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Services for Students

Academic Advising

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

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

Reeg Academic Resource Center (Reeg ARC)

The **Reeg Academic Resource Center** offers students, faculty, and staff resources and support for academic success. The Reeg ARC helps the worldwide Webster community to create meaningful connections by providing academic resources, support, advocacy, and access through relationships that empower students across the worldwide Webster University community. The Reeg ARC promotes equitable access to education by helping students succeed at Webster in several ways, which include the following:

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

Academic Integrity Education means being intellectually honest in all work created in the pursuit of knowledge and submitted in all courses. Academic communities expect their work to be original, and Webster subscribes to this tradition of intellectual honesty. We provide students with the opportunity to learn how to do their own work to "write" their own future.

Assistive Technology is available for students who need additional support. While many forms of assistive technology are available only to students with applicable disability accommodation, some technology and software is available to all students. Kurtzweil 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. Additionally, Ally is built into WorldClassRoom (Canvas) and allows students options for accessible online materials located into their WorldClassRoom courses.

Disability Accommodations are available through the Disability Student Services (DSS) at the Reeg Academic Resource Center. The Academic ADA Coordinator is available to discuss the process of setting up academic accommodations and other qualifying services available to students with documented disabilities.

The Reeg 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 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 are available to students worldwide. To access these services, log in to WorldClassRoom (Canvas) and open any course shell. In the course, click on NetTutor in the left-hand course menu. Then, select the subject or group that is most appropriate. For questions or further assistance, click on the "Help" icon in WorldClassRoom and select the Peer Tutoring Request Form.

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

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. Disability Student Services (DSS) at the Reeg Academic Resource Center support students across all domestic campuses and online platforms. We assist individuals with documented physical, psychological, medical, and learning disabilities to ensure they receive the necessary accommodations. The goal is to provide equitable educational access and create equal opportunities for success in academic programs. While Disability Student Services does not directly serve international locations, we collaborate closely with designated campus representatives, providing robust support to students with disabilities at their campuses.

Students with documented disabilities are encouraged to contact Disability Student Services to set up accommodations, ensuring equitable access to Webster's programs and activities.

We do not conduct diagnostic disability testing. However, we provide temporary accommodations for students with short-term disabilities (e.g., a broken leg).

Faculty or staff members who suspect a student may have a disability should contact Disability Student Services (DSS) for consultation

Students with documented disabilities should contact the Reeg ARC to arrange for appropriate accommodations to ensure equal access to Webster's programs and activities. Assistive technology

The Dean’s office responds to student concerns and problems; administers emergency student loan 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 works in close coordination with key administrators on all student conduct proceedings.

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

University Bookstore

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

Financial Services

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

Intercollegiate Athletics Program

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

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

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 university0 -1 0 75.64399719 Tm [w

Tuition, Fees and Refunds

Tuition and Fees

The tuition rates listed below are for the 2024-2025 academic year and are subject to change. Due to different degree completion lengths, students requiring a schedule of total charges for a period of attendance and an estimated schedule of total charges (institutional and noninstitutional) for their educational program may request an individualized report through the Office of Admission during their admission process.

Tuition (per credit hour) for MA, MS, MSN, MBA, MHA, MFA, MPA, MM*	
Graduate tuition*	$752
Graduate tuition* Military Students (active duty, selected reserve and National Guard)	

Campus Locations and Offerings

The main campus of Webster University is in Webster Groves, Missouri, a major suburban center of the St. Louis metropolitan area. In addition to the main campus, the University has campuses in downtown St. Louis and in St. Louis County at Westport. In the continental United States, Webster University has campuses in 16 states and in the District of Columbia. Internationally, the University has campuses in Austria, China, Greece, The Netherlands, Singapore, Switzerland, and Uzbekistan. Webster also offers many of its programs online.

Not all degrees and majors are offered at every Webster University location. Campus offerings listed below are accurate as of June 1, 2024. 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.

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

^Campuses marked with this symbol are located on military bases. Students may be required to produce Real ID state or federal government issued picture identification to enter the base and may need additional documentation provided by the base. It is recommended that new international students coming from abroad who do not have U.S. government issued picture identification not be admitted to these campuses. Only current international students already confirmed for access to the base who have U.S. government issued picture identification should be admitted to these campuses.

United States Campuses

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

Arkansas

Webster University Little Rock Air Force Base^
1490 Vanderberg Drive.
Jacksonville, AR 72078
Ph: (501) 988-5331
Fax: (501) 988-1571
littlerockafb@webster.edu

Programs offered:

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

Colorado

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

Programs offered:

- Cybersecurity Operations (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)
- Procurement and Acquisitions Management (MA)
- Project Management (Certificate)

This campus is no longer accepting applications. Students are transitioning online.

Georgia

Webster University Fort Eisenhower^
271 Heritage Park Lane
Building 35200
Fort Eisenhower, GA 30905
Ph: (706) 798-3955
forteisenhower@webster.edu

Programs offered:

- Business and Organizational Security Management (MA)
- Cybersecurity - Information Assurance (Certificate)
- Cybersecurity - Threat Detection (Certificate)
- Cybersecurity Operations (MS)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)

This campus is no longer accepting applications. Students are transitioning online.

Illinois

Webster University Scott Air Force Base^
375 FSS/FSDE
404 W. Martin St.
Room. 83
Scott AFB, IL 62225
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)

Webster University at Southwestern Illinois College
2500 Carlyle Avenue
Belleville, IL 62221
Ph: (618) 746-4747
Fax: (618) 746-2315
websteratswic@webster.edu

Programs offered:

- Cybersecurity Operations (MS)

Maryland

Webster University Joint Base Andrews*^
1413 Arkansas Road.
Room 103
Joint Base Andrews, MD 20762
Ph: (301) 420-2256
Fax: (301) 420-2258
aafb@webster.edu

Programs offered:

- Cybersecurity Operations (MS)
- Government Contracting (Certificate)
- International Relations (MA)
- Master of Business Administration (MBA)
- National Security Studies (MA)
- Procurement and Acquisitions Management (MA)

of South Carolina, nor does it find or assist a student in finding housing

Webster University Columbia*
100 Gateway Corporate Blvd.
Columbia, SC 29203
Ph: (803) 699-0900
Fax: (803) 699-2488
columbia@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)
- Organizational Development and Change (Certificate)

Webster University Fort Jackson^
4600 Strom Thurmond Blvd.
A113
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)

Webster University Myrtle Beach*
4589 Oleander Drive
Myrtle Beach, SC 29577
Ph: (843) 497-3677
Fax: (843) 497-9268
myrtlebeach@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)
- Organizational Development and Change (Certificate)

Texas

Webster University Fort Bliss*^
Building 632 Taylor Road.
Fort. Bliss, TX 79906
Ph: (915) 562-4400
Fax: (915) 562-8635
bliss@webster.edu

Programs offered:

- Business and Organizational Security Management (MA)
- Counseling^^ (MA)
- Criminal Justice (MS)
- Cybersecurity Operations (MS)
- Government Contracting (Certificate)
- Human Resources Development (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)

^^ This campus is no longer accepting new students in this program.

This campus is no longer accepting applications. Students are transitioning online.

Webster University Randolph Air Force Base^
Education Services Center
301 B Street West
Building 208
JBSA-Randolph, TX 78150
Ph: (210) 658-0707
Fax: (210) 658-6405
randolph@webster.edu

Programs offered:

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

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

Programs offered:

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

Virginia

Webster University Fort Belvoir*^
Barden Education Center
9625 Belvoir Road
Room. 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 Operations (MS)
- Cybersecurity Information Assurance (Certificate)
- Cybersecurity - Threat Detection (Certificate)
- Government Contracting (Certificate)
- International Relations (MA)
- Master of Business Administration (MBA)

Programs offered:

- Teaching English to Speakers of Other Languages (MA)

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

Programs offered:

- Master of Business Administration (MBA)

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

Programs offered:

- Teaching English to Speakers of Other Languages with an emphasis in International Education (MA) with Teaching English as a Foreign Language (Certificate)

Tashkent
Webster University Tashkent
13 Navoi Avenue
Tashkent 100011

Campus Locations and Offerings

Admission

General Admission Information

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

Sequential Admission

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

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

Sequential Conditional Admission
Students whose official baccalaureate and master's conferred degree transcripts that show a cumulative GPA of at least a 2.0 but below 2.5 will be admitted under a conditional basis category. These students will be limited to one course per term prior to advancement to candidacy. Specialized graduate programs have other requirements determined by individual schools and colleges of Webster University.

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

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

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

Military Applicants

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

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

California Applicants

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

Application for International Students

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

Application Requirements

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Admission

Enrollment

Technology at Webster

Webster University offers many technology solutions to support students, faculty and staff. In using technology, students are empowered to be equal partners in their academic success. Here

met the full-time on-ground enrollment requirement, they may supplement their enrollment with an online class.

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

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

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

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

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

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

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

Requisite Introductory Course

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

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

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

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

Term and Class Schedule

The graduate academic calendar consists of five 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, College of Humanities and Social Sciences and the College of Science and Health (with the exception of the MSN), follow the 9-week term calendar. Programs in the School of Education and the Leigh Gerdine 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 class sessions and complete all coursework according to the course syllabus. Students who must be absent or miss coursework for any reason, such as medical issues, personal/professional circumstance, or military students who receive temporary, short-term, long-term or remote assignments, must consult with their instructor to ensure they can meet course learning requirements.

