-realization and awareness of the dispositions. It is essential that school leaders use the dispositions of fairness, ethics, and integrity in their decision making and in their leadership. Students are required to find an appropriate mentor, internship location, secure that placement, complete the internship plan, and have it approved by the instructor. This must be completed during the first week of the course. Timing is essential.

LEAD 6135 Internship II: Diversity (2)

In the EdS degree program, this internship is shadowing an administrator. It is a clinical experience that is supervised, supported, individualized, and considered as advanced professional study. It offers opportunities for interns to integrate practice with values, philosophy, theory and research that allows for the examination of presumptions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan. The EdS Degree in LEAD requires the successful completion of 5 internship credits within the program. Internships are typically taken one credit at a time and are all individually planned and monitored.

In this internship, diversity in education is the grounding value. The focus will include spending 80 contact hours in 16 weeks working in a leadership role that increases self realization about the complexity of our global society and the various prejudices that are embedded in everyday life. As in the other internships, you are required to find and develop an appropriate mentor, internship location, secure that placement, complete the internship plan, and have it approved by the instructor. This must be completed during the first week of the course. Timing is essential.

LEAD 6136 Special Education Internship (2-3)

This internship is an eight week field based experience offered during the summer term. This course must be approached from the viewpoint of individuals with disabilities and/or their families. This course consists of 2 credits for 80 contact hours and 3 credits for 100 contact hours within an eight week time frame. It must follow the guidelines stipulated for all internships delineated in the School of Education Specialist Handbook.

LEAD 6138 Foundations of Special Education Administration (3)

This course is designed to prepare administrators and prospective administrators for organizing and administering educational programs for students with disabilities. This course will examine the roles and responsibilities of an administrator, director or supervisor of special education. It will include a review of state and federal statutory requirements of special education, financial procedures and obligations, organizational structures and service delivery options, relationships to general school administration and access to the general education curriculum. Topics covered

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will also include current trends in special education, state and federal guidelines and regulations, legal and financing aspects of special education, program planning and administration of special services.

LEGL - Legal Studies

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 those needed to write legal citations. Methods of Legal Research and Writing I introduces the student to the skills necessary for identifying, locating, and using legal resources, including: primary sources of statutory and case law, secondary authority, and research reference tools commonly located in a law library which are used to navigate the primary and secondary sources. In addition, students will be introduced to the process of computer-aided legal research. This class also explores the process of legal analysis through the incorporation of the results of legal research into legal argument and legal memoranda. **Prerequisite:** LEGL 5000.

LEGL 5270 Methods of Legal Research and Writing II (3)

This course is a continuation of LEGL 5260. Methods of Legal Research and Writing II is designed to build upon the research skills learned in Methods of Legal Research and Writing I and to enhance the paralegal student's legal analytical and writing skills. The course includes several legal issue writing projects, at least two of which will combine both research and writing skills. **Prerequisites:** LEGL 5000 and LEGL 5260.

LEGL 5300 Ethics for the Legal Professional (3)

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

LEGL 5400 Anglo-American Legal History (3)

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

LEGL 5450 American Constitutional Law (3)

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

LEGL 5470 Civil Actions (3)

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

LEGL 5480 Criminal Actions (3)

This course is an in-depth study of all facets involving criminal law. Students will study the criminal court system from law enforcement investigations through criminal trials and correctional facilities. Students will also study United States Constitutional Amendments which deal with criminal law, as well as statutory laws involving crimes against persons and property. **Prerequisite:** LEGL 5000.

LEGL 5490 Advanced Topics in Law (3)

Current and significant issues in legal studies are examined. Course content focuses on selected topics, with emphasis given to new and emerging developments in the field. 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 is directed toward comparing and contrasting law and policy on juvenile delinquency; women, children, and poverty; child labor; child soldiers; and child maltreatment.

LEGL 5504 International Jurisprudence and Law (3)

This course will study the historic background of international law and its formation and development, including the formation and enforcement of treaties; the role of the international courts; international human rights and the protection of individuals;

conflicts in international law; and, if time permits, the law of the sea and international terrorism laws.

LEGL 5505 Constitutional and International Issues: Human Trafficking & Slavery (3)

This course will explore constitutional and human rights issues which arise as individual countries and the international community work to address issues and concerns involving slavery and human trafficking. Topics discussed include: trafficking in women and children; sexual exploitation; labor exploitation, i.e. domestic slavery, forced labor, bonded labor; racial discrimination; refugee issues/status; and other related topics. The mandatory on-site portion of this course is offered in Leiden, the Netherlands.

LEGL 5506 International Law and the Environment (3)

This course will explore the development of international law on issues related to environmental concerns, including the international lawmaking process, development of treaties and protocols related to regulation of national resources, waste management issues, environmental concerns relating to marine environments, laws related to freshwater resources; exchange of information among countries, and reporting and monitoring issues.

LEGL 5507 The Hague: Peacemaking Catalyst in International Conflict (3)

This course will explore The Hague's pivotal role in preventing, resolving, and redressing international conflicts, with heavy emphasis on law enforcement and interpretation. Numerous law-related institutions that make The Hague their home will be explored, including international courts, international law-enforcement establishments, legal think tanks, international arms-control entities, and dispute resolution organizations. Pertinent documents and analysis by leading experts in the field will be studied, discussed, and analyzed, with an eye toward the future roles these entities may play in peacemaking.

LEGL 5508 Collision Course: A Critical Approach (3)

This course will lay a foundation for student understanding of basic international law principles. In addition to exploring the traditional topics of international law such as sources of international law, the role of states, and the management of international conflict, the course will consider the application of international law as applied outside of the United States. Particular emphasis will be placed on the effect of these often colliding views on human rights around the world.

LEGL 5550 Paralegal Clinical Studies (3-6)

The internship augments the legal studies curriculum by placing the student in a private or public organization under the supervision of an appointed internship supervisor. Application for placement should be made a term in advance of enrollment. **Prerequisite:** Completion of all other required courses in this major.

LEGL 5800 Computerized Legal Research (3)

This course will acquaint students with the fundamental concepts of locating and accessing legal information using computer technology. **Prerequisites:** LEGL 5000 and LEGL 5260.

LEGL 5850 Advanced Legal Writing (3)

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

LEGL 5905 Intellectual Property Law for Paralegals (3)

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

LEGL 5925 Patent and Trademark Law for Paralegals (3)

This is a substantive law course covering the federal patent statute (35 U.S.C. 1 et seq.), the federal trademark statute (15 U.S.C. 1051 et seq.), and representative state trademark statutes. This course will follow the process of patenting inventions from prior art searching, to preparing and filing patent applications, to prosecuting patent applications and post issuance topics. Additionally, the course will address the process of selecting and protecting trademarks including pre-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.

MEDC - Media Communications

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 for undergraduate students or MEDC 5460 for graduate students.

MEDC 4220 Genre Studies (3)

This course offers an in-depth study of genres that appear in the media, such as reality shows, film noir, and the evening news. Students learn a range of approaches to the study of genre, including formulaic, ideological, historical, cultural, and audience response analysis. Students conduct primary research on a particular genre using selected approaches. **Prerequisite:** MEDC 3190 for undergraduate students or MEDC 5460 for graduate students.

MEDC 4440 Patterns of Ownership in Media (3)

Students learn the impact of media economics on content by studying media ownership patterns, such as state-run, state-owned, privately owned, and individually owned systems, and topics such as cross-promotion, conflicts of interest, bottom-line programming decisions, and internal organizational/staffing decisions. The class will look at recent developments that have affected the concentration of media ownership. Other topics include historical context, international trends, regulations, and issues of gender and diversity in ownership and management. Students will conduct primary research focusing on one of these topics.

MEDC 4500 Political Communications (3)

Students learn the role of the media on the American political process. Topics include the history and evolution of political media; the role of the press and its influence on the political process; and how media strategies are created, developed, and produced. Political advertising campaigns are analyzed. **Prerequisite:** MEDC 1010 for undergraduate students or MEDC 5000 for graduate students.

MEDC 5000 Media Communications (3)

Students examine communications theory and its application to mass media. The course introduces students to the graduate program and describes program expectations as well as introduces research methodologies used throughout the program and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications. **Prerequisite:** Students should have an educational background or professional experience in media communications, or they must enroll in 6 credit hours of additional preparatory undergraduate course work, as determined by an academic advisor.

MEDC 5010 Introduction to Graduate Studies: Advanced Thinking and Writing (3)

This course is an introduction to graduate studies that provides students with knowledge and skills in three important ways to maximize academic success as a graduate student. The course will focus on critical thinking and advanced analysis skills, basic information on academic research and library searches, and advanced writing. The course will also offer a brief introduction to effective online learning.

MEDC 5200 Directed Studies in Media Communications (3-6)

Under faculty supervision, students examine an area of specialty not currently offered in the media communications curriculum. The student and instructor develop a written course proposal. Requires approval of the director of Graduate Studies and the dean of the School of Communications. **Prerequisite:** MEDC 5000. 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. Course may be repeated for credit if content differs, not to exceed 6 credit hours.

MEDC 5300 Strategic Communications (3)

This course is taught from a top-management perspective regarding the strategic role of communications, and the communications manager, in achieving the company mission and measurable bottom-line results. It introduces students to an integrated approach to managing all communications functions, including all direct and indirect communications requirements for both internal and external audiences and intermediaries, such as customers, suppliers, distributors, employees, shareholders, competitors, politicians, analysts, journalists and lobbyists. It encompasses the functional areas of marketing communications, organizational communications, media relations, investor relations, government relations and corporate branding. **Prerequisite:** MEDC 5000.

MEDC 5310 Media and Culture (3)

This course examines the mass media as it reflects and influences the attitudes, values, behaviors, myths, and preoccupations that define a given culture. The course considers the functions of mass media in society and the effect on the individual. **Prerequisite:** MEDC 5000.

MEDC 5345 Writing for Media Communications: Journalism (3)

Writing for journalism is intended to give the student an understanding of the various genres of journalistic expression, including the hard-news story, feature story, and investigative story, as well as interpretive and explanatory journalism. Additionally, students are introduced to the trends of journalistic writing, from yellow and tabloid journalism to muckraking and the new civic journalism. Students can expect a number of writing/reporting assignments in this course. Cross-listed with JOUR 5345. **Prerequisite:** MEDC 5000.

MEDC 5346 Writing for Media Communications: Interactive Scriptwriting (3)

Development of the script in adherence to the planning vehicle requires a thorough understanding of the primary and secondary tasks of the interactive environment. This script must provide full detail for execution of the planning vehicle. Scripting for computer-based training, point of information, point of sale, and other deployments are discussed in this course. **Prerequisites:** MEDC 5000, MEDC 5600 and NPRO 5100.

MEDC 5350 Media Organization and Regulations (3)

The student examines the legal structure of the media communications industry. The course focuses on the formation, rationale, and implications of policies that form the basis of media law and regulation. **Prerequisite:** MEDC 5000.

MEDC 5360 International Communications (3)

This course focuses on the history, issues, and future of international communications. The class considers individual media systems, including different understandings of the role of the media, freedom of press and information in different areas of the world; parity between distribution of news and the shaping of the public mind; international stereotyping; and international propaganda. The course also examines the relationship between national and global media systems and the role of international communications in the development of the new world order. **Prerequisite:** MEDC 5000.

MEDC 5370 International Media Literacy (3)

This course focuses on the global implications and applications of the discipline of media literacy. First, the course examines points of conceptual consensus that exist within the global media literacy community. In addition, the course compares the media literacy principles, concepts, and approaches that are characteristic of different cultures. Students conduct media literacy analyses of media presentations as a way to learn about cultural attitudes, values, behaviors, preoccupations, and myths. Moreover, students consider whether media literacy approaches commonly employed in other countries might provide fresh insight into the media presentations of one's own country of origin. Finally, the class looks at ways in which media literacy analysis signals change in both media and cultural landscapes. **Prerequisites:** MEDC 5310.

MEDC 5390 Practicum (3)

Students undertake, with the supervision of a qualified professional, an approved internship in a media-related setting. The course includes work and academic experience. The work experience involves professional media duties. The academic experience involves written assignments and attendance at seminars. The outline of duties and evaluative methods are established by the student and the internship mentor and approved by the mentor prior to initiation of the program. **Prerequisites:** Completion of at least 21 credit hours in the MA in media communications program, including MEDC 5000 Media Communications; meeting program criteria; and permission of the internship coordinator and the director of Graduate Studies. Note: Internships should be directly relevant to students' course of studies and majors.

MEDC 5400 Media Production Management (3)

The student applies theories of how communications campaigns work in a real-world environment. Students will critically examine all aspects of the strategic campaign planning process, including research, budgeting, planning, writing and evaluation. The course focuses on how corporate communications, such as public relations, internal communications, advertising and marketing all work together to achieve organizational objectives. **Prerequisite:** MEDC 5000.

MEDC 5401 Media Production Management: Interactive (3)

This course prepares students to manage the variety of disciplines involved in the development and production of interactive media. Students learn to manage projects from the concept and script, video, audio, and screen design to programming and testing. Budgeting, invoicing, scheduling, flowcharting, treatment, presentation, and delivery platforms are examined. **Prerequisites:** MEDC 5000, MEDC 5600 and NPRO 5000.

MEDC 5430 Media Communications Technology (3)

The student explores new technologies in mass communications and the choices that these technologies present in the area of media communications. Course content focuses on the impact of computer technology, artificial intelligence, and wireless

technology on business and government and the increasing reliance on the management and communication of information. Future applications, active media technology, E-commerce and Web services, and Web-based social networks are also considered. **Prerequisite:** MEDC 5000.

MEDC 5460 Media Research (3)

This course introduces students to the major research methodologies, communication theories, and topics of study within media research. Theories, models, and methods are applied toward the development of research projects. Students discuss and examine qualitative and quantitative methods of media research employed by various aspects of the media. **Prerequisites:** MEDC 5000, MEDC 5310 strongly recommended.