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

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

Advancement to Candidacy

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

required to meet the program degree requirements stated in the catalog that is current when the student resumes classes with Webster University.

Grading System

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

Letter Grade Systems

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

Grade	Quality Points	Description
A	4.0	Superior work
A-	3.67	Superior work
B+	3.33	Satisfactory work
B	3.0	Satisfactory work

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a student graduates, no grade changes will be made as the academic record is final.

but may apply for readmission after one calendar year from the date of dismissal. Students can also be dismissed from the program for violations of United States criminal codes. Any conduct that is detrimental to the school and/or other students will result in the termination of educational benefits from the Veterans' Administration.

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

Academic Probation and Dismissal for Master of Arts in Counseling

- Academic Probation - Students who receive a C grade are on probation.
-

(3-6 credits) required by both programs; 4 elective courses (12 credits) from the international and regional security track in NTSC; 4 elective courses (12 credits) from the other tracks in NTSC; 2 elective courses (6 credits) from the comparative politics cluster in the INTL program; and 2 elective courses (6 credits) from the INTL program. For the specific courses required, please see the catalog page for either program.

Upon completion of the 51 credits, a single degree is issued with two major concentrations. The two majors cannot be awarded as separate or sequential degrees under this arrangement.

Dual Degrees

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

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

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

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

Dual Degree Options with the MBA are:

- MBA/MHA (63 to 66 credit hours)
- MBA/MA in Business and Organizational Security Management (54 to 57 credit hours)
- MBA/MS in Environmental Management (54 to 57 credit hours)
- MBA/MS in Finance (54 to 57 credit hours)
- MBA/MA in Human Resources Development (51 to 54 credit hours)
- MBA/MA in Human Resources Management (51 to 54 credit hours)
- MBA/MA in Information Technology Management (51 to 54 credit hours)
- MBA/MA in International Relations (57 to 60 credit hours)
- MBA/MA in Management and Leadership (48 to 51 credit hours)
- MBA/MS in Marketing (54 to 57 credit hours)
- MBA/MA in Procurement and Acquisitions Management (51 to 54 credit hours)

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

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

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

Dual Degree Option: MA in National Security Studies/ MS in Criminal Justice

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

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

Dual Degree Option: MA in National Security Studies/ MS in Cybersecurity Operations

The MA in national security studies/MS in cybersecurity operations dual degree option requires the completion of 54 credit hours, consisting of the following courses: 7 required courses (21 credits) in the cybersecurity operations program; 3 required courses (9 credits) in the national security studies program; 3 elective courses (9 credits) from the cybersecurity operations program and 4 elective courses (12 credits) from the international and regional security track in the national security studies program. Finally, students will complete a capstone or thesis (3-6 credits) in national security studies. For the specific courses required, please see the catalog page for either program.

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

Emphasis or Track

Emphasis

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

Track

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

Sequential Master's Degree

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

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

- Completion of the required core courses of the degree program

- Completion of the equivalent core course hours. If courses were completed in prior degree, hours requirement must still be met to meet sequential degree requirements. Approval for

College of Science and Health

Departments

- **Natural Sciences and Mathematics,** Stephanie Schroeder, Chair
- **Advanced Clinical Sciences,** Martina Steed, Chair
- **Nursing,** Susan McFarlan, Chair
- **Professional Counseling,** Muthoni Musangali, Chair
- **Psychology,** Morgan Grotewiel, Chair

Michael R. Hulsizer, Dean

College of Science and Health website (external to catalog)

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

Mission Statement

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

Graduate Degrees

- Biomedical Sciences (MS)
- Counseling (MA)
- Doctor of Nurse Anesthesia Practice (DNAP) with an emphasis in Health Administration
- Environmental Management (MS)
  Dual Degree Option:
  MBA/MS in Environmental Management
- Human Services (MA)
- Nursing (MSN)
  Dual Degree Option:
  MSN/MHA
- Psychology (MA) with an Emphasis in Counseling Psychology

Graduate Certificates

- Environmental Sustainability
- Healthcare Leadership

George Herbert Walker School of Business & Technology

Departments

- **Business**, Elizabeth Risik, chair
- **Management**, Eric Rhiney, chair
- **Computer and Information Sciences**, James Curtis, chair

Leigh Gerdine College of Fine Arts

Departments

- **Art, Design and Art History**, Noriko Yuasa, chair
- **Conservatory of Theatre Arts**, Gad Guterman, chair
- **Dance**, Margaret Dueker, chair
- **Music**, Carla Colletti, chair

Paul Steger, dean

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

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

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 Children's Theatre 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.

Graduate Degrees

- Music (MA)
- Music (MM) in Composition
- Music (MM) in Jazz Studies
- Music (MM) in Performance with an Emphasis in Orchestral Instruments
- Music (MM) in Performance with an Emphasis in Piano, Organ, or Guitar
- Music (MM) in Performance with an Emphasis in Voice

School of Communications

Departments

- **Audio Aesthetics and Technology**, Carl Nappa, chair
- **Communications and Journalism**, Gary Ford, chair
- **Media Arts**, Chris Sagovac, chair

Eric Rothenbuhler, dean

School of Communications website (external to catalog)

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

Mission Statement

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

Students:

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

The School of Communications houses and supports:

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

Graduate Degrees

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

- Strategic Communications (MA)

- Educational Leadership

EdD

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

Emphasis Areas:

- Educational Leadership
- Special Education
- Transformative Learning in the Global Community

General Requirements

School of Education graduate 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

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.

A final degree conferred grade point average of 2.5 or higher is required for acceptance into an MA program. Special consideration may be given to students with extraordinary professional accomplishments or to those whose grades show marked improvement in the later years of college or in graduate or professional studies since college.

MAT

A final degree conferred grade point average of 2.5 or higher is required for acceptance into the MAT program. Additional admission criteria for the MAT program are as follows:

- Receipt of all official transcripts
- Grade of B- or better in college-level composition
- Grade of B- or better in college-level mathematics

EdS

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

An overall minimum cumulative graduate grade point average of 3.0 to 3.25 (depending on the degree) is required for admission into an EdS 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.tional Le EMC /P <</Mph by exa re evaluated to

Initial Teacher Certification Content Areas

The MAT program is designed for students who are pursuing Missouri initial teacher certification in one of the following areas:

- Art (Grades K-12)
- Elementary (Grades 1-6)
- Middle School (Grades 5-9) with a focus in Language Arts, Mathematics, Science, or Social Science)
- Secondary Biology (Grades 9-12)
- Secondary Chemistry (Grades 9-12)
- Secondary English (Grades 9-12)
- Secondary Mathematics (Grades 9-12)
- Secondary Social Science (Grades 9-12)
- Special Education (Mild/Moderate/Cross-Categorical) (Grades K-12)
- World Languages (French, German, or Spanish) (Grades K-12)

Candidates seeking certification in secondary education (Grades 9-12) are encouraged to choose a second major in their content area. Advisors from the content area work closely with the School of Education to assure candidates meet the requirements of both their majors and initial teacher certification.

Additional Content Areas

A student who holds a Missouri initial teaching certificate and is interested in an add-on certification in English Language Learners K-12, Reading Specialist K-12, or School Leader K-12 may pursue one of these add-on certifications with the corresponding MA degree. Contact the School of Education Office at soe@webster.edu for information regarding these degrees.

Requirements for Missouri Initial Teacher Certification

Prior to or upon Admission, students must make available official academic transcripts to the Coordinator of Educator Certification in the School of Education to complete an evaluation of coursework. Based on this transcript evaluation, the Coordinator of Educator 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 Educator Certification, will prepare a personalized program of study for the student. Students may be required to take more than the required coursework listed for the emphasis area. Students should talk to their advisor and the teacher certification professionals at Webster University throughout their program to understand how any changes to DESE requirements are accommodated in their personalized program of study.

Admission to Teacher Certification

Admission to teacher certification is a significant milestone in a candidate's academic career. This means that a candidate is formally accepted in the initial teacher certification program and on track to meet the requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University.

Candidates must meet the following requirements:

- Completion of 15 hours of graduate credit, including CMAT 5000 and 5001, with grades of B or better.
- Successful completion of Passport Tasks 1- 5.
- Minimum professional GPA of 3.0, and Content GPA (if applicable) of 3.0. This must be maintained throughout the program.

After 15 hours of graduate credit, candidates will be restricted from registering in further coursework until advanced to candidacy.

Candidates must be admitted to teacher certification in order to take specified EDUC or CMAT methods courses.

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.

State Assessments

To obtain 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 a digital format. Students must pass the state-required content assessment examinations prior to apprentice teaching.

Practicum

Students must complete a 5000-level practicum in a classroom setting appropriate to their intended content area and accompanying practicum seminar with a grade of B or better. Practicum require 45-135 hours involving observation, lesson planning and teaching during daytime hours. To enroll in a practicum, students must submit an application by September 15 for a spring placement and by February 15 for a fall placement. No late applications will be accepted. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice Teaching

Apprentice teaching and the accompanying apprentice teaching seminar are required for all initial certifications. To enroll in apprentice teaching, students must submit an application by September 15 for a spring placement and by February 15 for a fall placement. No late applications will be accepted.