MEDC 5480 Comparative Approaches to Media Literacy (3)

This course focuses on qualitative approaches to the study of media literacy, including nonverbal, mythic, Socratic, ideological, autobiographical, and production elements. Students will consider various aspects of the field of media literacy including international approaches/developments in the field; media literacy sectors (education, production, public policy, community) and assessment strategies. Students assume responsibility for a major project or paper. **Prerequisites:** MEDC 5000 and MEDC 5310.

MEDC 5500 Professional Seminars (1-3)

Students may supplement the core and elective courses in media communications with professional seminars designed to examine contemporary issues in this field. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation. This course may not be completed by directed study. **Prerequisite:** Graduate standing. Undergraduate seniors require approval from their academic advisor.

MEDC 5550 Topics in Media Communications (3-6)

This course offers a variety of topics to address emerging theories, practices, and applications in the field of communications. Topics are timely and of interest to professionals currently working in or pursuing media-related careers. Classes may focus on such topics as campaign strategy and political power; video and media literacy; ethical issues in the media; applications for podcasting and blogs; creating cultural change through organizational communications; etc. **Prerequisites** may vary by topic. May be repeated once for credit if content differs and is appropriate for student's course of study, not to exceed 6 credits.

MEDC 5600 Introduction to Interactive Communications (3)

A practical, up-to-date introduction to the documentation process required to plan and initiate interactive multimedia projects. This course offers a comprehensive approach to planning interactive media projects within an ever-changing multi-device environment. Through hands-on exercises, students will become familiar with the key processes and decision points required to fully document aspects of strategy, research, planning and implementation for digital projects.

MEDC 5631 Interactive Media Applied to the Internet (3)

Students review concepts of interactive digital media and the methodologies used to deliver interactive media over the Internet. This course introduces students to web-based distribution languages such as HTML, XML, JavaScript, and ASP, as well as the authoring tools that assist in creating content for the web.

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Students are required to design content that incorporates Internet technologies and a minimal amount of HTML coding, which is introduced during the class. **Prerequisites:** MEDC 5000 and MEDC 5600.

MEDC 5710 Writing for Latino Media Outlets (3)

This course is a basic journalism course that teaches writing aimed at websites, apps, social media, and newspapers, and various other communications platforms that connect with and inform the Latino community. This course teaches the basics of journalistic writing and how journalistic forms are important to community building. This course may include some bilingual assignments.

MEDC 5715 Analyzing the Latino Media Market (3)

This course will give students insights into the fastest growing demographic group in the United States, the Latino market. In this course, students will use analytical methods to understand the Latino community and to see how marketing firms and advertisers interact with this important demographic group. This course will help illuminate how various marketing firms are pursuing the Latino market and are succeeding and sometimes failing. The course will delve into the important intercultural aspects necessary to understand how the media interact with the Latino community. And the course will dissect how various Latino media outlets also interact with the community and act as liaisons between marketers and Latinos. **Prerequisite:** MEDC 5000.

MEDC 5720 Latin American Issues and Media Production (3)

This course will teach intermediate to advanced journalism techniques, with students learning how to write and produce short-form radio stories. Students will also have the opportunity to have their stories and material broadcast on both Webster University's Internet radio station The Galaxy Radio and as part of program content in the "Latin Pulse" radio series produced at Webster University. This course will focus on teaching stronger writing, interviewing, editing, and programming techniques. All of the content for this course will include subject matter important to Latino communities and to those tracking news in Latin America. **Prerequisites:** MEDC 5000 and MEDC 5710.

MEDC 5725 Media and Communications in Latin America (3)

This course examines the emerging power dynamic between the media in Latin America and the political and economic structures of the region. This course will provide a blend of communication analysis, history, and politics. This course is for students who want to immerse themselves in the analysis of media in this region. The course will examine the structure, role and challenges for the media. Students will be expected to discuss, analyze, make presentations, and write with depth on these topics. **Prerequisites:** MEDC 5000 and MEDC 5360.

MEDC 5981 Integrated Studies in Media Literacy (3)

An in-depth study in the field of media literacy, students examine a variety of approaches to the discipline, as well as consider issues related to the field of media literacy. Students assume responsibility for a major project or paper. **Prerequisites:** MEDC 5000, MEDC 5310 and MEDC 5480.

MEDC 5985 Media Literacy Fieldwork (3)

This course provides students with the opportunity to apply media literacy principles through fieldwork at one of a number of sites including schools, retirement centers, parent-teacher organizations, and businesses. Under the direction of the instructor, students assume responsibility for program initiation, development, implementation, and evaluation. **Prerequisites:** MEDC 5000, MEDC 5310, MEDC 5480 and permission of

instructor. May be repeated once for credit, not to exceed 6 credit hours.

MEDC 6000 Seminar in Media Communications (3)

In this course, students create a capstone research project. Students are expected to synthesize and integrate the learning experiences acquired in the curriculum and to evaluate current media communications research topics relative to a particular area of interest. Students should seek to add to the body of media communications knowledge with all capstone research projects. Papers used in previous courses cannot be resubmitted or repackaged in order to meet the requirements of this course. However, it is acceptable to continue researching ideas which students may have pursued during their degree program, building on them to complete the large, comprehensive paper required in this capstone course. Students are encouraged to have their capstone research project topics approved prior to the start of class. **Prerequisite:** Completion of all other graduate courses in program. This should be the last course taken before graduation. Any exceptions must be approved prior to registration by submitting a program option request to be signed by the director of Graduate Studies and the dean of the School of Communications.

MEDC 6250 Thesis Project in Media Communications (3-6)

The student synthesizes and integrates the learning experiences from all previous media communications courses and researches a specific topic to complete a thesis project relevant to the student's media communications major. The student must submit a written project proposal. **Prerequisites:** Completion of all other graduate courses and approval of written project proposal by the chair of the communications and journalism department and the dean of the School of Communications. The written project proposal must follow current thesis guidelines and include appropriate graduate thesis forms.

MNGT - Management

MNGT 5000 Management (3)

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 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. (Note: WSBT 5000 is not considered a seminar course.)

MNGT 5590 Organizational Behavior (3)

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

MNGT 5650 Management and Strategy (3)

Strategic management refers to long-term 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. **Prerequisite:** BUSN 5200.

MNGT 5670 Managerial Leadership (3)

Organizational leadership is the process of influencing other people to achieve organizational goals. This leadership course reviews and builds upon the basic knowledge of leadership provided in an introduction to organizational behavior course by expanding the scope and depth of the student's knowledge of leadership theories, by providing practice in basic leadership skills, and by developing the student's self-knowledge of his or her preferred leadership styles.

MNGT 5710 Cross Cultural Management (3)

Culture's influence on attitudinal and behavioral differences that arise in international and domestic business is examined. Course considers various organizational models designed to address cultural differences at the interpersonal, intergroup, and cross-national levels.

MNGT 5870 Issues in Management (3)

Current issues in management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Total Quality Management, self-directed work teams, workplace innovation are recent examples. 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 method by which modern American business looks at the future and marshals its financial resources to cope with change. Course content focuses on the development of forecasting techniques, planning strategies, and the creative use of budgeting.

MNGT 5990 Corporate Responsibility and Society (3)

In this course students evaluate the role of business in society and the demands managers face in maintaining moral integrity while fulfilling their obligations as agents of organizations and

firms. Special emphasis is placed on ethical issues confronted by middle managers, as well as strategic implications of corporate responsibility.

MNGT 6000 Integrated Studies in Management (3)

In this capstone course, the student is expected to 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.

MNGT 6250 Thesis (6)

The student completes a management thesis project under the supervision of a faculty thesis supervisor and one other faculty member. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department web site. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed. **Prerequisites:** Completion of all core course requirements for their major, as well as any specific prerequisite course specified for the thesis course. A thesis may not be substituted for any core course or for any capstone course requirement for the student's field of study.

MNGT 9950 Travel Course-Issues in Management (3)

Current issues in management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Total Quality Management, self-directed work teams, workplace innovation are recent examples. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

MRKT - Marketing

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 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 5520 Consumer Behavior (3)

The course includes an analysis of consumer motivation, buyer behavior and perceptions, market adjustment, and product innovation relative to current theories of consumer market behavior and product reactions. Communication vehicles necessary to target specific marketing strategies to address unique consumer buying behavior traits are an integral part of this course. **Prerequisite:** MRKT 5000.

MRKT 5550 Sales Management (3)

This course is designed to help the students become familiar with the theory, concepts, terminology, and problem-solving techniques used in sales and how sales are an important part of the overall promotion plan. In addition, the student will be given insight into how a successful salesperson communicates, including an analysis of consumer buying behavior. **Prerequisite:** MRKT 5000.

MRKT 5570 Marketing in Electronic Commerce (3)

This course will focus on the strategy involved to market products and services in the age of electronic commerce. Specific emphasis will be placed upon understanding the paradigm shift that the Internet has created in business and marketing's role in that shift. Both consumer and business-to-business applications will be discussed as well as topics such as website functionality, search engine optimization, and the use of social media.

MRKT 5610 Channels Management (3)

The student studies distribution processes and institutional structures as subsystems of marketing strategy. Focus is on channel structure, product assortment considerations, promotional activities, pricing strategies, and physical logistics necessary to achieve channel objectives. Governmental, economic, and competitive aspects affecting channel management are included. **Prerequisite:** MRKT 5000.

MRKT 5690 Pricing Strategies (3)

Students study pricing theory in-depth as it applies to marketing strategy decisions. This course includes study of the impact of pricing decisions on income statement performance, gross margins, contribution margin results, and price changes on profitability. **Prerequisite:** MRKT 5000.

MRKT 5720 Promotional Management (3)

Students examine the use of all available promotional vehicles to communicate to potential customers the messages that support the objectives of the marketing plan. Each of the four elements of the promotion mix is covered: advertising, publicity, sales promotion, and personal selling. Specific focus is applied to building differentiated value perceptions in the customers in relation to competitors' products. **Prerequisite:** MRKT 5000.

MRKT 5730 International Marketing (3)

Students are exposed to several aspects of international marketing. This includes the international marketing environment and the international marketing mix--product, pricing, distribution, promotion--as well as emerging issues in international trade such as trading blocs, trade barriers, and standardization/adaptation. **Prerequisite:** MRKT 5000 or permission of the instructor.

MRKT 5740 Management of Digital Marketing (3)

This course examines the management of digital marketing including strategy, implementation and executional considerations. Participants will acquire the fundamental knowledge of how to formulate an integrated digital marketing plan through a combination of lecture, case studies, and course projects. Cross-listed with ADVT 5740. **Prerequisite:** MRKT 5000.

MRKT 5750 Management of Social Media (3)

Students examine tactical and strategic processes necessary for utilizing social media to engage customers and develop markets. Emphasis is placed on measuring and tracking effectiveness of social media marketing strategies. At the end of this course. Cross listed with ADVT 5740. **Prerequisite:** MRKT 5000 and MRKT 5740 or ADVT 5740.

MRKT 5790 Digital Marketing Strategy (3)

The course will allow students to strategically integrate the skills and knowledge from the prerequisite courses (listed below). This will be accomplished through a combination of lecture, case studies, and course projects. Successful students will complete the course with a comprehensive knowledge of and experience with how to develop an integrated digital marketing strategy, from formulation to implementation. **Prerequisites:** MRKT 5740, MRKT 5750 and MRKT 5895.

MRKT 5850 Marketing Research (3)

Students examine the application of research in gathering and analyzing information to forecast and control marketing activities. Problem formulation, procedures of research techniques, and application of tools and models to improve marketing decisions are covered in depth. This course includes a statistics component. Emphasis is given to acquiring and analyzing marketing information, understanding primary and secondary sources of information, and survey research techniques. Attention is given to improve techniques and criteria for identifying and selecting markets, and the usefulness of marketing data is evaluated. This course is presented from a viewpoint of a consumer of marketing research, rather than a practitioner of marketing research. **Prerequisites:** MRKT 5000, MRKT 5890 or BUSN 5760.

MRKT 5890 Marketing Statistics (3)

The student examines the application of statistical analysis to marketing decisions. Descriptive statistics, probability theory, sampling theory, statistical inference, and techniques of statistical analysis are included, especially as they apply to real-life marketing decisions in business. MBA students should take MRKT 5890. Students who have completed BUSN 5760 may not enroll in MRKT 5890. MBA students who are taking an emphasis in marketing and who take BUSN 5760 can substitute that course for MRKT 5890. **Prerequisite:** MRKT 5000.

MRKT 5895 Marketing Analytics (3)

The overarching purpose of this course is to convey the benefits of a systematic and analytical approach to marketing decision-making. Further, students will learn to build skills, acquire knowledge and develop attributes necessary undertaking such marketing analyses. This course will prepare individuals who (1) appreciate the importance of competitive advantages leveraged by analytics; (2) understand the existence of the tools, the advantages and limitations of each tool; and (3) can apply these tools, internet the input and communicate the output from these tools and models, and apply them to assist business decisions. **Prerequisites:** MRKT 5000 or equivalent and BUSN 5760 or MRKT 5890.

MRKT 5960 Marketing Management (3)

The student examines the life cycle management of a product from inception to the point where it is no longer offered. Specific topics covered in the course include the product development cycle, product assortment decisions, branding, pricing, and others that make up the marketing mix and that are dynamic throughout the product life cycle. Specific emphasis is placed on identifying marketing problems, investigating alternative solutions, and rendering appropriate strategies and decisions. Techniques associated with situational analysis of problems are stressed. **Prerequisites:** MRKT 5000, MRKT 5610, MRKT 5720, MRKT 5730, MRKT 5740, MRKT 5850 and MRKT 5895.

MRKT 5990 Strategic Market Planning (3)

This course is designed to develop the student's ability to effectively assemble an entire strategic and tactical market plan. The student prepares strategic and tactical market plans for a consumer product, an industrial product, and a specific service. The entire concept of marketing is employed in this

course, relating to the three basic areas of marketing applications: consumer goods, industrial goods, and services. The specific differences between strategic and tactical planning are covered in depth. This course stresses market planning rather than problem solving. **Prerequisite:** MRKT 5960.

MRKT 6000 Integrated Studies in Marketing (3)

The student is expected to synthesize and integrate the learning experiences acquired in marketing and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. **Prerequisite:** Completion of all other required courses in this major.