Prior to apprentice teaching students must have:

- met all course and departmental assessment requirements, including formal acceptance to teacher certification status.
- successfully completed practicum and practicum seminar with a grade of B or better.
- passed the state-required content assessment examination.

Apprentice Teaching placements are made by the Field Experience Office. Placements will be arranged with the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All 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 by completing the required courses (ranging from 21 to 27 credit hours depending on the sequential program) detailed in the declared major curriculum.
- A student who holds a master's or doctoral degree in an education related field from another regionally accredited college or university may earn a sequential MA by completing the required core courses (ranging from 21 to 27 credit hours depending on the sequential degree program) detailed in the declared major curriculum.
- No transfer of credit may be applied toward the minimum required courses.

- If a student has completed any required courses as part of a previous Webster University master's degree, approval for substitute coursework must be requested and approved prior to enrollment.
- Any student with a non-education master's degree representing any other discipline outside of the field of education must have the approval of the Dean before beginning or enrolling in any sequential master's program in the School of Education. For more information contact the School of Education at 314-246-8007 or soe@webster.edu.

Independent Study

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

School of Education Graduate Alumni Discount

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

Credit by Examination

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

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

The Beatrice and David Kornblum Institute for Teaching Excellence

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

Kornblum Scholar Program

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

Faculty

Adjunct faculty are assigned the title of adjunct professor.

Adjunct faculty can be characterized as follows:

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

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

U.S. Campuses

Arkansas

- Anderson, Dametrice F., BSEd, University Arkansas Fayetteville, 2004; MBA, Harding University, 2005
- Curtis, Joseph R., BSBA, University Missouri/St Louis, 1978; MBA, University Missouri/St Louis, 1984
- Desper, Deane A., BS, National-Louis University, 2004; MBA, South University, 2011; DBA, Walden University, 2014
- Douglas, Phillip D., BS, Excelsior College Exams, 1997; MA, Excelsior College Exams, 1998; MEd, National-Louis University, 2000; PhD, Touro University, 2011
- Ensign, James M., BS, Mount Senario College, 2001; MBA, University Illinois Chicago, 2009; DBA, Walden University, 2017
- Glover, Malcolm E., BS, Florida A & M University, 2005; MPS, University Arkansas Little Rock, 2007; PhD, University Central Arkansas, 2015
- Gordon, Heather E., BA, University Virginia, 2001; MBA, Mercer University Macon, 2008
- Grau, Paul H., BA, Colorado Christian University, 2006; MBA, Colorado Christian University, 2007; MA, Liberty University, 2013
- King, Matthew T., BS, University Arkansas Pine Bluff, 2001; MCRP, University Texas Arlington, 2003; PhD, University Texas Dallas, 2009
- Palmen, Jan A., BA, San Jose State University, 1972; MBA, Regis University, 1995
- Smith, Randolph, BSOE, Wayland Baptist University, 1999; MA, Wayland Baptist University, 2003; PhD, Capella University, 2014
- Sprick, David M., BS, Truman State University, 1995; MPA, Missouri State University, 1997; PhD, University Missouri/ Kansas City, 2004

Colorado

- Binnings, Thomas L., BA, Colorado College, 1979; MBA, Dartmouth College, 1983
- Blakes, Gybrilla B., BA, University District Of Columbia, 1984; MA, Webster University, 1994; PhD, Argosy University, 2010
- Bowman, Dick L., BS, Pennsylvania State University, 1969; MBA, University Utah, 1976
- Bunch, Richard G., BSLE, Southwest Texas State University, 1974; MA, Wichita State University, 1979; MBA, Maryville University Of St Louis, 1990
- Clark, Jessica L., BA, University North Carolina-Pembro, 2003; MA, Webster University, 2005; PhD, Capella University, 2012
- Coleman, Parnell, BS, Excelsior College Exams, 2001; MA, Webster University, 2007; MA, Webster University, 2011
- Fletcher, Louis L., BA, University Maryland College Park, 1989; MEd, Northern Montana College, 1992; PhD, Northcentral University, 2008
-

MS, University North Dakota Grand Fo, 2017; MA, Webster University, 2022
- Logan, Kevin O., BS, Bowie State University, 2004; MSA, Central Michigan University, 2005; PhD, Chicago School of Professional Psychology, 2022
- Moss, Delisa D., BS, Friends University, 2010; MA, Webster University, 2012; MA, Webster University, 2015
- Owens, David A., BS, University Colorado Boulder, 1976; MS, University Southern California, 1982; MS, Naval Postgraduate School, 1984; MEng, University Colorado Boulder, 1998
- Palmen, Jan A., BA, San Jose State University, 1972; MBA, Regis University, 1995
- Roop, Robert G., BA, Roanoke College, 1974; MA, Towson University, 1976
- Smith, Randolph, BSOE, Wayland Baptist University, 1999; MA, Wayland Baptist University, 2003; PhD, Capella University, 2014
- Stevens, Drew J., BA, Rutgers University Co, 1984; MBA, University of Phoenix, 1998; PhD, Capella University, 2005
- Streetman, China, BAS, Georgia Military College, 2020; MA, Webster University, 2023

Illinois

- Ames, Darrell D., BSOE, Wayland Baptist University, 1994; MS, University Oklahoma, 2002
- Arango-Arterburn, Adriana, BBA, Institute of the Assumption, 1993; MIM, University Saint Thomas, 2002
- Clark, Jessica L., BA, University North Carolina-Pembro, 2003; MA, Webster University, 2005; PhD, Capella University, 2012
- Coleman, Parnell, BS, Excelsior College Exams, 2001; MA, Webster University, 2007; MA, Webster University, 2011
- Douglas, Phillip D., BS, Excelsior College Exams, 1997; MA, Excelsior College Exams, 1998; MEd, National-Louis University, 2000; PhD, Touro University, 2011
- Etienne, Jeff, BS, St Johns University Jamaica, 1992; MA, Webster University, 1996; EdD, Argosy University, 2015
- Grau, Paul H., BA, Colorado Christian University, 2006; MBA, Colorado Christian University, 2007; MA, Liberty University, 2013
- Logan, Kevin O., BS, Bowie State University, 2004; MSA, Central Michigan University, 2005; PhD, Chicago School of Professional Psychology, 2022
- Smith, Randolph, BSOE, Wayland Baptist University, 1999; MA, Wayland Baptist University, 2003; PhD, Capella University, 2014
- Treanor, John M., AB, Wofford College, 1979; JD, University South Carolina, 1982

Maryland

- Ames, Darrell D., BSOE, Wayland Baptist University, 1994; MS, University of Oklahoma, 2002
- Arango-Arterburn, Adriana, BBA, Institute of the Assumption, 1993; MIM, University Saint Thomas, 2002
- Coleman, Parnell, BS, Excelsior College Exams, 2001; MA, Webster University, 2007; MA, Webster University, 2011
- Copley, Donald D., BA, American Military University, 2004; MA, Webster University, 2005; PhD, Walden University, 2014
- Dastmalchi, Ali A., BA, National University, 1971; MBA, University Scranton, 1979; MA, West Virginia University, 1988; PhD, West Virginia University, 1989
- Desper, Deane A., BS, National-Louis University, 2004; MBA, South University, 2011; DBA, Walden University, 2014
- Douglas, Phillip D., BS, Excelsior College Exams, 1997; MA, Excelsior College Exams, 1998; MEd, National-Louis University, 2000; PhD, Touro University, 2011
- Ensign, James M., BS, Mount Senario College, 2001; MBA, University Illinois Chicago, 2009; DBA, Walden University, 2017
- Etienne, Jeff, BS, St Johns University Jamaica, 1992; MA, Webster University, 1996; EdD, Argosy University, 2015
- Grau, Paul H., BA, Colorado Christian University, 2006; MBA, Colorado Christian University, 2007; MA, Liberty University, 2013
- Hemmerling, Rolf, BA, Northwestern University, 1964; MA, Roosevelt University, 1973
- Leeson, Jeff, BS, University of Pittsburgh, 1968; MBA, University New Haven, 1982; MS, Rensselaer Polytechnic Institute, 1995; DMgt, Colorado Technical University, 2013; MS, University North Dakota Grand Forks, 2017; MA, Webster University, 2022
- Logan, Kevin O., BS, Bowie State University, 2004; MSA, Central Michigan University, 2005; PhD, Chicago School of Professional Psychology, 2022
- Moore, Caprice C., BA, Webster University, 2003; MA, Webster University, 2007; DMgt, Webster University, 2015
- Moss, Delisa D., BS, Friends University, 2010; MA, Webster