MRKT 6250 Thesis (6)

The student completes a marketing thesis project under the supervision of a faculty thesis supervisor and one other faculty member. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department web site. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed.

Prerequisites: Completion of all core course requirements for their major, as well as any specific prerequisite course specified for the thesis course. A thesis may not be substituted for any core course or for any capstone course requirement for the student's field of study.

MRKT 9950 Travel Course-Issues in Marketing (3)

Current and significant issues in marketing are examined. Course content focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component. May be repeated for credit.

MTHC - Mathematics for Educators

MTHC 5040 Number Theory (3)

Students examine the basic concepts of number theory with an emphasis on modular systems and their application to a variety of empirical problems.

MTHC 5080 Puzzles and Proofs (3)

This course examines a variety of materials useful in developing reasoning skills. Included are attribute block puzzles, Lewis Carroll puzzles, logic puzzles, and a variety of games which require deductive reasoning.

MTHC 5100 Functions and Structure (3)

This course investigates a variety of mathematical systems and functions.

MTHC 5110 Perspectives in Elementary Geometry (3)

This course focuses on geometry for grades 5-8. May be repeated for credit if content varies.

MTHC 5120 Topics for the Middle School Teacher (3)

This course covers areas of mathematics and/or mathematics education of particular interest to middle school teachers. Content varies according to the interests of faculty and students. May be

repeated for credit if content varies. Not offered at the St. Louis campus.

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, and finite state automata.

MTHC 5150 Number Systems (3)

This course provides middle school teachers with a deeper understanding of the real number system. Topics covered include arithmetic algorithms in negative and whole number bases; rational and irrational numbers; arithmetic and geometric progressions; number properties; mental arithmetic; factorization and divisibility of integers and of Gaussian integers; and number puzzles and games.

MTHC 5200 Independent Study (1-6)

Students with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. In no case may an independent study be set up when an existing course already covers the subject. May be repeated for credit if content varies.

MTHC 5210 In-Service Education (1-4)

Webster offers various graduate in-service courses that are not part of the existing curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. May be repeated for credit if content varies. This course does not apply toward an MA in mathematics for educators.

MTHC 5230 Discrete Mathematics (3)

This course covers mathematical structures pertinent to an understanding of computers, including graphs, Boolean algebra, and finite state machines.

MTHC 5250 Vector Geometry (3)

Basic concepts pertaining to vectors in the plane are developed. Proofs of theorems of plane geometry, using a synthetic approach, an analytic approach, and a vector approach are compared. The class introduces vector spaces.

MTHC 5260 Algebra for Secondary Teachers (3)

Students examine and extend topics in secondary school algebra. Techniques and materials for teaching algebra are also discussed.

MTHC 5280 Calculus for Teachers (3)

The course reviews the basic concepts of differential and integral calculus, with special focus on central ideas, theory, and applications. Computers and/or graphing calculators are used to help investigate ideas. Students enrolling in this course are assumed to have completed the undergraduate calculus sequence with grades of B or higher.

MTHC 5300 History of Mathematics (3)

This course is based on selected readings that examine the history and philosophy of mathematics. An important goal is to provide students with a perspective on the relationship between mathematics and culture as well as an insight into how and why mathematical ideas have evolved. May be repeated for credit if content varies.

Course Descriptions

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. May be repeated for credit if content varies. Not offered at the St. Louis campus.

MTHC 5350 Logic (3)

This course includes propositional and predicate logic, with the objective of increasing students' understanding of what constitutes valid reasoning, as well as increasing their ability to express formal mathematical arguments.

MTHC 5360 Algebraic Structures (3)

Students examine the algebra of various mathematical structures with the goal of gaining a broader and more sophisticated understanding of ordinary algebra. Relevant theory is developed.

MTHC 5370 Linear Algebra (3)

Concepts and techniques of linear algebra are developed.

MTHC 5390 Statistics (3)

This course covers the basic concepts (including applications) of the binomial and normal distributions, the chi-square test, analysis of variance, and nonparametric statistics. Emphasis is placed on educational applications as well as the abuses and misuses of statistical ideas. Computers and/or graphing calculators are used to investigate ideas.

MTHC 5410 In-Service Topics (1-3)

In-service courses are designed to provide teachers with practical applications of contemporary research and methodology to improve classroom effectiveness. May be repeated for credit if content differs. This course does not apply toward an MA degree in mathematics for educators.

MTHC 5430 The Real Number System (3)

The course covers the algebraic and topological properties of the real number system and several of its subfields and subrings.

MTHC 5450 Topics in Number Theory (3)

This course covers selected topics in number theory, such as modular systems, quadratic reciprocity, number-theoretic functions, Pythagorean Triples, and perfect numbers. Specific topics to be determined by instructor. Relevant theory will be developed.

MTHC 5480 Problem-Solving Strategies in Mathematics (3)

The primary objective of this course is to help students develop reasoning strategies that are powerful tools in solving problems.

MTHC 5500 Studies in Mathematics (1-6)

Courses in this category are offered on an irregular basis. May be repeated for credit if content varies.

MTHC 5900 Final Reflections (0)

All math students are required to register for this zero-credit hour course during their penultimate semester. Students write an essay describing how they have changed as a result of their participation in the math program. For specific guidelines see the math coordinator. This course is graded on a credit/no credit basis only.

MUSC - Music

MUSC 4010 Composition (1-3)

For students contemplating composition and related activities as occupations. Each student develops content in consultation with the instructor. **Prerequisite:** 6 credit hours of MUSC 3010 or permission of the instructor. May be repeated for credit.

MUSC 4020 Sixteenth Century Counterpoint (3)

Practical study of counterpoint as used in the works of Palestrina and other Renaissance-era composers. Includes study of line, voice-leading, rhythm, texture, and extensive analysis of the music of the period.

MUSC 4030 Eighteenth-Century Counterpoint (3)

Practical study of counterpoint as used in the works of Bach. Includes study of the invention, chorale prelude and fugue, and extensive analysis of the music of the period. **Prerequisite:** MUSC 2020.

MUSC 4040 Music of the Twentieth Century (3)

A historical survey from Debussy, Ives, Stravinsky, and Schoenberg to Bartók, Cage, Babbitt, and Glass. Involves musical analysis of works involving twentieth-century tonality, modality, the 12-tone method, set theory, microtonality, and aleatoric elements. **Prerequisites:** MUSC 2020 and MUSC 2040 or permission of instructor.

MUSC 4070 Choral Arranging (2)

Covers arranging for choral ensembles of various voice groupings and abilities. Projects may include arrangements of folk songs, simplification or re-voicing of previously composed choral music, adapting choral parts to accommodate composers' changing voices, limited ranges, and other exigencies. **Prerequisite:** MUSC 2020.

MUSC 4080 Choral Literature and Techniques (3)

This course is designed to help prepare the prospective music educator with the essential musical knowledge, teaching skills, and values necessary to provide a meaningful choral experience for his or her students. **Prerequisite:** MUSC 3410 or permission of instructor.

MUSC 4110 Hymnody and Psalmody (3)

Study of psalmody and hymnody in history and current practice; theological study of hymn texts and musical study of hymn tunes; practical application of hymnody in Christian worship and education.

MUSC 4120 Piano Accompanying (2)

Designed primarily for piano majors. Teaches the specific skills required for accompanying. Emphasizes art song literature, but also includes operatic and instrumental music. **Prerequisite:** Permission of the instructor.

MUSC 4140 Lyric Diction (2)

Focuses on the correct pronunciation of foreign language sounds using the International Phonetic Alphabet. **Prerequisite:** Students must be voice majors of junior or senior status.

MUSC 4150 The Art Song (3)

Solo art songs of the nineteenth and twentieth centuries are studied and performed, with emphasis on works by German, French, and American composers. Studies include analysis of style and idea in music and poetry, and the art of programming the song recital. **Prerequisites:** Music major and junior or senior standing.

MUSC 4160 Operatic Literature (3)

Studies important works from 400 years of operatic history, including Monteverdi through Glass. The history of operatic style is studied as are the development of recitative, aria, ensembles, and other aspects of operatic form. **Prerequisites:** MUSC 2020 and MUSC 2040.

MUSC 4170 Piano Literature I (2)

Designed primarily for junior or senior piano majors. A survey of the standard keyboard literature for piano. Style analysis, performance-practice problems, and editions are emphasized. **Prerequisite:** Permission of the instructor.

MUSC 4175 Piano Literature II (2)

Continues MUSC 4170. **Prerequisite:** MUSC 4170.

MUSC 4180 Piano Literature III (2)

Continues MUSC 4175. **Prerequisites:** MUSC 4170 and MUSC 4175.

MUSC 4185 Piano in Chamber Music Literature (3)

A survey of the chamber music keyboard literature. Style analysis, performance-practice problems, and editions are emphasized.

MUSC 4190 Orchestral Literature (3)

Examines the development of orchestral literature from the eighteenth century to the present. Study topics include sonata form, instrumentation, the concerto, the tone poem, and so forth. Major works from Haydn, Mozart, Beethoven, the German Romantic composers, and twentieth century composers such as Bartok, Hindemith, Schoenberg, Schwantner, Shostakovich, and Stravinsky will be covered. **Prerequisite:** MUSC 2040.

MUSC 4220 Instrumental Music Methods (3)

Teaching and administering the instrumental music program, grades 5-12, with emphasis placed on philosophy, facilities/equipment management, ensemble development (concert band/wind ensemble, orchestra, marching band, and chamber ensembles), and appropriate repertoire and methodology for technical and musical growth. **Prerequisite:** Two semesters of MUSC 2120.

MUSC 4250 Voice Pedagogy I (2)

Studies the human voice and its registers, classification of voices, methods of practicing, analysis, style, and selection of literature. **Prerequisite:** Junior or senior voice student or permission of the instructor.

MUSC 4255 Voice Pedagogy II (2)

Students enrolled in the Voice Pedagogy courses study the human voice through reading, writing, listening, and class discussion. **Prerequisite:** MUSC 4250.

MUSC 4260 Piano Pedagogy I (3)

Examines teaching materials from beginning through intermediate levels. Students gain supervised teaching experience. **Prerequisite:** Junior or senior piano student or permission of the instructor.

MUSC 4270 Piano Pedagogy II (1)

Continues MUSC 4260. **Prerequisite:** MUSC 4260.

MUSC 4320 Jazz Education Methods (2)

A survey of pedagogical techniques, conducting, and teaching materials for the development of the middle school and high school instrumental and vocal jazz program. **Prerequisite:** Permission of the instructor

MUSC 4340 Jazz Scoring and Arranging I (3)

Covers scoring and arranging for jazz ensembles of various sizes, from combo to jazz orchestra. Material covered includes melodic and rhythmic variation, reharmonization and voicing techniques, jazz instrumentation and orchestration, elements of form, and score and part preparation. **Prerequisites:** MUSC 1380 and MUSC 2020.

MUSC 4350 Jazz Scoring and Arranging II (3)

Continues MUSC 4340. **Prerequisite:** MUSC 4340.

MUSC 4360 The Working Musician (3)

Examines aspects of contracts, auditions, copyright, publishing, license (BMI, ASCAP, SESAC), union issues, promotion-marketing, taxes, grant applications, non profit organizations and foundations, exploration of careers in the music industry: entertainment law, retail, marketing, recording industry, arts management, self employment as a free lance musician (business owner, recording studio musician, teacher, composer, conductor, and so forth. **Prerequisite:** BUSN 3700 or permission of 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 4700 Advanced Topics in Music (2-3)

A capstone course synthesizing various aspects of music history, theory, performance practice, and/or vernacular and world music traditions. **Prerequisites:** MUSC 2040, junior standing or permission of instructor.

MUSC 4800 Advanced Topics (2-3)

Course content varies each semester. See current course description book for subject matter for a particular semester. Credit may be in music history, music theory, music business, or music education. **Prerequisites:** MUSC 2020 and senior standing. May be repeated for credit.

MUSC 4900 Webster University Concert Choir (1)

This choir is open to undergraduate singers in the University community. The Concert Choir performs a variety of choral literature representing many periods and styles, sometimes in cooperation with other Webster choirs. **Prerequisite:** Audition or permission of the instructor. May be repeated for credit.

MUSC 4910 Webster University Chamber Singers (1)

This select chamber choir is open to all students by audition. The Chamber Singers perform a cappella and accompanied choral masterpieces from the Renaissance to the present, sometimes in cooperation with other Webster choirs. **Prerequisite:** Audition. May be repeated for credit.

MUSC 4940 Webster University Orchestra (1)

The Webster University Symphony Orchestra is comprised of advanced student musicians and studio faculty. The orchestra presents five concerts each year with repertoire from string and chamber 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 University Chamber Music Ensembles (1)

The Department of Music offers numerous smaller ensembles, including Jazz Singers, New Music Ensemble, Guitar Ensemble, String Quartet, Sax Ensemble, Woodwind Quintet, and the like. Enrollment in each of these ensembles is by permission of the appropriate instructor. Additional information is available from the Department of Music.

MUSC 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 Jazz Collective (1)

The Jazz Collective is a large ensemble that performs literature from all style periods of jazz, with focus placed on works from after 1960. Emphasis is placed on developing skills in improvisation, stylistic awareness, reading, and ensemble interaction. The ensemble performs several concerts each semester. **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.

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 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 5500 Music Education Workshops (1-6)

These seminars and courses supplement the core and elective courses in the music education area by focusing on topics of current and special interest, such as specific methods and techniques for music teaching. This course may be repeated for credit if content differs. This course may not be completed by directed study.

MUSC 5800 Advanced Studies in Music (1-6)

This course concentrates on advanced topics and may include scoring and arranging, pedagogy, history and literature, performance practices, or musical form. This course may be repeated for credit if content differs. **Prerequisite:** Graduate standing.

MUSC 5900 Supervised Apprenticeship (1-2)

The apprenticeship is a practicum in which a student serves in either a continuing position as a church musician or as an apprentice in a selected position. Supervision is by a Music Department faculty member. Emphasis is on practical experience.

in the following areas, as deemed appropriate by the supervisor: recruit and plan for, rehearse, and direct a church choir; play the organ for a variety of types of church services; develop and maintain special groups such as children's choirs and bell choirs; budget for and administer a church music program and library; work with the church staff in a collegial and efficient manner. Students are required to maintain a well-organized and comprehensive log during the practicum.