1999; MHA, Webster University, 2014; MBA, Webster University, 2018
- Blakes, Gybrilla B., BA, University District Of Columbia, 1984; MA, Webster University, 1994; PhD, Argosy University, 2010
- Bogosian, Ahzad H., BFA, Fontbonne University, 1974; MFA, Fontbonne University, 1988
- Bohus, Juraj, BA, Academy Music, 1995; MA, Southern Illinois University/Carbondale, 1997; MFA, Southern Illinois University/Carbondale, 2002
- Boland, Michael J., BS, Rockhurst University, 1980; MBA, University of Missouri/Columbia, 1982
- Bond, Jennifer, BA, Truman State University, 2010; MA, Truman State University, 2011
- Boutros, Mary Y., MS, John Carroll University, 2000; MS, Case Western Reserve University, 2003; BS, American University Cairo
- Bowman, Dick L., BS, Pennsylvania State University, 1969; MBA, University of Utah, 1976
- Bowman, David L., BS, University of Missouri/Columbia, 1966; MA, University of Missouri/Columbia, 1967
- Boyce, Brenda K., BS, Quincy University, 1980; BS, Quincy University, 1980; MS, University of Missouri/St Louis, 1989
- Boyd, Michael B., BA, Jacksonville University, 1971; MBA, University of North Florida, 1979
- Boyd, Kara N., BS, Southern Illinois University - Edwardsville, 1999; MA, Southern Illinois University - Edwardsville, 2000; MBA, Webster University, 2006
- Boyd, Kirven, MFA, Hollins University, 2018
- Boyd, Joyce C., BS, Walden University, 2010; MBA, Walden University, 2012; DBA, Walden University, 2019
- Bracciale, Marie T., BS, University of Florida, 1980; MA, John F Kennedy University, 1987; PhD, University of Florida, 2004
- Bradford, Josette E., BS, Southern Illinois University - Edwardsville, 1994; MS, Southern Illinois University/Car, 1997; PhD, Southern Illinois University/Carbondale, 2016
- Bradley, Donna O., BA, Brown University, 1978; JD, Howard University, 1981; MS, Columbia College, 2011; BRED, Union Theological Seminary, 2011; PhD, Capella University, 2016
- Brady, Michael E., BA, University Mass Boston, 2005; MA, Boston College, 2008; PhD, Southern Illinois University/ Carbondale, 2013
- Brashares, Delbert C., BS, Bowling Green State University, 1979; MS, Troy State University Montgomery, 1981; MS, University of Southern Mississippi, 1987
- Bratic, Deyan G., BA, Webster University, 2006; MM, Webster University, 2011
- Breault, Michael T., BS, Rensselaer Polytechnic Institute, 1980; MS, American College of Education
- Bremer, Monica N., MAED, Lindenwood University, 2003
- Bridges, Duane L., BM, Webster University, 2003; MM, Webster University, 2006
- Brink, Benjamin M., BS, Stanford University, 1980; MS, Stanford University, 1980; MBA, Harvard University, 1982; MSS, Army War College Correspondence Program, 2006
- Brittain, Thomas, BS, Western Governors University, 2019; MBA, Western Governors University, 2022
- Brokaw, Alison, BA, University of Arizona Global Campus Forbes School of Business, 2015; MA, Webster University, 2023; GCRT, Webster University, 2023
- Brooks, Hunter M., BSBA, Southern Illinois University - Edwardsville, 2018; MSA, Southern Illinois University - Edwardsville, 2020
- Brown, Carolyn I., BGS, University of Missouri/St Louis, 1993; MA, University of Missouri/St Louis, 1995; PhD, University of Missouri/St Louis, 2012
- Brown-Billhymer, Jessica Z., BA, Northeastern University, 1973; MA, Webster University, 1999
- Brown-Kennerly, Victoria L., BS, University of Michigan/Ann Arbor, 1993; PhD, Emory University, 2001
- Bruce, Racheal, BFA, Webster University, 2019; MFA, Washington University, 2021
- Bruce, Madeline J., BA, Knox College, 2017; MS, Saint Louis University, 2020; PhD, Saint Louis University, 2023
- Brueckner, Renee M., BS, Murray State University, 1984; MA, Webster University, 2013; GCRT, Webster University, 2020
- Bruns, Kyle, BA, Western Illinois University, 2007; MA, Webster University, 2019
- Bryant, Paula P., BSA, University of Missouri/St Louis, 1980; JD, Saint Louis University, 1983
- Bufe, Mary E., BA, Quincy University, 1983; AM, Washington University, 1985
- Bunch, Richard G., BSLE, Southwest Texas State University, 1974; MA, Wichita State University, 1979; MBA, Maryville University of St. Louis, 1990
- Burge, Linda S., BA, University of Missouri/St Louis, 1973; BA, Webster University, 1974; MA, Webster University, 2018; GCRT, Webster University, 2018
- Burns, Michael J., BSN, McNeese State University, 1996; MS, University of Kansas, 2000; DNAP, Missouri State University, 2017
- Burton, Matthew W., BS, Maryville University of St. Louis, 2013
- Butler, Cora M., BS, University of Missouri/Columbia, 1989; JD, University of Missouri/Columbia, 1996
- Button, Catherine M., MBA, Saint Louis University, 1989; BA, Saint Louis University, 1989; MS, Webster University, 2015
- Byrne, Thomas J., BM, Webster University, 1994; MM, Webster University, 2003
- Cables, Ericka, BS, Harris-Stowe State University, 2007; MA, Missouri Baptist University, 2013; PhD, University of Missouri/St Louis, 2022
- Calderwood, Brent A., BHS, Governors State University, 1981; MS, National-Louis University, 1984; MA, Navayersity, 1984; MANC BT

Faculty

- Denison, Morgaine E., AFA, East Central College, 2012; BA, Webster University, 2014; MA, Southern Illinois University -

of Missouri/Columbia, 2003; EdS, University of Missouri/Columbia, 2009; PhD, University of Missouri/St Louis, 2016; PhD, University of Missouri/St Louis, 2016

- Fletcher, Louis L., BA, University of Maryland/College Park, 1989; MEd, Northern Montana College, 1992; PhD, Northcentral University, 2008
- Flier, Steven J., BS, University of Texas/Austin, 1988; MS, Air Force Institute of Technology, 1995
- Flores, Adam M., BA, Fontbonne University, 2007; MFA, Baylor University, 2015
- Foley, Tate, BA, Lycoming College, 2007; MFA, University of Georgia/Athens, 2010
- Fontana, Mary C., BA, Saint Louis University, 1976; MBA, Saint Louis University, 1982; JD, Saint Louis University, 1988
- Ford, Gary E., BJ, University of Missouri/Columbia, 1974; MA, Webster University, 1988
- Foster, Brandon K., BA, Georgia Southwestern State University, 2018
- Franklin, Sharilyn D., MBA, Fontbonne University, 1995; PhD, Walden University, 2010; BA, Indiana University Bloomington
- Frazier, Paul S., BSEE, Texas Tech University, 1983; MS, University of Southern California, 1991
- Frick-Verdine, Adam C., BS, Depaul University, 1999
- Fuchs, Judith, BS, University of Missouri/St Louis, 1992; MEd, University of Missouri/St Louis, 1997
- Fuller, Jamie L., BS, University of Cincinnati, 2005
- Furnari, Ellen E., BA, Bennington College, 1975; MSW, Adelphi University, 1983; PhD, Otago University, 2014
- Fyfe, Brenda S., BS, Quincy University, 1971; MEd, University of Illinois Urbana-Champ; EdD, Southern Illinois University - Edwardsville
- Gaal, John S., BT, Washington University, 1991; MA, Webster University, 1992; MBA, Webster University, 1993; MIB, Saint Louis University, 1996; EdD, Argosy University, 2007
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Faculty

- Griffey, Julia, BS, University of California/Berkeley, 1994; MA, Cornell University, 1998; MFA, Massachusetts College of Art, 2005
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BSN, Saint Louis University, 2002; BSN, Saint Louis University, 2002; MS, Webster University, 2010; DNAP, Webster University, 2021

- Lin, Jen-Hsiang, BAgr, University Chinese Culture, 1975; MS, National Chung Hsing, 1977; PhD, North Carolina State University, 1987
- Link, John C., BS, Indiana State University, 2007; BS, Indiana State University, 2007; MS, Indiana State University, 2016; MET, Webster University, 2020; GCRT, Webster University, 2020; EdD, Webster University, 2023
- Llufrio, Joan E., BS, Colorado State University, 1979; MS, University of Missouri/St Louis, 2007
- Logan, Kevin O., BS, Bowie State University, 2004; MSA, Central Michigan University, 2005; PhD, Chicago School of Prof Psychology, 2022
- Long, Michael D., BA, University Missouri/St Louis, 1992; MA, Webster University, 2013
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- Lowery, Leonard R., MA, Webster University, 1996; MPA, Troy University, 2003; DBA, Baker College Flint, 2017; BS, South Carolina State University
- Lowrie, Julie M., BA, University of California/San Diego, 1977; JD, American College Law, 1983; MS, Utica College, 2008; MS, California Institute of Arts, 2010
- Lucas, Jane E., BA, Saint Louis University, 1994; MA, Webster University, 2013; EdS, Webster University, 2015
- Luh, Troy V., BBA, Evangel University, 1991; MACC, Missouri State University, 1993; PhD, Saint Louis University, 2003
- Lum, Beverly J., BA, University of California/Irvine, 1975; MA, University of California/Berkeley, 1986; PhD, University of California/Berkeley, 1992
- Lund, Deborah, BA, Oberlin College, 1979; MA, Washington