MUSC 6250 Thesis/Document in Music (2-4)

This course focuses on original research in special projects in the field of music. **Prerequisites:** Graduate standing in music and permission of the instructor.

NPLR - Nonprofit Leadership

NPLR 5000 Nonprofit Organizations (3)

This course provides an overview of the management functions relevant to nonprofit organizations, including legal structure, organizational design and behavior, communications, ethics, managing information systems, assembling and managing boards, as well as pro-gram design and implementation. The focus of the course is integration of theory and real-world application in nonprofit organizations.

NPLR 5010 Governance and Executive Leadership in Nonprofits (3)

The primary focus of this course is the need to develop a strong partnership between the Board and senior leadership in nonprofits. This course will examine contemporary governance theories for nonprofits, along with applications and case analysis of small and large nonprofit organizations. In addition, the role of the chief executive as supervisor, colleague, leader and visionary will be developed and examined.

NPLR 5020 Essentials of Marketing and Resource Development in Nonprofits (3)

This course will provide a comprehensive survey of the fundamentals and issues of marketing and resource development in the nonprofit sector. Coursework will emphasize the skills and techniques needed to develop innovative marketing plans that promote inter-est in the services, clients and products which compromise the focus of nonprofit organizations and that result in an overall organizational approach to resource development.

NPLR 5210 Social Enterprise and Social Entrepreneurship (3)

This course will provide an understanding of the specific skills, and knowledge required to lead and manage the revenue development process in today's social enterprise organizations. Through readings, discussion, and best practices, students will identify and examine related business revenue development and funding issues and methods with a goal of becoming a self-sustaining nonprofit or social entrepreneurial organization.

NPLR 5710 Contemporary Issues in Nonprofits (3)

Contemporary issues and trends facing today's nonprofit and social enterprises will be discussed and examined. The course focuses on existing theories and practices, as well as on new and emerging topics relevant to the field. Course may be repeated for credit if content differs.

NPLR 5810 Alliances, Partnerships and Mergers Among Nonprofits (3)

This course will provide both theory and real-world applications relevant to formation of alliances, partnerships, and mergers, in nonprofit organizations in today's "new normal" economic environment. Students will also examine the similarities and differences of alliances and mergers in the two sectors for-profit and nonprofit through readings, case studies and guest lecturers.

NPLR 5910 Planning, Implementation, and Evaluation in Nonprofits (3)

This course focuses on the various planning, implementation, and evidence-based program evaluation processes in nonprofit organizations. Students will integrate these processes into a course project ("nonprofit business" plan).

NPLR 6210 Integrated Studies in Nonprofit Leadership (3)

In this capstone course, the student is expected to synthesize and integrate the conceptual and theoretical knowledge and understanding acquired in the curriculum by use of live and written case study analysis, a research project, or nonprofit business plan. The emphasis is on the student's development of written analytic material that can be utilized for program assessment as well as individual student assessment. **Prerequisite:** Completion of all other required courses in the major.

NPRO - New Media Production

NPRO 5000 New Media Tools (3)

This course will provide an overview of new and emerging media for students. As digital platforms are dynamic and in flux, the introduction of key and fundamental digital platforms may shift, however, important online and social media platforms for media projects will be introduced as part of this course. This course will explore which platforms are best for multimedia presentations on the web and in social media and introduce students to the best strategies in employing these platforms. The course will stress application of analytical thinking to the challenges posed by the modern and dynamic digital media environment.

NPRO 5100 Written Storytelling (3)

This course helps students develop several styles of nonfiction video scriptwriting for storytelling across platforms. The course will apply to both traditional media (radio, television, films) and also to emerging media structures (webisodes and the use of multimedia on social media platforms). **Prerequisite:** NPRO 5000.

NPRO 5200 Audio Storytelling (3)

In this course, students will learn to tell stories through the creation and manipulation of verbal and non-verbal audio elements. Students will create audio essays, sound portraits, and audio mini-documentaries. The course combines theory and practice. **Prerequisite:** NPRO 5000.

NPRO 5300 Visual Storytelling (3)

This course will stress visual strategies for storytelling. The course will include static images, digital slideshows and videography. The course will cover visual strategies as techniques to creating both short-form and long-form productions. Students will learn techniques that are applicable to documentary films, photojournalism, television, and multimedia projects. **Prerequisite:** NPRO 5100.

NPRO 5650 Special Topics in New Media Production (3-6)

This course addresses current and significant issues in interactive media and interactive communications. The course focuses on existing theories and practices, with emphasis on new and emerging topics and technologies in this field. **Prerequisites:** NPRO 5000 and MEDC 5600 recommended. Can be repeated once for credit if content differs, not to exceed 6 credit hours.

NPRO 5900 New Media Project Production (3)

This course will stress the research and production of stories on multimedia platforms. The student will create a series of multimedia projects in the course that are integral to a theme picked by the student with the consultation of the instructor. Students will use research techniques to improve the planning of large multimedia projects. Students will advance their knowledge of how best to use multimedia in a multi-platform digital environment while researching and producing stories. **Prerequisites:** NPRO 5000 and NPRO 5300.

NPRO 6000 New Media Thesis Project (6)

This course challenges the student to demonstrate a synthesis of all previous course work in the creation of a capstone project. This capstone project will demonstrate the student's mastery of various multimedia techniques. The student will research and create a written proposal for this capstone project and then produce that project during the course. The outcome for this course should be a portfolio-quality multimedia work or works that can be displayed in a multi-platform environment. **Prerequisite:** All other core courses in the MA must be completed and with the permission of the director of graduate studies.

NURN - Nursing

NURN 5000 Theoretical Foundations of Advanced Nursing (3)

Students examine philosophical and theoretical foundations of nursing. Analysis of selected concepts and theories from nursing and related fields are emphasized. The role of the MSN prepared nurse is explored.

NURN 5005 Collaboration and Communication (3)

This course focuses on the effective communication and collaboration skills of the master's prepared nurse as a member and leader of interprofessional teams. A variety of communication modes including oral, written and emergency technologies are practiced. May be repeated once for credit.

NURN 5050 Policy and Politics in Nursing (3)

This course examines policy within the health care arena focusing on the policymaking process; the organization, delivery, and financing of healthcare; and the nurse's role in advocacy. Conceptual models clarify aspects of policy problems suggesting explanations for decisions and consequences. Political advocacy and the health policy change process will be explored at the local, state, national, and global level. This course reviews principles of health care economics affecting health policy.

NURN 5210 Strategies to Facilitate Learning (3)

This course is designed to explore a variety of teaching methods used by nurse educators/leaders to facilitate learning. Learning theories and principles of adult learning to achieve outcomes are examined. Use of technology to facilitate learning is integrated throughout the course. Students develop, implement and evaluate a plan for teaching a defined target audience.

NURN 5220 Curriculum Development and Evaluation (3)

Curriculum design, development, and evaluation are explored. Students examine the philosophical and theoretical bases for curriculum. The influence of nursing and health care trends and community/societal needs on curriculum is discussed. Students design a sample curriculum component, program evaluation, and outcome criteria to evaluate student achievement. **Prerequisites:** NURN 5000 and NURN 5550 or permission of coordinator.

NURN 5230 Teaching Practicum in Nursing I (3)

The role of the educator in a teaching setting is explored. Course content focuses on the development of lessons appropriate for defined learner populations. Students design, implement and evaluate teaching/learning experiences. **Prerequisites:** NURN 5210 or permission of the instructor.

NURN 5240 Teaching Practicum in Nursing II (3)

This course is a continuation of Teaching Practicum I. The multifaceted role of the nurse educator is examined which includes teaching, scholarship and service. The student further designs, implements and evaluates teaching experiences at a practicum site. Students present a poster to a nursing audience. **Prerequisites:** NURN 5210 and NURN 5230.

NURN 5340 Population Health (3)

This course summarizes the theoretical basis of health promotion and disease prevention. Emerging global health issues are explored. Principles of program planning, implementation, and evaluation are discussed. Students develop culturally relevant unfolding case studies for a selected solution, which includes an extensive windshield survey and stakeholder interviews. The role of the MSN nurse in population health is examined. **Prerequisites:** NURN 5050 and NURN 5550.

NURN 5350 Population Health II (3)

This course investigates the factors that contribute to population based health. An evidence-based health promotion project that addresses quality improvement strategies will be implemented and evaluated. Ethical issues related to population health will be discussed. **Prerequisite:** NURN 5340.

NURN 5360 Organization and Systems Leadership (3)

This course provides the student with a theoretical foundation of organization and systems leadership within complex health care settings. Leadership skills necessary for promoting high quality care, safe patient care, improving outcomes, and leading change are explored. Communication and collaboration and critical decision making will be examined across organizations and systems and as a part of interprofessional teams.

NURN 5370 Quality and Safety in Health Care (3)

This course integrates knowledge of quality care, safety measures and standards to examine processes to minimize risk to patients, employees, organizations and systems. Competencies related to quality and safety are studied. Strategies to build a just culture of safety and quality are explored.

NURN 5380 Pathophysiology, Pharmacology, and Advanced Assessment I (3)

This course explores pathophysiology, pharmacology, assessment, and clinical findings for selected common disorders of the cardiovascular, respiratory, renal, and musculoskeletal systems. Variations such as age, gender, and race are explored in relation to pathophysiology, assessment, and pharmacology. Application of clinical reasoning skill, and current evidence-based practice, treatment and prevention is emphasized. Communication

and collaboration skills are discussed. **Prerequisite:** Admission to MSN program or permission of MSN coordinator.

NURN 5390 Pathophysiology, Pharmacology, and Advanced Assessment II (3)

This course explores pathophysiology, pharmacology, assessment, and clinical findings for selected common disorders of nervous, immune, endocrine, and reproductive systems. Variations such as age, gender, and race are explored in relation to pathophysiology, assessment, and pharmacology. Application of clinical reasoning skill, current evidence-based practice, treatment and prevention is emphasized. Communication and collaboration skills are discussed. **Prerequisite:** Admission to MSN program or permission of MSN coordinator.

NURN 5410 Leadership in Nursing (3)

This course builds on the organizational and systems leadership course to provide an advanced knowledge of nursing leadership in complex health care environments. Legal issues, professional practice models, information technologies, and leadership competencies are examined within the context of the nursing leadership role. **Prerequisites:** NURN 5350, NURN 5360 and NURN 5370 or permission of MSN coordinator.

NURN 5420 Financial Issues for Nurse Leaders (3)

This course focuses on financial and strategic management important to nurse leaders. Emphasis is on the interpretation and application of financial information from a departmental or organizational strategic plan. Basic financial decision-making principles, the role of money and financial markets in the economy, financial statement analysis, and the budget process are examined. Criteria for allocating resources that optimize quality cost-effective care are explored.

NURN 5440 Leadership in Nursing Practicum I (3)

This practicum course is designed to explore the role of nurse leader in health care organizations. Students collaborate with faculty and mentors to examine the role of nurse leader. **Prerequisites:** NURN 5360 or permission of MSN coordinator.

NURN 5450 Leadership in Nursing Practicum II (3)

This practicum course builds on practicum I and further explores the role of nurse leader in health care organizations. Students collaborate with faculty and practicum mentors to examine the role of nurse leader. **Prerequisite:** NURN 5440 or permission of MSN coordinator.

NURN 5500 Professional Seminars (1-3)

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

NURN 5550 Translating Evidence to Practice (3)

The over-arching goal of this course is for students to gain core knowledge to apply evidence to practice. Students systematically explore and evaluate current nursing knowledge for scientific and clinical merit. Nursing practice issues are identified. Evidence is evaluated and synthesized. Models and strategies for implementation of evidence based practice are explored. **Prerequisite:** NURN 5000.

NURN 5990 Advanced Studies in Nursing (1-3)

Students with special interests or needs not met by existing curricula may request that a faculty member supervise a directed

study. Content of the study and evaluation criteria are mutually decided upon by the student and faculty. This course may be repeated for credit if content differs. **Prerequisite:** Permission of department chairperson.

NURN 6000 Integrated Studies in Nursing (3)

Students will synthesize knowledge and integrate learning experiences from previous coursework through an in-depth, scholarly paper. The final paper will be suitable for presentation and possible publication. This is a semester-long course. **Prerequisite:** Completion of 33 credits.

PADM - Public Administration

PADM 5000 Public Administration (3)

This course is designed to foster in the student an understanding of the background and history of public administration as a discipline; to develop an understanding of organizational theory in both classical and contemporary approaches; and to examine the design of organizations and the environment of the political subsystems in which administrators function.

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.

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.

PADM 9950 Travel Course-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. This course includes a mandatory short-term travel component.

PATA - Patent Practice

PATA 5120 Foundations in Intellectual Property Law (3)

This course is a survey of the four primary areas of intellectual property -- patents, trademarks, copyrights, and trade secrets. This course will compare and contrast the protections afforded by each of these primary areas of intellectual property law, and will clarify the scope and limits of patent protection for new inventions and discoveries.

PBRL - Public Relations

PBRL 5322 Public Relations (3)

This course integrates communications strategy with organizational mission statements, demonstrates stakeholder and issues management techniques, and considers ethical dilemmas in public relations situations. Public relations cases are examined in order to learn effective strategic and tactical answers to public perception problems and opportunities. **Prerequisite:** MEDC 5000.

PBRL 5323 Organizational Communications (3)

This course considers the relationship of organizational mission, employee values, organizational cultures, and motivation. Both formal and informal communication networks are studied as they pertain to appropriate use of media to communicate with employees or volunteers. Students examine case studies showing proactive employee information efforts. **Prerequisites:** MEDC 5000 and PBRL 5322 or MEDC 5300.

PBRL 5342 Writing for Public Relations (3)

This course applies public relations strategies and theories to writing for specific stakeholder audiences in a variety of complex public relations situations. Various persuasive techniques are applied to specific target audience needs, as indicated by audience analysis. Students examine professional copy and produce their own advanced public relations writing for inclusion in their portfolios. Topics include news releases, social media/

viral PR, pitch letters, brochures, newsletters, blogs, websites, speechwriting, and other communications forms. **Prerequisites:** MEDC 5000 and PBRL 5322.

PBRL 5344 Speech Writing (3)

Students review and create organizational and business speeches, with special emphasis on assessing the audience, incorporating the organizational mission, researching the speech, and writing for the ear. **Prerequisites:** MEDC 5000 and PBRL 5322.

PBRL 5380 Strategic Communication Applications (3)

This course provides students with an understanding of how various traditional and social media communication platforms effectively deliver key messages to different targeted audiences. Tactical communication products such as news releases, social media postings, blogs, e-commerce networks, special events, video and graphic arts techniques are examined as they are applied to meeting organizational mission and strategic goals. Techniques for measuring the effectiveness of tactical applications in meeting strategic goals are examined. **Prerequisite:** MEDC 5000.

PBRL 5451 Communication Strategies for Investors and Financial Stakeholders (3)

This course addresses the specific communication requirements of the financial stakeholder audience, including discussion of annual reports and meetings, analyst information programs and meetings, shareholder communications, and legal communication requirements. **Prerequisites:** MEDC 5000 and PBRL 5322.

PBRL 5452 Communication Strategies for Public Affairs and Government Relations (3)

This course focuses on managing public relations strategies and tactics used in conducting public affairs, public policy lobbying efforts, political campaigning, and government public information functions. Students examine the role of the public affairs practitioner, the role of the media in public affairs, and military public affairs. **Prerequisites:** MEDC 5000 and PBRL 5322.

PBRL 5453 Communication Strategies for Nonprofit Organizations (3)

This course addresses the specific public relations strategies needed to effectively manage the communications function within the nonprofit sector of organizations. The challenges of meeting the communication needs of volunteers and donors will be addressed as well as fundraising communication techniques. **Prerequisites:** MEDC 5000 and PBRL 5322.

PBRL 5465 Crisis Management Communications (3)

A specialized function of the public relations practice is the management of crisis communications. Students in this course study the relationship of the organization and its culture to the external environment in times of crisis. Risk assessment, preparation of a crisis plan, and use of appropriate media in addressing crisis communication needs are studied. **Prerequisites:** MEDC 5000 and PBRL 5322 or PBRL 4800.

PBRL 5550 Topics in Public Relations (3)

This course offers a variety of topics to address emerging theories, practices, and applications in the field of public relations. Topics are timely and of interest to professionals currently working in or pursuing public relations-related careers. **Prerequisites** may vary with the topic. This course may be repeated once for credit if content differs and is appropriate for the student's course of study.

PBRL 5770 Multinational Public Relations (3)

This course focuses on the challenges and opportunities in public relations in a global environment. Students analyze case histories from both U.S.-based multinational companies and non-U.S. multinationals. Study is also directed toward differences in cultures and audiences on each continent. Special attention is given to questions such as: What kind of media works best where? What cultural expectations inform audience decisions and responses? Which techniques are accepted globally? Pitfalls and common errors are examined. Review of major worldwide media is included. Students develop global public relations strategies and communication plans. **Prerequisites:** MEDC 5000 and PBRL 5322.

PHOT - Photography

PHOT 5060 Digital Images and Storytelling (3)

This course covers the digital workflow involved in shooting still images with a digital camera, from the initial capture through processing to output. Students will work with digital single-lens reflex (DSLR) cameras, learn the basics of camera usage, learn how to use Photoshop to digitally process and adjust an image file and then to prepare it for output both in print and for the web. Students will learn how to make still photographs that communicate clearly and expressively. **Prerequisite:** NPRO 5000.

PHYS - Physics

PHYS 5500 Physics for Anesthesia (2)

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

PROC - Procurement

PROC 5000 Procurement and Acquisitions Management (3)

This course is an overview of acquisitions and materials management. Students examine the functional roles of those individuals having responsibility in this area. The course includes discussion of acquisition law, operations management, pricing, negotiations, and logistics.

PROC 5220 Systems Procurement and Project Management (3)

Development, procurement, and management of major systems are studied. Systems management, life-cycle acquisition, and project management as a multifunction managerial and systems concept are examined.

PROC 5270 Acquisitions Management (3)

Students examine the theory and practice of acquisitions management and the control of materials in a business enterprise. Engineering, production, marketing, finance, transportation, warehousing, and inventory control and the relationship of these activities to the acquisitions management function are investigated.

PROC 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in procurement and acquisitions management. The professional seminar supplements the core and elective courses in the area of procurement and acquisitions management by focusing on issues of current and special interest. 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. **Prerequisites:** PROC 5830 or an equivalent basic pricing course, and a general understanding of the government acquisitions process.

PROC 5880 Issues in Procurement and Acquisitions Management (3)

Current and significant issues in procurement and acquisitions management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. 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.

PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3)

The student is expected to synthesize and integrate the learning experiences acquired in procurement and acquisitions management and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. **Prerequisite:** Completion of all other required courses in this major.

PROC 9950 Travel Course-Issues in Procurement & Acquisitions Management (3)

Current and significant issues in procurement and acquisitions management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

PSYC - Psychology

PSYC 5000 Bases of Counseling Psychology (3)

This course provides an introduction to the field of counseling psychology. Topics addressed include the history of the discipline, professions within it, and how counseling psychology relates to other disciplines in psychology and mental health. Participants learn about the development of the profession, examine the counseling process and the importance of the therapeutic relationship, discuss ethical and professional issues, and learn to understand the role of research and science in the field. In addition, students learn basic counseling and communication skills through lectures, small group discussions, role-plays, and helpful interviews conducted with others.

PSYC 5100 Approaches to Counseling and Therapy (1-3)

This course will explore underlying theories, principles, techniques, and areas of applications of the main approaches to counseling and psychotherapy. The unity and diversity among counseling and psychotherapeutic orientations will be explored with a focus on their implications for counseling and psychotherapeutic practice. Throughout the course, participants will be encouraged to develop the skills of learning to select and/or integrate appropriate orientations for intervention. The course may be presented as a one credit hour course focused on a particular counseling orientation. Consequently, this course may be repeated for credit if content differs.

PSYC 5200 Advanced Developmental Psychology (3)

This course covers research and theory concerning the psychological development of the maturing human. Students

examine the nature and needs of individuals at all developmental levels as the course covers physical, cognitive, social, and emotional development from conception through death. This advanced class emphasizes the scientific and theoretical bases of developmental psychology, and relates the material to counseling and psychotherapy. Included are such areas as human behavior (normal and abnormal), personality development, family relations and development, and life cycle issues. Moreover, the application of developmental theories to child and adolescent deviant development and the counseling/therapy process is explored.

PSYC 5300 Psychopathology (3)

This course focuses on the understanding and identification of the major psychological disorders as detailed in the current Diagnostic and Statistic Manual of Mental Disorders (APA) and the ICD (WHO). The behavioral manifestations and psychological dynamics of mental disorders will be explored, focusing on therapeutic assessment issues and case conceptualization relevant to counselors and therapists. The course also includes a discussion of practical aspects of dealing with psychopathology in out-patient and in-patient settings.

PSYC 5400 Research Design (3)

This course both examines the role of science and research in counseling psychology and psychotherapy on a theoretical and philosophical level and introduces participants to some of the most relevant methodological issues involved in counseling and psychotherapy research. The first part of the course examines theoretical and general aspects of research in counseling psychology. The importance of process research, evaluation, and documentation for research in this field is also explored. The second part of the course is about how quantitative and qualitative methods are used to conduct research.

PSYC 5500 Assessment (3)

This course covers topics relevant to assessment in counseling psychology, including procedures for diagnostic interviewing, report writing, interpreting personality and performance assessment, and ethical issues in testing. The first part of this course acquaints students with key psychometric concepts and several commonly used assessment instruments in counseling psychology. The second part of this course focuses on specific aspects of assessment in therapeutic settings and in different schools of therapy. Students gain experience in interpreting psychological tests, writing psychological reports based on assessment data, providing and receiving feedback on assessment reports, and performing assessment procedures in an ethical, professional, and culturally-sensitive manner.

PSYC 5600 Group Processes and Group Therapy (3)

This course introduces participants to the theory behind some of the most important processes and phenomena in groups. It explores various types of groups, the role of a group leader or facilitator, and the group process. Group phenomena discussed concern both therapeutic and non-therapeutic groups such as work groups and teams, and they come from such diverse areas as counseling, psychotherapy, social psychology, and organizational psychology. This course also provides participants with the possibility to experience group phenomena and group processes first-hand in the experiential setting of a group and allows them to connect research insights and theoretical knowledge about groups to their own experience.

PSYC 5700 Psychopharmacology (1-3)

This course explores the relationship between counseling psychology, psychopharmacology, psychotherapy, and psychotropic drugs. Brain neuroanatomy, various types of psychopharmacological agents, and their mechanisms are discussed. Students explore when treatment with psychotropic

drugs is indicated, and effects and side effects of various types of psychotropic drugs. The class also provides an introductory overview of medical terminology relevant for psychotherapists and counseling psychologists. Students may be introduced to first aid in therapeutic practice and explore how to assess a variety of medical emergencies and how to react appropriately. The course may be presented as a one or two credit hour course focused on a particular aspect of psychopharmacology. Consequently, this course may be repeated for credit if content differs.

PSYC 5800 Ethical and Legal Foundations (1-3)

This course focuses on identifying and resolving ethical dilemmas, the relationship of personal values with ethical practice, and the philosophical foundations of ethical practice. The course also explores relevant national and international codes and guidelines of ethics in counseling and psychotherapy. In addition to exploring ethical foundations, the course also examines the surrounding conditions and regulatory framework relevant to the practice of counseling psychology and psychotherapy. It explores international and national legal regulations from diverse areas of law. The course may be presented as a one or two credit hour course focused on a particular aspect of ethical and legal foundations. Consequently, this course may be repeated for credit if content differs.

PSYC 5900 Applied Statistics and Research Methods (3)

This course builds on undergraduate knowledge of statistics and research methods. It is intended for graduate students who are engaged in or will shortly be engaged in their own empirical statistical research (master's thesis). The course (1) provides a practice-oriented overview of selected procedures and of quantitative and qualitative research methods, and (2) provides the possibility to develop ideas and skills for conducting one's own research and analyzing one's own data. Wherever possible, the course considers actual research issues which participants currently encounter. For practice purposes, the use of thesis data and work on other research problems in which student may be engaged is explicitly encouraged.

PSYC 6000 Special Topics in Counseling Psychology (1-3)

This course introduces students to topics of special interest within the field of counseling psychology. The course may be presented as a one credit hour course focused on a particular counseling topic. Consequently, this course may be repeated for credit if content differs.

PSYC 6100 Master's Thesis (3-6)

The master's thesis consists of an individual research project designed by the student and carried out under the direction of a thesis faculty advisor. The thesis project allows students to contribute to the research in the field and to gain important research experience necessary for entrance into a doctoral program. All thesis topics need to be approved by the thesis advisor and the department. Students are expected to develop a topic, design the study, obtain IRB approval, collect and analyze data, and report the results of their research in APA format. Following completion of the thesis, students are encouraged to submit their work for possible publication. In addition to the individual feedback and support they receive from their thesis faculty advisor, students working on a thesis participate regularly in the monthly meetings of the departmental research series (consisting of psychology faculty, thesis students, and invited guests) where their work is presented and critically discussed. This course may be repeated for credit.

PSYC 6200 Practice and Supervision (1-3)

This course provides students with the opportunity to learn and develop their counseling skills by systematically observing peers and experts in counseling interactions, by providing observations and feedback to others, and by systematically analyzing their own and others' counseling experience. A significant part of this class is based on activities and exercises in the counseling lab, supported by modern technical equipment. This course also provides students with the possibility of being led in group supervision by the instructor. Supervised content may include internship work and other relevant experience in counseling contexts. The course is typically taken for one credit hour over three terms. Consequently, this course may be repeated for credit.

PSYC 6300 Internship (3-6)

The internship is a fieldwork experience that provides a supervised transition from learning in the classroom to the professional field of counseling. The internship provides the student with the practical application of counseling knowledge and skills. It consists of 500 hours of professional experience in a qualified institution in the social or health care system which provides the opportunity to perform a variety of activities related to counseling psychology and therapy. The internship must be completed in an approved setting under the supervision of a qualified supervisor.

Program participants are responsible for applying and being accepted to their internship site. A list of approved internship sites is available at the department; students may also complete their internship at another site (locally or internationally) if these sites are approved by the department. In addition to external sites, participants may also apply for an internship position at the on-campus Psychological Counseling Service to complete their internship, or part of their internship, under the supervision of qualified faculty. The internship is grade on the credit/no credit grading option. Duration: 500 hours. This course may be repeated for credit. **Prerequisite:** 24 credits must be completed in the program.

READ - Reading Education

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,

Course Descriptions

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, K-12 and adult level.

READ 5910 Investigations in Reading, Primary (3)

This course has been designed for classroom teachers to become proficient in the teaching of reading and learning to read (preschool through third grade). Students focus on relevant topics such as balanced literacy, assessment of early literacy, guided reading, and reading workshops. In addition, students pursue particular topics of interest for projects in the classroom. A coaching project is required. (Counts for Reading Methods).

READ 5940 Investigations in Reading, Grades 6-12 (3)

Emphasis is on instructional strategies to expand students' reading interests, motivation, engagement and abilities. Coaching students to use specific strategies for various reading purposes will be one focus along with using the coaching model to support the professional development of classroom teachers. Instruments for assessing reading abilities and materials for meeting diverse student needs are reviewed. Participants focus on current research and trends in middle school and high school reading programs. (Counts for Reading Methods).

READ 5950 Diagnosis and Correction of Reading Problems (3)

This course emphasizes effective use of formal and informal assessments for documenting strengths and determining needs; detecting, correcting and preventing reading difficulties; and matching instruction and leveled materials to all meet needs. Participants learn to choose and employ materials and methods for differentiated instruction, a student-centered approach that builds on strengths. The study of specific problems with possible corrective procedures will include a miscue analysis to determine a reader's strategy use and a thorough assessment of all levels of comprehension. Each candidate will complete an extensive case study with teaching recommendations for home and school to share with parents and teachers. (Required for Special Reading Certification).