- Nagy, Peter J., BBA, University of Portland, 1965; MEd, Wayne State University, 1972; MBA, Golden Gate University, 1976
- Nappa, Carl,
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- Neale-Oestreicher, Stephen, BA, Berklee College of Music, 2003
- Neeley, David R., BS, Texas A & M University/College Station, 1979; MA, Webster University, 1983
- Neeley, Alexander B., BS, Maryville University of St. Louis, 2009; MS, Southern Illinois University - Edwardsville, 2011
- Nehre, Heather L., BM, Wartburg College, 2000; MA, Washington University, 2011
- Neimer, Vitaly, BS, Webster University, 2015; MBA, Webster University, 2017
- Nguyen, Lam D., BE, Ho Chi Minh City University Econ, 1997; MBA, Webster University, 2003; DMgt, Webster University, 2008
- Nguyen, Chau Hai Phuong, BE, Foreign Trade University, 2018; MS, Webster University, 2022
- Niu, Run Hong, BECO, Tsinghua University, 1993; BENG, Tsinghua University, 1993; MEng, Tsinghua University, 1995; PhD, University Alberta, 2008
- Noffsinger, William B., BA, University of Florida, 1974; MS, University of Florida, 1984
- Nolfi, Douglas P., BA, Arizona State University, 1982; MBA, Arizona State University, 1984; PhD, University of

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- Plachowski, Tara J., BA, Missouri State University, 2000; MFA, Sarah Lawrence College, 2002; MEd, California State University Los Angel, 2010; PhD, University of Nevada/Las Vegas, 2019
- Porras, David, BSBA, Washington University, 1986; MBA, Washington University, 1987; PhD, Saint Louis University, 1998
- Portnoy, Kim M., AB, Washington University, 1976; MM, Washington University, 1981
- Potthoff, Joseph F., BA, Webster University, 2009
- Potts, Jessica R., MSN, Webster University, 2014; PhD, University of Missouri/Columbia, 2019; BSN, Clayton State University
- Powers, Mark A., BS, University of Illinois/Urbana-Champaign, 1982; MA, Covenant Theological Seminary, 1997
- Preston, Marilyn R., BSc, Bellarmine College, 1986; MA, Webster University, 1988; MBA, Bellarmine College, 1989
- Preuss, Mary L., BS, Cornell University, 1996; PhD, University of California/Davis, 2002
- Prince, Mary N., BM, Fontbonne University, 1980; MM, Webster University, 1998
- Prugh, Mark C., BS, U.S. Military Academy, 1978; JD, University of Texas/Austin, 1987; LLM, Judge Advocate General's Legal Center/School, 1994
- Pursell, Corin, BA, Washington University, 2001; MA, Southern Illinois University/Carbondale, 2004; PhD, Southern Illinois University/Carbondale, 2016
- Quick, William T., JD, Washington University, 1983; BA, Westminster College, 1983
- Ramacciotti, Daniel E., BSBA, University of Missouri/St Louis, 1973; MBA, Lindenwood University, 1984
- Rana, Masud, BS, Khulna University Engineering & Technology, 2006; MS, Kyung Hee University, 2010; PhD, University Technology Sydney, 2017
- Randall, Alex T., BA, Appalachian State University, 1974; MS, University Southern California, 1982
- Rathert, Anne G., BA, Saint Louis University, 1985; JD, Saint Louis University, 1992
- Ratz, William J., BA, Webster University, 2002; MA, Webster University, 2006
- Ravindran, Mani, MS, Washington University, 2022
- Ray Chaudhuri, Nisha, BLA, Stamford International University, 2005; DBA, Grenoble Graduate School of Business, 2015
- Rea Preston, Lauren, BA, Webster University, 2004; MEd, University of Missouri/St Louis, 2008; PhD, Saint Louis University, 2016
- Rearden, William D., BT, Washington University, 1989; MA, Webster University, 1991; DMgt, Webster University, 1997
- Reddy, David P., BS, University of Missouri/St Louis, 1998; MS, Brigham Young University Utah, 2003
- Reed, Nina B., BFA, Webster University, 1989
- Regnaud, Deborah A., PhD, Walden University; BS, Lindenwood University; MBA, Lindenwood University
- Reichardt, David, BA, Elmhurst College, 1981; MA, University of Nevada/Reno, 1989; MA, University Denver, 1994; PhD, University Denver, 2004
- Reid, George A., BS, Fairmont State University, 1969; MA, University South Florida, 1973; PhD, Florida State University, 1984
- Reif, Karl O., BBS, Saint Louis University, 1975; MBA, Saint Louis University, 1978
- Reilly, Terri F., BA, University of Missouri/St Louis, 1984; MFA, Webster University, 2018
- Reisz, Adam G., BA, Pennsylvania State University, 1986; MA, Webster University, 2017
- Renkins, Olivia K., BA, Webster University, 2018; MS, Webster University, 2023
- Rezaei, Sina, BBA, University of North Florida, 2001; MBA, University of North Florida, 2005

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- Rhomberg, Tamara J., BSEd, Southeast Missouri State University, 1968; MA, Maryville University of St. Louis, 1993
- Rice Jr., Saint, BA, Lindenwood University, 2008; MS, Lindenwood University, 2010; EdD, Maryville University of St. Louis, 2015
- Ricker, Jeffrey A., BJ, University of Missouri/Columbia, 1991; BS, Webster University, 2001; MFA, University of British Columba, 2014
- Risik, Elizabeth A., BA, Michigan State University, 2003; MS, University of Illinois/Urbana-Champaign, 2004; PhD, University of Illinois/Urbana-Champaign, 2010
- Rivers, Tonya, BA, Webster University, 2009; BS, Webster University, 2009; MBA, Webster University, 2013
- Rivers, Willie J., BS, Saint Louis University, 2014; MS, Saint Louis University, 2017; CDBM, University of Missouri/St Louis, 2024
- Roach, Nicole N., BA, Webster University, 2005; MA, Webster University, 2006; MA, Webster University, 2010
- Roberts, Stephen R., BBA, Stephen F Austin State
- University, 1981; MBA, Webster University, 2000; MA, Webster University, 2003
- Roberts, Jeannie E., BS, Southern Illinois University - Edwardsville, 1989; MA, Lindenwood University, 2000; MA, Lindenwood University, 2006; EdD, Lindenwood University, 2010
- Roberts, Joe S., PhD, University of ChicaMCID 142>TJ ET EMC /P <</MCID

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2011

- Sohn, Soowan, BS, Seoul National University, 1995; MS, Seoul National University, 1998; PhD, University Wisconsin Madison, 2007
- Spellazza, Mysteria D., BA, Webster University, 2019
- Spiess, Jody A., BSN, Webster University, 2007; MSN, Webster University, 2011; PhD, University of Missouri/St Louis, 2020
- Sprague, John D., BS, University of West Florida, 1994; MA, Webster University, 1999
- Sprague, Roland E., BS, University of Rochester, 1970; MEng, Pennsylvania State University, 1974; PhD, Walden University, 2008; MBA, Webster University, 2014
- Sprague, Mary K., BS, Florida State University, 1979; MEd, University of Missouri/Columbia, 2006
- Sprick, David M., BS, Truman State University, 1995; MPA, Missouri State University, 1997; PhD, University of Missouri/Kansas City, 2004
- Spriggs, Melissa A., BS, Truman State University, 1996; MSEd, Western Illinois University, 1998; PhD, George Washington University, 2009
- Stack, Patrick C., BA, Suffolk University, 1974; MDiv, St Johns Theological College, 1978; MEd, University of Missouri/St Louis, 1986; DMin, Eden Theological Seminary, 1992
- Stallings, Tyler, BFA, School Art Institute Chicago, 1992; MA, Webster University, 2016
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- Steed, Martina R., BSN, University of Arkansas Medical Sciences, 1988; MS, Southern Illinois University - Edwardsville, 1996; PhD, Walden University, 2016
- Stegemoeller, Kathryn A., BFA, Webster University, 2013
- Stephens, Kenneth E., BA, St Leo College, 1993; MPA, Troy University, 1995; PhD, Walden University, 2004; MA, Liberty University, 2014
- Stevens, Annie E., BA, Eastern Nazarene College, 1975; MA, University of Rochester, 1978; PhD, University of Rochester, 1984
- Stevens, Drew J., BA, Rutgers University Co, 1984; MBA, University of Phoenix, 1998; PhD, Capella University, 2005
- Stevens, Scott H., BA, Saint Louis University, 1998; MPA, University of Missouri/Columbia, 2006
- Stewart, Jennifer R., BA, Webster University, 2001; MA, Webster University, 2003
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- Stimpfl, Joseph R., AB, University of Missouri/Columbia, 1971; MEd, University of Missouri/Columbia, 1976; MA, University of Pittsburgh, 1986; PhD, University of Pittsburgh, 1990
- Stoltz, Stephen A., BS, Troy University, 2006; MA, Webster University, 2015
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- Strickland, Scott H., BS, University of Missouri/Columbia, 1986; MBA, Baker University, 1992; MS, Webster University, 2019
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- Sullivan, Kevin D., BS, University of Phoenix, 2002; MA, Webster University, 2005
- Sullivan, Terrence D., MIB, Saint Louis University, 2006; BA, Maryville University of St. Louis
- Sun, Gang D., BS, Tsinghua University, 1987; MS, Missouri University of Science and Technology, 1996; MS, Missouri University of Science and Technology, 1997
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- Takes, Peter A., BS, Clarkson University, 1979; PhD, Indiana State University, 1985
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- Tanaka-McFarlane, Yuki, BA, Ibaraki University, 2002; MA, Southern Illinois University/Carbondale, 2008; PhD, Southern Illinois University/Carbondale, 2018
- Tashman, Souzana, BA, University of Jordan, 2016
- Taylor, Amanda C., BS, Indiana University Bloomington, 1987; MM, Webster University, 1991
- Taylor, Sara B., BA, Yale University, 2005; MA, Indiana University Bloomington, 2011
- Teeter, Lara, BA, Oklahoma City University, 1978
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- Thatcher, Linda M., BA, University of West Florida, 1968; MEd, National-Louis University, 1993
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- Thomas, Edmond J., BA, University of Missouri/St Louis, 1991; MM, University of Missouri/Columbia, 1998
- Thomas, Tammara P., BA, Southern Illinois University/Carbondale, 1997; MS, Southern Illinois University/Carbondale, 2000; PhD, University of Iowa, 2013
- Thomas, Kevin P., BS, Park University, 2008; MS, Capella University, 2016
- Thomas, James D., BS, Southern Illinois University - Edwardsville, 1987; MS, Georgia Institute of Technology, 2016
- Thompson, Emily E., BA, Duke University, 1991; MA, University of Pennsylvania, 1992; PhD, University of Pennsylvania, 1996
- Throgmorton, Cheryl A., BA, Webster University, 1993; MA, Webster University, 1995; EdD, University of Saint Thomas, 2011
- Timmermann, Karl N., BA, Webster University, 2003; MA, University of Kent, 2004
- Tinnin, Steffany A., BS, Liberty University, 2011; MA, Liberty University, 2016
- Tippin, William A., BSPA, University of Arkansas/Fayetteville, 1973; MPA, University of Arkansas/Fayetteville, 1975; DMgt, University of Maryland/Global Campus, 2007
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- Trachtova, Carolyn, BS, Miami University Oxford, 1990; MA, Georgia State University, 2003
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Faculty