READ 5970 Practicum in Diagnosis of Reading Problems (3)

This practicum examines the place of testing, assessment, and evaluation. After exploring the related issues of testing and diagnosis, participants work with small groups and individuals

on a regularly scheduled basis in a clinical setting. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs. **Prerequisites:** READ 5950 and 6 credit hours of 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)

SCIC - Science

SCIC 5010 Contemporary Strategies for Elementary and Middle School Science (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 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 PK12 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.

SCML - Science Management and Leadership

SCML 5050 Communication for Professional Science Management and Leadership (3)

This course teaches effective ways to communicate -- both in writing and verbally -- with colleagues across disciplines, with business and corporate supervisors, and with the general public. Topics also include crisis management and dealing with difficult people. Preparing memos, slide show presentations, reports, and briefing papers will be practiced.

SCML 5590 Ethics and Social Responsibility in Science Management and Leadership (3)

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

SCML 5700 Marketing and Comparative Analysis for Science Management and Leadership (3)

This course focuses on globalized marketing strategies largely focused on science-based industries, product management (including pricing and inventory control), SWOT analysis, competitive intelligence, branding, and methods of market research, channels of distribution, political risk factors, and export aspects. Students will also learn how to be effective participants of a focus group.

SCML 5800 Project Management (3)

Students will demonstrate the ability to manage science-based projects. They will learn to use current project planning tools to develop project plans that aid in bringing a project to completion on time and within budget. Special attention will be given to the WBS, cost, scope, time, and scheduling.

SCML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership (3)

This course examines the philosophy, structure, and select guidelines and standards associated with principles of administrative law, intellectual property, regulatory standards, and quality assurance and quality control (QA/QC) organizations such as the USDA, US EPA, US FDA, US DOT, OSHA, EFSA, the OECD, ANSI, and ISO.

SCML 6000 Practical Application in Science Management and Leadership (3)

This capstone course will have the student carry out a well-defined team-based project including marketing and business plans for a new science-based company or other appropriate

project. All aspects of the SCML curriculum will be included in the project. Each student and team will present their final paper to a panel. **Prerequisite:** Completion of all other courses in the SCML program.

SECR - Security Management

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.

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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.

SECR 9950 Travel Course-Issues in Security Management (3)

This course provides the opportunity for the student to analyze special problem areas in security management such as security education and training; labor problems; bank security; campus security; hospital security; military security; and other general contemporary issues. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

SOCS - Social Science Education

SOCS 5000 Interdisciplinary Course

Students entering the program are required to take the interdisciplinary course. There are opportunities to work across discipline lines with faculty from other departments, to help develop minicourses to meet specific needs, and to work with teachers from all educational levels in a cooperative manner that encourages sharing of knowledge. May be repeated for credit if content differs.

- **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.

- **Multiethnic 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 set 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 5200 Independent Study (1-3)

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 5201 Advancement to Candidacy (0)

In this course, candidates reflect on completed program experiences that demonstrate their attainment of professional and key program goals. Candidates complete a reflective essay about their professional growth experience in the program and

impact on student learning. These documents are electronically submitted via the assessment system. Depending on major, candidates may be asked to select the thesis vs non-thesis option. **Prerequisites:** Minimum of 9 graduate credit hours in program; at least one required course.

SOCS 5210 In-Service Education (1-4)

Various graduate in-service courses are offered that are not part of the existing curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. **Prerequisite:** Prior approval of the advisor. May be repeated for credit if content differs.

SOCS 5230 Cultural Geography (3)

This cultural geography course will study people and places. Cultural geography focuses on how people make and structure locations. The course will study how we organize space and society while we interact with each other in places and across space. How we make sense of others and ourselves in our locality, region and world will be studied. Such topics as religion, language, urbanization, globalization among others will be used to accomplish this study.

SOCS 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 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 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

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(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.

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 5600 Globalization & Education: Systemic Perspectives (3)

This course explores the effects of modern developments in the international political economy that have led to the expansion of cross-national educational comparisons. Such comparisons have accentuated the global achievement gap and the changing role of the state in education. Moreover the emergence of standardization and accountability measures in schools is directly correlated with international trends. The effect of these ongoing trends on educational policy and schooling will be explored. Particular attention will be paid to the educational impact of globalization on minority, indigenous and vulnerable communities. Students will also survey the role of technology, communications, governance, popular media and their place in the advancement of globalization such that educational institutions also reflect their influence. The interaction of local and global phenomena that influence educational policy and practice are practical, ongoing areas of concern within the course.

SOCS 5610 Interactive Explorations in History & Geography (3)

In this course, students explore the relationship between place (geographic location) and history of that place: How does geography interact with historical developments in the politics, religions, sociology and culture of the region?

SOCS 5680 Historical Biography (3)

This course aims to extend traditional sources of biography by exploring non-traditional primary resources such as historic cemeteries, art, song lyrics and artifacts in museums. Students analyze, compare and evaluate the relevance and historical value of non-traditional media sources for understanding individual lives and their historical contexts.

SOCS 5690 American Government (2-3)

This course focuses on the decision-making process in American government by examining several case studies. There will be extensive class discussions and advanced level examination of the dynamics of government in the United States. May be repeated for credit if content differs.

SOCS 5700 Middle School History and Philosophy (3)

Students examine the history of the middle school movement and its evolving philosophy. Implications for school design, organization, and curricula are also studied. **Prerequisite:** PSYC 2250 Adolescent Psychology or EPSY 5540 Psychology of Early Adolescence.

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.

- **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.

- **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.

- **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. **Prerequisite:** SOCS 5700 Middle School History and Philosophy.

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 a 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.

SOCS 6001 Integrated Project in Social Science Education (3)

In this course students develop and implement a comprehensive project in their specialization area in social science education. The project may be a field-based design, implementation and evaluation of a course, program or curriculum, or a professional development plan for other educators. It may also be a research project.

SOCS 6250 Thesis in Social Science Education (3)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. **Prerequisite:** EPSY 5800 Applied Research.

SPED - Special Education

SPED 5010 Differentiated Mathematics Instruction (3)

This is a special topics course designed to explore the literature and current practices in differentiating math instruction in K-12 classrooms. The primary objective of this class is for students to advance their professional knowledge, skills and practice for effectively teaching mathematics through differentiated instruction. An additional emphasis will be placed on response to intervention and students will learn how to assess mathematics formatively and develop strategies and interventions that target specific math difficulties. **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, intellectual disabilities, emotional and behavioral disorders, physical disorders, and other health impairments.

SPED 5040 Analysis and Correction of Reading Disabilities (3)

This course focuses on the identification and characteristics of students with significant reading disabilities requiring special education services. The focus on the course is on informal and formal assessment procedures, diagnosis and intervention. **Prerequisites:** COMM 5820 or COMM 5830 and SPED 5240.

SPED 5050 Language Development (3)

This course examines language development in children and youth with and without disabilities. Evaluation of language delays, differences and disabilities are reviewed. Language intervention activities for English Language Learners and students with disabilities as well as English language arts education instructional strategies are covered. **Prerequisite:** SPED 5240.

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)

SPED 5091 Apprentice Teaching (8-10)

This supervised field experience is required for candidates pursuing initial teacher certification in Mild/Moderate Disabilities: Cross-Categorical (K-12). During apprentice 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. **Prerequisites:** B or better in SPED 5090; permission of advisor and SPED program coordinator.

SPED 5200 Independent Study (1-3)

Students with special interests or needs not met by existing curricula may request that a faculty member supervise an independent study. Together the student and faculty member decide the content of the study and the criteria for evaluation. In no case can an independent study be set up when an existing course already treats the subject. **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 curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. **Prerequisite:** Prior approval of the advisor. 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 Psycho-educational 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 5245 Counseling for Life's Transitions (3)

This course focuses on counseling and communication techniques appropriate to the needs of the exceptional individual and their families. The content and skills needed for special educators to facilitate effective transitions at multiple transition periods from birth through age twenty-one are a major focus of the course. Curriculum and instruction for the transitions period from school to adult life specifically addresses post-secondary education, vocational training, integrated employments (including supported employment), continuing and adult education, adult

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services, independent living and community participation.
Prerequisite: SPED 5860.

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. Students will utilize the framework of Positive Interventions and Support to support students with challenging behavior at the school, classroom, and individual level. Content includes understanding student behavior, partnering with students and families, identifying problem behaviors, functional behavior assessment, direct and indirect observational techniques, preventative and pre-correction techniques, methods to strengthen, replace or weaken behavior, measurement techniques, and program evaluation.

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 Collaborative Practices for the 21st Century Classroom (3)

This course focuses on professional collaboration, including teachers working together as well as students working together. Participants will learn to use a variety of collaborative structures, effective collaboration and cooperative teaching techniques, problem solving methods, effective communication and negotiation techniques, and devices for enhancing content and learning. The course is designed for general and special education teachers, as well as other education professionals, who co-teach, serve on problem-solving teams and consults in schools.

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 and Autism (3)

This course examines the use of standardized and ecologically based assessments in all areas of skill development. Coursework includes the opportunity to examine and use a number of different assessments designed for students with severe developmental disabilities and autism.

SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities and Autism (3)

This course examines the development and implementation of chronologically age-appropriate functional curriculum for students with severe developmental disabilities or autism in integrated settings. Curriculum and instructional strategies in the areas of domestic skills, vocational skills, leisure skills, and community access skills are covered as well as skills in the embedded areas of communication, social, motor, and functional academics.

SPED 5313 Augmentative and Alternative Communication for Students with SDD and Autism (3)

This course introduces strategies for enhancing the functional communication skills of students with severe developmental disabilities or autism. The use of aided and non-aided augmentative strategies are addressed as well as alternative communication systems with an emphasis on using a multi-modality approach.

SPED 5314 Children and Youth with Emotional and Behavioral Disorders (3)

This course examines current knowledge and theory of the educational, sociocultural, psychological, and biological factors that influence children and youth with, or at risk for, emotional and behavioral disorders. The course content focuses on current issues and practices regarding characteristics, identification, and assessment procedures specific to this population of students with disabilities.

SPED 5315 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 explores the topic of ethics and professional conduct in situations involving persons with disability. Modern moral philosophical theories will be reviewed and applied to specific cases. Both margin of life issues and quality of life issues are discussed. Codes of ethics promulgated by American Psychological Association, Council for Exceptional Children, and the Behavior Analyst Certification Board are studied, through comparative analysis of case studies.

SPED 5320 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 5370 Educating Students with Physical and Health Impairments (3)

This course explores the academic, psychosocial, and physical needs of individuals with a variety of physical and health impairments, including chronic illnesses. Emphasis is on adaptations for the general education classroom.

SPED 5380 Methods for Students with Mild/Moderate Disabilities I (3)

This course is designed to prepare the teachers of students with mild/moderate learning disabilities, behavior disorders, mental retardation, and physical and other health impairments to develop instructional strategies and curricula to provide an effective program in a range of placement settings, with an emphasis on inclusive placements. It emphasizes a metacognitive approach to instruction based on the functional analysis of the learning behaviors. It focuses on team model of planning and delivery, including the parents, regular education teachers and administrators, and support specialists. **Prerequisite:** SPED 5240.

SPED 5381 Methods for Students with Mild/Moderate Disabilities II (3)

This course introduces pre-service special education teachers to the curriculum, organizational strategies, and instructional techniques appropriate to the needs of students with mild/moderate disabilities, with a focus in the content areas of physical education, health, art, music, science, child and adolescent literature and social studies (government, geography, and economics). It emphasizes the use of technology in adapting the general education curriculum based on a functional assessment of the curriculum and learner behavior. The course emphasizes team planning and delivery, including parents, regular education teachers, administrators, and support specialists. **Prerequisite:** SPED 5240.

SPED 5410 In-Service Topics (1-3)

In-service courses are designed to provide degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the program with prior approval of the student's advisor. May be repeated for credit if content differs.

SPED 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 adaptations and modifications, scheduling, classroom management tactics, and cognitive and metacognitive strategies. **Prerequisite:** SPED 5240.

SPED 5413 Assessment of Learning and Learning Problems (3)

Students explore methods to assess and evaluate the academic skills and knowledge of K-12 pupils and the impact of instruction on student learning and behavior. Students will examine the practical and theoretical issues relating to assessment within the classroom. The course will prepare teachers in the development and administration of curriculum-based assessment techniques, behavioral assessment methodologies, and progress-monitoring strategies. Focus is placed on assessment strategies that identify struggling students.

SPED 5414 Children and Youth with Learning and Academic Disorders (3)

This course examines current knowledge and theory of the educational, sociocultural, psychological, and biological factors

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that influence children and youth with, or at risk for, academic disorders. The course content focuses on current issues and practices regarding characteristics, identification, and placements specific to this population of students with learning disabilities or mental retardation.

SPED 5480 Learning and Behavior Problems in the Classroom (3)

This course updates classroom teachers on effective teaching practices and strategies designed specifically for students with learning and behavior problems. Focus is placed on strategies that enhance the success of all students in the regular education setting, including elementary, middle, and high school.

SPED 5500 Socioemotional Development: Children with Special Needs (3)

This course addresses the implications of theories and research in the areas of social and emotional development of children with special needs. Students explore the relationship between cognitive development and social and emotional development. Emphasis is placed on investigation of environments and interactions that foster trust, self-regulation, self-esteem, social competence, and interdependence.

SPED 5660 Cognitive Development: Children with Special Needs (3)

This course focuses on the implications of current research in the area of cognitive development and learning theory on the education of children with special learning characteristics. Students examine advances in research on metacognition, executive control strategies, and psycholinguistics, and explore applications to individualized education.

SPED 5700 School-based Prevention/Intervention: RtI/PBIS (3)

Education is changing, due to the implementation of response to intervention (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 elements of School, Family, and Community Partnerships in relation to PBIS implementation, with an emphasis on proactive systems change that involves district, school, classroom, and individual student. **Prerequisite:** SPED 5700.