- Wilcox, Michael A., MBA, Webster University, 1999; BS,

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- Douglas, Phillip D., BS, Excelsior College Exams, 1997; MA, Excelsior College Exams, 1998; MEd, National-Louis University, 2000; PhD, Touro University, 2011
- Duffy, Kenneth F., BA, Southeastern College, 1988; MS, Nova Southeastern University, 1991; MSW, University Central Florida, 1998; PhD, Capella University, 2008
- Ensign, James M., BS, Mount Senario College, 2001; MBA, University of Illinois/Chicago, 2009; DBA, Walden University, 2017
- Etienne, Jeff, BS, St Johns University Jamaica, 1992; MA, Webster University, 1996; EdD, Argosy University, 2015
- Gainey, Aloysius M., BA, North Carolina Central University, 1983; MA, Webster University, 2004; PhD, North Carolina State University, 2011
- Grau, Paul H., BA, Colorado Christian University, 2006; MBA, Colorado Christian University, 2007; MA, Liberty University, 2013
- Hayes, Andrea Y., BA, Fayetteville State University, 1999; MA, Webster University, 2009; PhD, Capella University, 2019
- Johnson, James C., MPA, Troy University, 2001; MA, Naval War College, 2004; PhD, North Carolina Agricultural & Technical State University, 2019
- Lanier, LeVette, BA, St Leo College, 1996; MSA, Central Michigan University, 2000
- Leeson, Jeff, BS, University of Pittsburgh, 1968; MBA, University of New Haven, 1982; MS, Rensselaer Polytechnic Institute, 1995; DMgt, Colorado Technical University, 2013; MS, University of North Dakota/Grand Forks, 2017; MA, Webster University, 2022
- Logan, Kevin O., BS, Bowie State University, 2004; MSA, Central Michigan University, 2005; PhD, Chicago School of Professional Psychology, 2022
- Lynch, Kenneth C., BA, St Leo College, 1989; MBA, Fontbonne University, 1997
- Moss, Delisa D., BS, Friends University, 2010; MA, Webster University, 2012; MA, Webster University, 2015
- Owens, David A., BS, University of Colorado/Boulder, 1976; MS, University of Southern California, 1982; MS, Naval Postgraduate School, 1984; MEng, University of Colorado/Boulder, 1998
- Palmen, Jan A., BA, San Jose State University, 1972; MBA, Regis University, 1995
- Pearson, Miranda Y., BS, Radford University, 1995; MA, East Carolina University, 2004; MS, East Carolina University, 2005; MSAM, East Carolina University, 2007; DMin, Andersonville Theological Seminary, 2017; PhD, Capella University, 2018
- Regnaud, Deborah A., PhD, Walden University; BS, Lindenwood University; MBA, Lindenwood University
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- Stevens, Drew J., BA, Rutgers University University Co, 1984; MBA, University of Phoenix, 1998; PhD, Capella University, 2005
- Stieven, John S., MS, Central Michigan University, 1988; MS, Air Force Institute of Technology, 1993
- Streetman, China, BAS, Georgia Military College, 2020; MA, Webster University, 2023
- Strickland, Scott H., BS, University of Missouri/Columbia, 1986; MBA, Baker University, 1992; MS, Webster University, 2019
- Thayer, Stephanie M., BA, Webster University, 2007; MBA, Webster University, 2009
- Treanor, John M., AB, Wofford College, 1979; JD, University of South Carolina, 1982
- Vallorani, Edward, BA, Villanova University, 1977; MIB, Saint Louis University, 2010
- Volpe, Joseph J., BS, U.S. Military Academy, 1988; JD, University of Arkansas/Little Rock, 1996
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- Gonzalez, Matthew D., BBA, University of Texas/San

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- Johnston, Daniel, BA, University of Notre Dame, 2001; MA, Catholique Universite Leuven, 2010
- Kaboli, Amin, BA, Iran University of Science & Technology, 2004; MA, Iran University of Science & Technology, 2008; PhD, Ecole Polytechnique, 2013
- Kauffmann, Alexis J., BS, Joseph Fourier University, 2002; MS, Joseph Fourier University, 2005; PhD, University Geneva, 2013
- Kozenkow, Judit, PhD, Corvinus University of Budapest
- Kukenova, Madina, BS, Kazakhstan State National University, 1996; MBA, Kazakh Institute of Management, Economics and Strategic Research, 1998; MSc, University Lausanne, 2003; PhD, University Lausanne, 2010
- Kylymnyuk, Dmytro, MA, Donetsk State University, 2000; MA, Kyiv School of Economics, 2003; PhD, Universite Toulouse-Le Mirail, 2009
- Lambert, Alexandre, PhD, The Graduate Institute, 2006
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- Kirk, Allison, MA, Concordia University Sr Gw, 2007; PhD, Leiden University, 2012
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- Lambert, Charlene, BA, St Marys College; MA, University Ottawa
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- Micallef, Robert L., MBA, Grenoble Graduate School of Business, 2003; MA, Tufts University, 2004
- Mitchell, Alison J., BS, University Hull, 1992; MA, Oxford Brookes University, 2008
- Olympios, Michail, BA, University of Cyprus, 2022; MS, University Utrecht, 2023
- O'Meara, Kim E., BA, Webster University, 2017; MA, Webster University, 2019
- Perczynski, Piotr, MA, University Warsaw, 1990; PhD, University Warsaw, 1996
- Picciau, Simona, MCA, University Turin, 2006; MBA, Inseec Business School, 2008; PhD, University Paris-
- Pantheon Sorbonne, 2016
- Pick, Elizabeth K., BA, Rhode Island School Design, 1991; MA, Webster University, 2011
- Poels, Truus, PhD, Utrecht College, 2006
- Rakowski, Paul, MS, Missouri State University, 1996; MA, University of Colorado/Colorado Springs, 2006
- Rambow, Andreas, MBA, Marymount University, 1993
- Reuijl, Malinda S., MA, Spring Arbor College, 2005
- Robbani, Golam, PhD, University Antwerp, 2013
- Rodriguez, Victor F., MSc, National University, 2002; PhD, Katholieke University, 2008
- Roos Munoz, Carlos M., MA, University Leiden, 2010
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- Russell, Daniel J., AB, Holy Cross University, 1983; LLM, University Leiden, 1995
- Sanchez, Humberto, BSc, Autonomous University of Madrid, 1998; PhD, Autonomous University of Madrid, 2001; MEd, University Complutense Madrid, 2002
- Schuttemeyer, Anke, MA, University Bonn, 1997; PhD, University Bonn, 2002
- Shah, Sheetal H., MA, University Sussex, 1998; PhD, Shreemati Nathibai Damodor Thackersey Wmn Uni, 2009
- Shamsudheen, Rubeena, BA, Mahatma Gandhi University, 2002; MA, University Kerala, 2005; PhD, Central European University, 2020
- Suman, Sandrine N., MA, Webster University, 2014
- Talbott, Jonathan, BA, Eastman School Of Music, 1992
- Tromp, Nevenka, BA, University Zagreb, 1984; MA, University Groningen, 1992; PhD, University Amsterdam, 2015
- Tuncel, Ece, BS, Middle East Technical University, 1998; MS, Middle East Technical University, 2000; PhD, University Illinois Urbana-Champ, 2008
- Van den Bliek, Franciscus C., BCOM, Fontys Bedrifshoge School, 2006; MS, University Tilburg, 2009; MBA, Webster University, 2017
- Van der Steege, Madeleine, MA, University of Johannesburg, 1990
- Vodopivec, Maja, PhD, Tokyo University Foreign Stds
- Vysma, Marianne, MA, University Amsterdam, 2001; MA, Jung Institute, 2003
- Weille, Katielee, MS, Smith College, 1989
- Wells, Thomas R., BSc, Durham University, 2002; MA, Durham University, 2003; MA, Erasmus University, 2005; PhD, Erasmus University, 2013
- Zevering, Bob, MA, University Amsterdam, 1997
- Zilbershtein, Doron, BS, University Glasgow, 1987; MBA, Capella University, 2003; PhD, Northcentral University, 2012