SPED 5702 Secondary Prevention/Targeted Group Interventions (3)

Secondary Prevention is designed for use in schools where there are students who are at risk of chronic problem behavior, but for whom high intensity interventions are not essential. In this course, students will learn about different secondary prevention interventions, how to determine who needs secondary level

interventions, how to implement them and how to measure progress, fidelity, and social validity.

SPED 5703 Functional Behavior Assessment and Intervention (3)

Students will gain broad foundation skills in applied behavioral technology principles for the purpose of solving academic and behavior problems. Principles will include: problem identification and defining, functional behavior assessment, functional analysis, selection of quantitative measurement systems, development of systematic behavioral interventions, and progress evaluation through repeated (ongoing) measurement and use of single subject designs.

SPED 5704 PBIS/Systems Leadership: Staff Development & Coaching (2-3)

The purpose of this class is to give the tools necessary to implement school-wide PBIS or any research-based classroom management practices through presentations and coaching. The role of the coach is to provide collaborative and non-evaluative communication and feedback to teachers by creating a positive climate and common purpose among teachers and students. Prospective coaches will learn the skills of active listening, pausing, paraphrasing, and asking meditative questions. Additionally, students will learn how to plan, implement, and evaluate staff development.

SPED 5800 Applied Research Methods (3)

This is an introductory course in educational research methodology. Basic concepts of measurement, experimental and quasi-experimental research design, strategies of qualitative and quantitative research, data collections and analysis, and basic statistical procedures are introduced. This course enables students to read, interpret, evaluate, and plan educational and psychological research. Students learn to write a research proposal and complete a request for approval from Webster University's Institutional Review Board (IRB).

SPED 5830 Evaluation (3)

This course is designed for all educators who wish to explore the importance of formal and informal evaluation procedures as related to the instructor in the classroom. Evaluation will review the concepts of assessment and measurement, study curriculum-based evaluation, teaching and decision making, and explore issues such as national standards, functional curriculum and behavior assessments, and social/cultural transformations in education as related to the ethics of evaluations.

SPED 5860 Psychology of the Exceptional Student (3)

This course focuses on students gaining an understanding of the abilities and disabilities of children who are commonly identified as exceptional or handicapped. Attention is given to the psychological and educational needs of these children and the instructional organization employed to meet such needs.

SPED 5880 Integrating Resources: Community, School, and Family (3)

This course is designed to help students identify changing family and community structures, patterns, and relationships. Students determine how these influence children and their educational needs. Methods of assessing family needs and interests, identifying and utilizing community resources, and responding to family needs through education and partnerships are addressed as well as models of consultation and case management in regard to children and families with special needs. They explore and simulate techniques for interacting with parents, and they examine collaboration strategies for interdisciplinary team efforts.

SPED 5900 Concepts and Principles of Behavior Analysis (3)

This graduate course introduces students to the foundational concepts and principles needed to work in the field of behavior analysis. The course focuses on identifying and defining the principles of behavior analysis used to assess behavior, develop and implement research-based interventions for reducing problem behaviors and teach new behaviors to individuals with behavior concerns. Basic laboratory research procedures that illuminate the principles of behavior will be addressed. The coursework covers the foundational knowledge and concepts listed on the BCBA Fourth Edition Task List needed to apply to sit for the Board Certified Behavior Analyst Examination. It is a prerequisite for all other courses in the Behavior Analysis series.

SPED 5901 Applied Behavior Analysis I (3)

Students study the principles and fundamentals required for the application of behavior change skills within the applied behavior analytical model of intervention. Following review of the concepts underlying the identification of problem behaviors, functional behavior assessment and analysis, direct and indirect observational techniques, and preventative and pre-correction techniques, students study methods to strengthen, replace or weaken behavior, specific change procedures, measurement techniques, and program evaluation.

SPED 5902 Applied Behavior Analysis II (3)

This course advances the principles of applied behavior analysis by examining systems of behavior changes, including self-management strategies, reinforcement systems, Direct Instruction, precision teaching, functional communication training, and others. Considerations made when planning and implementing behavior change systems are examined. Issues relating to implementation, management, and supervision of intervention are explored. Applications to individuals with Autism and Significant Disabilities. The coursework covers concepts needed for many of the basic skills listed on the BCBA Fourth Edition Task List needed to sit for the BSBA examination.

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.

SPED 6250 Thesis (6)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. **Prerequisite:** SPED 5800.

SPSM - Space Systems

SPSM 5000 Space Environment (3)

This course is designed to provide students an overview of the concepts, terminology and math they will encounter in their

Space Systems Operations Management degree Emphasis Area. It covers the space environment, including the ionosphere, the magnetosphere, radiation, human factors and limitations, solar effects, near-Earth and deep space operations, propulsion systems, satellite communications systems, spacecraft design, ground control and supporting infrastructures, manning, technical support, outsourcing, and large-scale long-term space operations. It also includes the orbital elements within the space environment and the broad range of parameters and constraints of navigation and operations in space are explored. Students are introduced to the mathematics of orbital mechanics and determination techniques, and learn how to calculate orbital parameters.

SPSM 5300 Remote Sensing Analysis Concepts and Geospatial Information System Technology (3)

Introduction and overview of satellite-based remote sensing including the evolution of national and international imagery policies and the growth of the commercial industry. Practical exposure to data types, imagery manipulation applications, software tools, and future technology developments is included.

SPSM 5310 Remote Sensing and Geospatial Information System Applications (3)

Commercial and civil applications such as homeland security, emergency management, forestry, urban planning, property assessment, natural resources management, utilities, etc., from business, marketing, and management standpoints are studied. Practical application, case study, and hands-on exercises using Webster University Space Lab resources and imagery products form a significant portion of the curriculum.

SPSM 5320 Remote Sensing and Geospatial Imagery Analysis (3)

Methods for deriving economic advantage and increasing resource management effectiveness through the use of remotely sensed imagery products are studied. Basic techniques for the analysis of imagery will be combined with hands-on use of current and evolving software applications and tools.

SPSM 5330 Geospatial Information System (GIS) Technologies (3)

Geospatial Information Systems (GIS) processes and their support of integrated applications, analysis, and resource management methods are examined. Instruction includes practical application and hands-on exposure to current and evolving GIS manipulation software applications and tools available in the Webster University Space Lab.

SPSM 5340 GPS - Position Determination and Coordinate Applications (3)

This course focuses on the use of Global Positioning System (GPS) and gives the student hands-on experience with the space-based radio navigation system. This course examines current and future GPS applications that lend themselves to use in a variety of mapping, cartography, surveying, geological formation and resource location and identification. Students may explore basic navigation, map coordinate systems, differential GPS position determination and surveying applications and then integrate this knowledge with the remote sensing applications knowledge. **This course may not be used to substitute for SPSM 5800.**

SPSM 5360 Practical Research in Remote Sensing Analysis and Geospatial Information Systems (3)

Focused on federal, state, local municipality and commercial cartography and mapping projects using imagery as a base. This applications course will include practical lab instruction on the primary systems for Earth projection as well as basic cartography and topography skills. The course complements previous topics

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by providing a synthesis of the primary applications of remotely sensed data and GIS products. The student is expected to synthesize and integrate the learning experience acquired in the certificate program and to evaluate current relevant topics. Internships or practical research projects are considered appropriate for demonstration of student research in conjunction with the completion of this course. These projects may have a direct application relative to the student's current employment or professional development for future career advancement.

SPSM 5600 Space Systems Acquisition Law (3)

The law and legal processes associated with government acquisition and procurement are explored. An overview of government acquisitions and procurement management is presented, with particular attention given to the legal framework in which these activities must take place. The Federal Acquisition Regular (FAR) or the Uniform Commercial Code (UCC) may be specific areas addressed in this course. **Students who have completed PROC 5810 or PROC 5890 may not waive this course.**

SPSM 5650 Space Systems Contract Management (3)

Students will be exposed to the major principles and concepts of the government contracting process, application of the Federal Acquisition Regulation (FAR), and integrating contracting activities into space systems acquisitions. Students examine the acquisition strategy development and contract definition processes, and the roles of the program manager and contracting officer. Contract types and application are presented with emphasis on: requirements/capabilities development; the Request for Proposals (RFP) process; awards; protests; dispute resolution; risk; and government contracting agencies' roles and responsibilities. Contractors; use of the Bid and Proposal (B&P) process, along with socio-economic and domestic preference policies, will be explored.

SPSM 5700 Space Commanding Systems (3)

This course is recommended only for space systems engineering and technical management track students due to the technical content and hands-on nature. This course provides hands-on commanding of spacecraft systems using an industry standard COTS software product. Students will be exposed to establishing commands and receiving and reading telemetry from (simulated) satellites. **Prerequisites:** Students should have a programming course, minimum BASIC or C++, as well as completion of SPSM 5740, prior to taking this course.

SPSM 5710 Space Communications Systems (3)

This course examines the technical aspects of satellite communication systems, including an extensive evaluation of space, ground and user segments. Topics include space communications design and performance analysis, design trade-offs, antenna design and performance, link equation, focused beam and power management, attenuation, modulation, scintillation, jamming and anti-jamming techniques, encoding and decoding, encryption and decryption, access, error detection and correction, frequency hopping, spread spectrum, CDMA, TDMA, FDMA and other access schemes. This course presents an in-depth analysis of current and future trends in satellite communication systems development and technologies such as Laser, Satellite-to-Satellite, Direct Broadcast, Global Cellular and WiFi support.

SPSM 5730 Space Operations Research (3)

Students examine modeling techniques that assist in the decision-making process of space operations. Linear, nonlinear, integer, and dynamic programming techniques applicable to space operations are among the deterministic mathematical methods explored.

SPSM 5740 Space Systems Orbital Mechanics (3)

Students examine the basic application of orbital maneuvers, ground traces, ballistic trajectories, mathematics associated with the solution of the two- or three-body problem, satellite stability and attitude control, and boost/re-entry dynamics and attitude control. The theory of basic navigation guidance and control, the dynamics of interplanetary travel, and the effects of space environment and debris are explored.

SPSM 5750 Space Systems Engineering (3)

Students examine a wide range of engineering issues and consider factors that affect spacecraft design. Topics include human factors engineering, logistics support, long-duration low-Earth and deep space operations, design trade-offs, risk identification, and mitigation techniques. Use of tele-robotics and interactive virtual environmental support systems, computer-based modeling and simulation tools, and other current engineering considerations are studied.

SPSM 5760 Space Bio-Astronautics (3)

Students examine the broad range of environmental stresses on the human element for short- and long-duration space travel, including psychological and physiological effects. Pressure, temperature, G-forces, and radiation are among the specific stresses considered. The extension of space operations and human survivability and considerations that affect spacecraft and spacesuit designs, are studied. Consumables such as food, water, breathable air, and fuel are addressed with respect to manned space travel.

SPSM 5770 Space Operations Management (3)

Students examine various operations issues such as launch facilities, Space Vehicle design and development, ground control infrastructure, and end user support operations. Manning, technical support, outsourcing, and other issues impacting operations management are included. The International Space Station (ISS) may be used as a potential course topic for examining large-scale low-Earth operations. Long-term projects such as lunar and Mars missions are potential projects for research.

SPSM 5800 Space Radio Navigation Systems (3)

This course focuses primarily on the Global Positioning System (GPS) and gives the student hands-on experience with a space-based radio navigation system. This course examines current and future GPS applications. Students will explore basic navigation, map coordinate systems, and then integrate this knowledge by understanding the GPS satellite navigation signal properties, capabilities and limitations. Differential GPS and Continuous Broadcast Service will be addressed. Additional information on other radio navigation systems may be included. **This course may not be used to substitute for SPSM 5340.**

SPSM 5900 Space Commercialization (3)

Students examine the early development of space operations from the first rocket and satellite launches; U.S. and international policies and their effect on space operations; orbit topologies and the impact they have on the space, ground and user segments. Current initiatives in the commercialization of space including: launch services; the NASA technology transfer programs; satellite communications - voice and data services, direct broadcast TV; remote sensing; radio navigation; mining, manufacturing and tourism. Examination of commercial space services, spaceports and the assessment of business risks associated with new start-ups and competing terrestrial services is integral. Included will be a review of the U.S. International Traffic in Arms Regulation (ITAR) and Export Administration Regulation (EAR) and the impact they have on U.S. space business competitiveness. Investments and incentives for commercial development of new

space business ventures, as well as legal issues with areas such as geostationary rights, international sovereignty and claim of rights of off-world resource ownership, limitations of World Radio Frequency allocations, and a broad spectrum of current trends in commercial space operations will be explored.

SPSM 5910 Space Systems Integration (3)

Students examine those system engineering processes that facilitate the design, development, integration, manufacture, deployment, sustainment, and disposal of space systems. The course identifies those criteria needed to reduce risks and ensure that performance integrity, compatibility, testing, and validation of functional and physical requirements are met. Aspects of the Program Management Institute (PMI®), Government Extension to the Program Management Book of Knowledge (PMBOK®) may be addressed.

SPSM 5930 Space Systems Law and Policy (3)

Students examine national and international efforts to establish space policies, laws, and treaties. The policy positions of the United States, as defined by presidential administrations, and other nations' positions will be included. The development of future national space priorities and their impact on national and international space law and policy will be discussed. The workings of the UN Committee on Peaceful Uses of Outer Space (COPUOS) to establish international treaties, work legal aspects of outer space law through the complexity of interrelationships of those countries, companies and agencies involved with major space systems worldwide will be examined. Upcoming issues related to the expansion of mankind's presence beyond Earth and impacts to existing treaties may be included.

SPSM 5940 Space Decision Support Systems (3)

This course is designed toward the understanding and application of decision support systems and technology tools. The student will examine the various stages of DSS development and use in assisting the manager in making effective decisions relevant to space operations or planning activities. Decision-making processes appropriate for effective control, strategic planning, and management information systems, and the role that computers have in presenting complex data to decision makers are examined.

SPSM 5950 Space Systems Project Management (3)

Students examine those processes used by space system managers to engage and communicate with stake holders, plan, organize, coordinate, and direct the efforts of functional staff, other technical, and project groups in accomplishing the objectives of space system programs and projects. Project cost and personal work estimating are included. Relevant aspects of the Program Management Institute (PMI®), Program Management Book of Knowledge (PMBOK®) may be addressed.

SPSM 5990 Issues in Space Operations (3)

Current, timely and significant issues in space operations are examined. The course focuses on existing and proposed theories and practices, with emphasis given to new and emerging topics in the field. Significant or advanced topics may be addressed in these issues courses. Course may be repeated for credit if content differs.

SPSM 6000 Practical Research in Space Operations (3)

The student is expected to synthesize and integrate the learning experiences acquired in space operations and to evaluate current topics relative to this major. Prerequisite successful completion of all required core courses in this major and declaration of the thesis option in accordance with the thesis policy (as applicable). Specific projects or delivery methods will include space-related

technical and engineering areas of emphasis. Internships or practical research projects are considered appropriate applications of student research in conjunction with the completion of this course.

SSSL - School Systems, Superintendency and Leadership

SSSL 6019 School Systems, Superintendency and Leadership: Educational Foundations (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.

SSSL 6020 Research I (2)

This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning in the area of educational research. Students will evaluate educational research methodology; compare various types of research: action research, qualitative and quantitative educational research; examine internal and external validity; sampling methods; data analysis, and components of research reports. The course will include a discussion and procedures and skills necessary for the critical review of educational research. Students will have an increased knowledge of educational research, and how it applies to education and the school improvement process. Students will also have opportunities to interpret and analyze test results and data and develop strategies for improvement of academic achievement.

SSSL 6021 Research II (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.

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

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will be given to the Safe Schools Act and its specific application to students with disabilities, reauthorization of IDEA (1997), Section 504 of the Rehabilitation Act of 1973, NCLB and the Americans with Disabilities Act. This course examines of the role and responsibilities of the administrator, director, or supervisor of special education at the school district, state, and federal levels. Statutory requirements, fiscal basis, organizational structures, relationship to general school administration, instructional and related services delivery systems are explored. Current issues in the field of special education will also be explored. This course is offered in a seminar format in which students are expected to prepare to lead some aspect of the group discussion each week. There will be extensive reading and research required to successfully complete this course.

SSSL 6024 School Systems, Superintendency and Leadership: Law (2)

This course is designed to provide intense opportunities for both theoretical and practical learning in the following areas:

1. Knowledge of structure/function of the American court system
2. How statutory/case law impact the public school
3. Litigation in regard to FERPA and NCLB
4. Gender based decision making
5. Student rights
6. First and fourth amendments
7. High stakes testing

SSSL 6025 School Systems, Superintendency and Leadership: Administration (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.

SSSL 6026 School Systems, Superintendency and Leadership: Finance and Management (2)

Emphasis will be placed on the role of federal, state, and local governments in funding public schools, the impact of taxation, and an overview of school funding formulas. Focus will be placed on the use of finance to impact student achievement. The successful student will:

1. Demonstrate and apply a basic understanding of the principles of sound financial management.
2. Identify the contribution of education to the economy.
3. Identify the major components of developing, implementing, changing, and evaluating a school district budget.
4. Identify and apply the processes of financial accounting, auditing, and reporting.
5. Identify and apply school finance concepts.
6. Evaluate and reallocate financial resources to improve student results.

SSSL 6027 School Systems, Superintendency and Leadership: Personnel Administration (2)

This course focuses on identifying, analyzing, and developing effective methods of systems/district personnel administration and facilitation. Topics include: statutory and procedural issues; human resources planning; recruitment; selection; professional development/evaluation; legal/ethical issues; and formal/informal negotiations.

SSSL 6028 School Systems, Superintendency and Leadership: Facilities (1)

This course presents a practical based view of school facilities with some introduction to the foundations, techniques, and principles related to the planning, maintenance, and remodeling of schools. This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning. If possible, students will visit both a school construction site and an older campus. Students will then compare the campuses and how they both contribute to the educational environment. Methods of forecasting enrollment also will be studied. The student will:

1. Be knowledgeable of the foundations, techniques, and principles related to educational facility planning.
2. Learn the role of the school administrator in modernizing, maintaining, and operating an existing facility.
3. Explore the role of the school administrator in building a new facility.
4. Have hands-on opportunities to forecast enrollment.

SSSL 6029 School Systems, Superintendency and Leadership: Curriculum (2)

This course is designed to increase theoretical and practical knowledge about district curriculum assessment, evaluation, and revision cycle across a school system/district, from K-12. The goals of curriculum inquiries should always be to improve teaching/learning and increase student performance. The culminating project for this course is to create a comprehensive district curriculum plan that includes but is not limited to the following: narrative description of district and curriculum, assessment plan, evaluation cycle, and revision plan. Students will:

1. Understand broad application/impact and results of curriculum across a school district.
2. Assess and analyze core data in relation to schools and district goals, performance, and learner outcomes
3. Connect learner outcomes to professional development, teacher training, and performance

SSSL 6030 School Systems, Superintendency and Leadership: Supervision (2)

This course will expand the student's knowledge and experience beyond school building level administration and leadership to that of a much wider perspective, the school system/district. The student will:

1. Understand the relationship between effective communication and interpersonal relationships.
2. Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.
3. 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.

SSSL 6031 Seminar in School Systems, Superintendency and Leadership: School and Community Relations (2)

This course will analyze the relationships between school and community, public information techniques and procedures. Students will have opportunities to both critique and develop a school and community relations plan. This course will provide a thorough examination of the school and its interaction with the community. Consideration will be given to internal and external "communities" and the relationships between and among the communities of the school as an organization. The role of communications in school-community relations and consideration of the balance of rights and responsibilities between schools and communities will be explored. Students will develop a school and community relations plan.

SSSL 6032: Seminar in School Systems, Superintendency and Leadership: Issues/Politics (2)

The role of the school district superintendent is analyzed with reference to job responsibilities of the position, knowledge, skills, and dispositions necessary to successfully serve the school district. This course examines the role of superintendents in emerging social, economic and political contexts that are changing the nature of schooling, how schools are viewed, and are transforming how a superintendent provides leadership. This course is designed for aspiring superintendents and focuses on understanding a broad range of issues that are critical to the success of new superintendents. These issues can affect relationships and impact the future. The seminar examines major management and leadership responsibilities of superintendents to provide a framework identifying and analyzing problems and discriminating among alternative courses of action.

SSSL Internships

The internships in the SSSL program are clinical experiences that are supervised, supported, and individualized in advanced professional studies. They offer the opportunity to integrate practice with values, philosophy, theory and research that allows for: the examination of presumptions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan (LDP).

The EdS degree in SSSL requires the successful completion of a minimum of 10 internship credits. All internships are individually planned and monitored. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. Two Action Research Internships (16 weeks each) and one Special Education Internship (8 weeks) are required.

SSSL 6123 Action Research Internship Step One (2)

Action Research Internship Step One is the first semester internship. It is also Step One in the Action Research sequence. In this course the student focuses on understanding action research, developing the action research design and beginning the action research project.

SSSL 6133 Action Research Internship Step Two (2)

The second semester of the Action Research Internship experience is Step Two. It focuses on continuation and completion of the action research internship project.

SSSL 6134 Optional Topics for Internship I (2)

Dispositions: This course is available for internship projects after the Action Research Internship Part One and Part Two. Content of the Optional Topics for Internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This internship consists of 2 credit hours for 80 contact hours of work.

SSL 6135 Optional Topics for Internship II (2)

Diversity: This course is available for internship projects after the Action Research Internship Part One, Part Two and Optional Topics for Internship I. Content of the Optional Topics for Internship II must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This internship consists of 2 credit hours for 80 contact hours of work.

SSSL 6136 Special Education Internship (2-3)

This internship is an eight week field experience offered during the summer term. This course must be approached from the viewpoint of individuals with disabilities and/or their families. This course consists of 2 credits for 80 contact hours or 3 credits for 100 contact hours with an eight week time frame. It must follow guidelines stipulated for all internships delineated in the School of Education Specialist Handbook.

TELD - Teacher Leadership

TELD 6000 Equitable Learning: Accessibility, Adaptation, and Accommodation (3)

This course is designed to study the skills and responsibilities of the Teacher Leader in promoting change in the pursuit of social justice for all learners in communities, schools and classrooms. This course examines of the role and responsibilities of the teacher leader in regard to providing access and quality instruction through adaptations and accommodations in the school and classroom. A brief foundational perspective to Federal and State law concerning individuals with disabilities will be provided, including the following: organizational structures, relationship to general school curriculum, instruction and related services. Current issues in the field of education will also be explored. Participants will apply the context readings, class discussions, field observations, and group experiences in reflecting on their role as an educator and leader. Students will examine issues such as teacher leadership, parent communications and advocacy for all children. An internship/field experience is also embedded in this course. **Prerequisites:** A master's degree and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

TELD 6020 Coaching, Mentoring, & Evaluating (3)

This course prepares teacher-leaders to do their personal best, to be of service to others, and to be knowledgeable, informed, responsible and reflective life-long learners. The course is

Course Descriptions

designed to encourage teacher-leaders to take ownership and accept accountability for serving as effective coaches and mentors to educators in their school systems and to create a culture of partnership. A goal in the course is that teacher-leaders are able to motivate, utilize, and retain talent in their system and can to explain and perform their roles, their accountability, and their expected outcomes, based on ISLLC (Interstate Leaders Licensure Consortium) standards. Teacher-leaders will learn the importance of coaching individuals, capable of professional responsibilities, who have the knowledge, information, and responses required to incorporate differentiated instruction and reflective dispositions necessary for serving their communities. Understanding how to use and apply formative and summative assessments to achieve a cohesive community where student outcomes can be measured and where student responses in the classroom are valued will be stressed. Teacher-leaders will also be required to apply their knowledge of the requirements their roles by completing a case study. **Prerequisites:** A master's degree and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this certificate.

TELD 6040 School Improvement (3)

This course is for future leaders to understand the school improvement process: to use and analyze data and demographics of the school community for school improvement and goal setting; to understand models for educational program planning and evaluation; to understand research based school improvement strategies, and to involve community members and stakeholders in the school improvement process. Students will also gain an understanding of how the relationships among the development of learning communities, teacher leadership, school effectiveness, and site-based accountability can positively improve schools. Activities may include site-based visits, including participant-observer studies, shadow studies, problem-based learning activities, case studies, and research studies. Students will demonstrate an understanding of data collection and analysis issues, evaluate school improvement models, and develop a product representing their growth in understanding of teacher leadership and school improvement. **Prerequisites:** A master's degree and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

TELD 6060 Culture and Diversity of Schools (3)

Due to the significant technological progress and to the accelerated increase in population relocation numbers, contact between cultures has become an everyday occurrence. Given their classroom roles, teachers are always exposed to a full array of cross cultural interactions. This course combines theory with practical projects that allow learners to improve their understanding and knowledge of various aspects of cross-cultural contact involving "traditional" and "nontraditional" families and diverse populations. Teachers will learn how culture and language influence one's behavior, actions and judgment. Using this knowledge, learners will be asked to explore and discuss how families and cultures are represented in a school structure and curriculum. **Prerequisites:** A master's degree and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this certificate.

TESL - Teaching English as a Second Language

TESL 5030 Language History, Planning and Policy (3)

This course looks at natural language change and then applies those theories to language diversity in the United States. Important laws, policies, and language planning are covered, including English Only policies, the Ebonics controversy, and bilingual education. Students will write their own language policies for a school and write about the effects of linguistic diversity in today's classroom.

TESL 5040 Practicum in ESOL (3)

This practicum provides supervised field experience for students enrolled in this program. 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:** Candidacy.

TESL 5139 English to Speakers of Other Languages (ESOL) Methods (3)

Methods of Teaching Languages - 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.

TESL 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.

TESL 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.

TESL 5311 Principles and Practices of Language Testing (3)

This seminar introduces and analyzes different formats and types of language tests 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 assessments. **Prerequisite:** Theories in SLA OR teaching experience OR consent of instructor.

TESL 5350 Language and Culture (3)

Culture greatly affects communication and the kind of language used in various situations. This course focuses on both the different styles of communication found across different cultures and the strategies that speakers use when communicating within their own culture. Special attention is paid to the role of Pragmatics and the use of "speech acts" in communication. Students will develop classroom materials that will help learners acquire the pragmatics skills they need to be successful communicators today.

TESL 5710 Grammar for ESL/EFL Teachers (3)

This course introduces modern English grammar, as well as modalities of including it in the day-to-day language instruction. It is designed to provide the adult ESL/EFL teacher with a knowledge base of various English structures, with regard to syntax (i.e., form), semantics (i.e., meaning), and pragmatics (i.e., use). Special emphasis is given to the development of fun, communicative and interactive lesson plans and activities, which target specific grammar points while meeting various test standards (e.g., MOSPE, TESOL and TOEFL). Theory and research is concentrated in the areas of SLA, Methodology, and Assessment. **Prerequisite:** Candidacy or permission.

TESL 5720 Teaching English Pronunciation (3)

Teaching English pronunciation to non-native speakers of English is often one of the most intimidating tasks facing an ESL teacher. This course takes students through the consonant and vowel systems of English, with focus on describing proper articulation and developing pedagogical materials. Special attention is paid to "suprasegmental features" in English, which are the stress, rhythm, and intonation patterns that can more affect intelligibility. Students will design pronunciation materials and conduct a textbook analysis. **Prerequisite:** Candidacy or permission.

TESL 5730 Materials Development for Language Classrooms (3)

This course introduces digital literacy and its application in language teaching. It assists candidates to create hands-on teaching materials for both face-to-face and online courses in language classrooms. The course focuses on creating mini-lessons using handouts, descriptive packets, cartoons, animations, movies, video games, youtube, vimeo, mobile apps, social networking sites, and other web-enhanced materials. The main emphasis is on using new technologies to create engaging teaching and learning activities. Candidates will develop a digital portfolio, which will be useful for their job interviews and conference presentations. The course should benefit all TESL candidates, Communication Arts students, and foreign language education candidates.

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.