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- Andrews, Timothy G., BS, London School Economics, 1990; PhD, Brunel University, 2001
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- Artikov, Ramziddin, BSc, University Westminster, 2009; MSc, University Wales, 2011
- Askarova, Ziyodahon, BA, Andijan State University, 2001; MA, London Metropolitan University, 2009
- Aslanishvili, Davit, LLB, Tbilisi State Medical University, 1995; BA, Tbilisi State Medical University, 1996
- Ataev, Farrukh, BS, Tashkent State University, 1998; BS, Troy State University, 2001; MS, National University of Uzbekistan, 2004
- Atavullaeva, Feruza, BA, Tashkent University of Informtn Technologies, 2019; MA, Tashkent University of Informtn Technologies, 2021; MBA, Webster University, 2023
- Attanayake, Rashminda, BS, University Moratuwa, 2017; MS, Asian Institute of Technology, 2019
- Avazmatova, Marhabo, MA, Uzbek State World Languages University, 2019; PhD, National University of Uzbekistan, 2023
- Avazov, Shokhrukh, BL, National University of Uzbekistan, 2011; PhD, Yonsei University, 2020
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- Azimov, Jakhongir, BA, University of World Economy and Diplomacy, 2016; MA, University Alabama, 2022
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- Bayar, Atar-Erdene, BA, University of Humanities, 2010; MA, Macquarie University, 2016
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- Kobilov, Firdavs, MA, University Glasgow, 2021
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- Kumaran, Hemamalini, BBA, Bharathiar University, 1997; MBA, Bharathiar University, 1999; PhD, Bharathiar University, 2015
- Kurbanova, Svetlana R., BA, Karshi State University, 2004; MA, Uzbek State World Languages University, 2013
- Levinskaya, Victoria, PhD, National University of Uzbekistan, 2000
- Lin, Kuo-Chun, BBA, Tunghai University, 1995; MBA, Concordia University Wisconsin, 2002; PhD, Northeastern University, 2019
- Lin, Ming, BA, Southern Illinois University/Car, 2008; MFA, Academy Art University, 2012
-

- Otamurodova Boturali Qizi, Zarnigor, BA, Bukhara State University, 2017; MA, Journalism and Mass Communications University of Uzbekistan, 2022
- Paiva, Alexandre M., LLM, Uppsala University, 2023
- Pantic, Aleksandar, MFA, University Belgrade, 2002; MA, Central European University, 2017
- Pesakovic, Gordana, BA, University Belgrade, 1982; MA, University Belgrade, 1986; MECO, University Belgrade, 1993; PhD, University Belgrade, 1994
- Phillip, Avneesh, MBA, Chulalongkorn University, 2008
- Picciau, Simona, MCA, University Turin, 2006; MBA, Inseec Business School, 2008; PhD, Universite Paris-
- Pantheon Sorbonne, 2016
- Pilatskaya, Tatyana, MA, Webster University, 2020; GCRT, Webster University, 2020
- Pirnapasov, Sardor O., BS, Tashkent State Pedagogical University, 2010; MS, National University of Uzbekistan, 2013
- Potapova, Nelya Y., PhD, National University of Uzbekistan, 2003

Biomedical Sciences (MS)

This program is offered by the College of Science and Health and is only available at the St. Louis main campus.

Program Description

The MS in Biomedical Sciences degree provides students graduate level coursework in disciplines related to the biomedical sciences, advanced healthcare education, or scientific research. Students in this program will expand on knowledge gained during undergraduate studies to strengthen knowledge, comprehension, and analysis of concepts related to the biomedical sciences and human health. In addition to learning biomedical concepts, students will also further develop critical thinking skills, essential for success in a diverse range of careers.

Through this program, students can pursue continued study in advanced clinical training programs and professions (such as medical, dental, veterinary, physician assistant, etc) and/or research-focused pursuits through development of critical thinking skills. The core curriculum includes advanced human anatomy and physiology, microbiology, pharmacology, and immunology. Additionally, varied options of elective courses enable students to tailor this program to individual educational and professional needs and aspirations.

The curriculum spans one year of continuous, full-time enrollment starting every Summer term with an annual application deadline of April 15th. Core curriculum classes are held during the day.

Quality Outcomes

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

- Demonstrate a deep and integrated understanding of the biological sciences and their implication to the advancement of health and biomedical science.
- Employ critical analysis and reasoning skills and the application of these skills to the design and execution of scientific inquiry relevant to specific biomedical disciplines.
- Generate and effectively communicate scientific knowledge relevant to specific biomedical disciplines (medical, dental, pharmaceutical, etc).
- Develop a commitment to life-long learning and career pursuits within health and biomedical science disciplines.
- Foster a commitment to health equity and ethics.

Program Curriculum

Required Courses (27 Credit Hours)

- BMSM 7500 1 00C BTemantrel(3 hs)

student. See the Counseling Program coordinator or faculty supervisor for more information.

Professional Liability Insurance

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

Path to Licensure

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

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

Admission

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

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

Additional Requirements

Requirements for admission to the MA in counseling program include:

- Bachelor's degree and strict adherence to a minimum cumulative grade point average of 2.5 (2.75 for school

degrees

- 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)

experience may be accepted upon evaluation. Additionally, it is important for the student to be proficient in written and oral communication skills.

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

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

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

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

Learning Outcomes

Core Cybersecurity curriculum:

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

Artificial Intelligence emphasis:

- Explain the role of data analytics in organizational decision making.
- Utilize current analytical languages to manage key artificial intelligence requirements.
- Explain the fundamental aspects of artificial intelligence and the potential benefits to companies and organizations.
- Develop machine learning techniques and algorithms to resolve key artificial intelligence problems.
- Implement major algorithms and statistical models related to Machine Learning to solve problems in different areas of industry.
- Utilize Deep Learning methods to address topics in multiple disciplines.

Program Curriculum

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

Core Courses (21 hours)

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

Artificial Intelligence Emphasis Courses (18 hours)

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

Admission

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

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

Special Requirements

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

Cybersecurity (MS) with an Emphasis in Data Analytics

*This program is offered by the George Herbert Walker School of Business and Technology*Tf 1 0 0 -1 1. 0 8[(George Herbert Walker School)] TJ

degrees

the 24-hour degree core, as well as one elective. The elective must be selected from the following list:

- CSSS 5210 Cybersecurity Law and Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)
- CSSS 5230 Cybersecurity Forensics (3 hours)
- CSSS 5250 Use and Protection of Space Assets (3 hours)
- CSSS 5265 Foundations of Software Development (3 hours)
- CSSS 5270 Cybersecurity in Cloud Computing (3 hours)
- CSSS 5290 Cybersecurity Risk Management Framework (3 hours)
- CSSS 5990 Advanced Topics in Cybersecurity (3 hours)
- CSSS 6500 Internship in Cybersecurity (3 hours)

- The student must meet the core course requirements of the MS in cybersecurity operations. If the student enrolled in any of the core courses as electives in his or her MA, MS or an equivalent degree program, those courses must be replaced with applicable CSSS electives (see list above).
- Advancement to Candidacy for sequential MS in cybersecurity operations:
  - Sequential MS in cybersecurity operations students who received the MA, MBA or MS from Webster University will be advanced to candidacy with initial registration.
  - A student who received the master's degree from another regionally accredited institution will be advanced 34.01W6 EMC /P <</MCID 10>> BDC BT /F1 8 Tf 1 0 25 -1 17.00600052 will be advanup

earn the status of doctoral candidacy. Students not advanced to doctoral candidacy are not eligible to continue in their programs. Advancement to doctoral candidacy indicates that a student shows the requisite capacity and dedication to complete the program.

Doctor of Nurse Anesthesia Practice (DNAP) with an Emphasis in Health Administration

This program is offered by the College of Science and Health and is only available at the St. Louis main campus.

Entry into Practice

Program Description

The doctor of nurse anesthesia practice (DNAP) degree prepares students for expertise in the art and science of anesthesia. 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 in preparation for practicing as a certified registered nurse anesthetist. Webster University also believes that the profession of anesthesia requires a scientific and dynamic approach to assist in the return to health. The professional nurse anesthetist provides a variety of health services to individual patients and 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 three years of continuous enrollment.

Quality Outcomes

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

- Professional:
  - Discuss and define the Scope of Practice of the CRNA.
  - Discuss current issues pertaining to the practice of nurse anesthesia.
  - Demonstrate professional attributes through attendance and participation in local, state and national professional organizational meetings and events.
  - Demonstrate strong ethics and personal integrity in all

Additional Requirements

Requirements for admission to the nurse anesthesia program include:

- Current RN license. Out-of-state applicants must obtain a Missouri, Illinois and Kentucky Nursing License once admitted into the program.
- Bachelor's degree in nursing or related field from a fully accredited institution.
- Prerequisite courses in organic chemistry (3 credit hrs.) OR biochemistry (3 credit hrs.) and physics (algebra-based, 3 credit hrs.), taken within the last 5 years. Labs are not required with these courses. All prerequisite courses should be completed, with grades received, prior to the application deadline.
- A cumulative GPA of 3.0 on a 4.0 scale for undergraduate studies or evidence of outstanding post-graduation academic achievement.
- A minimum of one year of experience in a critical care setting as a professional registered nurse (two years preferred in an adult intensive care unit (ICU) setting)
- Current ACLS, BLS, and CCRN certification. (PALS certification is not required for admission, but is required by the end of the calendar year upon starting the program).
- A personal interview.

Application Process

Submit all the following documents to the Office of Admissions; address is below.

1. A completed Nurse Anesthesia Program application submitted online
2. A non-refundable application fee
3. Official transcripts from all universities, colleges, and professional schools
4. 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
5. A current resume
6. Current copies of certification - BLS, ACLS, and CCRN (PALS if you have one)
7. Three letters of reference that provide an assessment of professional performance, continuing education, character traits, and knowledge of nurse anesthesia practice
8. One verification of shadowing from a CRNA
9. One assessment from an immediate supervisor
10. One assessment from a professional
11. Any additional supporting information you wish to include, such as copies of certification, awards, honors, and/or publications within the past 2 years
12. A copy of your green card if you are a U.S. permanent resident
13. Submission of a Federal Criminal Background check

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

Completed application files will be reviewed by the Department of Advanced Clinical Sciences.

*Selected students will be invited on campus for a personal interview.
*Offers of Admission will be extended to 20 students for entry into the degree program for the fall term.
*Students are required to submit a deposit to secure their position in the class.

CRNA Completion Degree

degrees

Continuous Enrollment

Graduate students enrolled in the DNAP CRNA completion program must maintain continuous enrollment or requires special

- EDIN 5624 Transformative Learning (3 hours)
- EDIN 5650 Design Thinking (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. Up to 9 hours of approved transfer graduate courses from other universities or in-service courses may be included in the program.

Examples of relevant elective courses:

- EDIN 5110 Digital Storytelling (3 hours)
- EDIN 5120 Instructional Development (3 hours)
- EDIN 5130 Foundations of Workplace Learning (3 hours)
- EDIN 5140 Evaluation of Training Programs (3 hours)
- EDIN 5190 Leadership and Innovation (3 hours)
- EDIN 5622 Restorative Justice: Learning Communities (3 hours)
- EDIN 5620 Mindfulness (3 hours)
- EDIN 5750 Special Institute (1-3 hours)
- EDIN 5840 Innovations in Learning Systems: Global Perspectives (3 hours)
- EFGS 5000 Foundations of Global Sustainability (3 hours)
- EFGS 5410 In-Service Topics: Sustainability Institute for Educators (3 hours)
- EFGS 5740 Economics: Choices and Challenges (3 hours)

Capstone or Thesis (3-6 hours)

- EDIN 6001 Integrated Studies: Education and Innovation (for Non Thesis Track) (3 hours)
  or
- EDIN 6250 Thesis (for Thesis Track) (3-6 hours)

Total: 33 credit hours for Non-Thesis Track; 36 credit hours for Thesis Track

Admission

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

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

Additional Requirements

Requirements for admission to the MA in education and innovation program include:

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

Educational Leadership (EdS)

This program is offered by the School of Education. It is available online, at the St. Louis main campus and at select U.S. campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered. These campuses are no longer accepting new student applications.

Program Description

The educational specialist (EdS) degree provides 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

degrees

- 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.
- 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
- The educational leader/candidate/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues and families.

Learning Objectives

-

Additional Requirements

Missouri Department of Elementary and Secondary Education for more information.

Candidates seeking school leader certification in any state other than Missouri should contact their state department of education to obtain information on certification requirements. Requirements vary from state to state.

Admission

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

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

Additional Requirements

Requirements for admission to the MA in equity centered leadership and administration program include:

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

Completed application files will be reviewed by the Graduate Department of Education.

Environmental Management (MS)

This program is offered by the College of Science and Health. It is available online, at the Fort Leonard Wood campus, and at the St. Louis main campus.

Program Description

The master of science (MS) in environmental management program is designed to provide students with the tools and techniques to navigate the business aspects of environmental management. Students learn to assess and convey the business, ethical and legal information to those who make or are affected by the decisions that shape our natural resources and environment.

Learning Outcomes

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

- Apply key terminology, facts, concepts, principles, historical perspectives and theories concerning environmental management and global sustainability toward solving environmental challenges.
- Align sustainability initiatives with organization mission and core values.
- Manage environmental-related risk from an organization’s operation.
- Identify environmental hazards affecting air, water and soil quality.
- Assess environmental-related risk.
- Develop controls to reduce or eliminate risk.
- Employ project management processes and analytical tools to achieve a sustainable outcome to environmental problems.
- Conduct environmental research and communicate risk from an organization’s operations.
- Research scientific, engineering, economic, and congressional information for statutory, regulatory and sustainable approaches to environmental problems.
- Prepare technical papers/briefings to communicate risk/solutions to stakeholders.

Program Curriculum

Required Courses

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

- ENMG 5000 Environmental Science (3 hours)
- BUSN 6110 Production and Operations Management (3 hours)
- ENMG 5100 Environmental Law (3 hours)
-

degrees

below. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

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

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
-

degrees

degrees

Louis main campus and at select U.S. campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The master of arts (MA) in information technology management program is designed to educate and develop managers who can effectively manage the planning, design, selection, implementation, use and administration of emerging and converging information and communications technologies. The program curriculum provides students with the technical knowledge and management knowledge and skills needed to effectively integrate people, information and communication

Advancement to Candidacy

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

International Relations (MA)

This program is offered by the College of Humanities and Social Sciences. It is available online, at the St. Louis main campus and at select U.S. and international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

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

The degree requires satisfactory completion of 27 credit hours of the INTL curriculum and 9 credit hours of graduate electives for a total of 36 credit hours.

Learning Outcomes

Students who complete this program will be able to:

- Demonstrate a working knowledge of several subfields of the international relations discipline.
- Demonstrate strong research skills.
- Critically analyze international events and issues.
- Apply theories of international relations.
- Demonstrate effective written communication skills.

Program Curriculum

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

- 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 and INTL 6900 University Thesis Requirements to meet this requirement.

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 and 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 Law (3 hours)
- INTL 5540 International Organizations (3 hours)
- INTL 5545 The United Nations in International Politics (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)
- NTSC 5000 Introduction to National Security Studies (3 hours)

International Relations Elective Courses (3 courses)

Any additional courses from the two clusters above, or any of the following:

- INTL 5300 Field Work (3-6 hours)
- INTL 5500 Professional Seminars (1-3 hours)
- INTL 5610 Non-Thesis Readings/Research (3 hours)

degrees

Dual Degree Option: MBA/MA in International Relations

57 to 60 Credit Hours

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

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

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
- 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 of the MA in international relations (6 hours)
- Four courses from the International Politics Cluster of the MA in international relations (12 hours)

*Students taking INTL 6250 must also register for INTL 6900. Students completing their degree at either the Vienna or Geneva campus must complete INTL 6250 and INTL 6900.

Dual Major Option: National Security Studies/ International Relations

51 Credit Hours

Upon completion of the 51 credits, a single degree is awarded with two major concentrations. The two programs cannot be awarded separately or sequentially under this arrangement.

Required Courses

- INTL 5000 Introduction to International Relations (3 hours)
- NTSC 5000 Introduction to National Security Studies (3 hours)
- INTL 5100 Research Methods and Perspectives (3 hours)
  or NTSC 5100 Research Methods in National Security Studies (3 hours)
- INTL 5590 International Security (3 hours)
- INTL 6000 Capstone in International Relations (3 hours)
  or NTSC 6000 Capstone in National Security Studies (3 hours)
  or INTL 6250 Thesis* (6 hours) **and** INTL 6900 University Thesis Requirement* (0 hours)
  or NTSC 6250 Thesis in National Security Studies* (6 hours) **and**

- 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)

If a substitution has been approved for a required course, the student must choose either LEGL 5850 Advanced Legal Writing, LEGL 5550 Paralegal Clinical Studies, or an additional LEGL 5490 Advanced Topics in Law course. Courses from the Legal Studies Study Abroad Program may be used as substitution as well.

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

Special Requirement

Students must take at least nine (9) semester hours of required Legal Specialty courses through synchronous instruction.

Admission

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

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

Advancement to Candidacy

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

degrees

cUSN 5760 PAdvacesin mroject Management (3 hours)

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. Seven emphases are shown below, with their parent departments.

Cybersecurity (Computer & Information Sciences)

- 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)

Digital Marketing Management (Management)

39 Credit Hours

- MRKT 5000 Foundations of Marketing Strategic Thinking (3 hours)
- MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5895 Marketing Analytics* (3 hours)
- MRKT 5750 Management of Social Media (3 hours)
- MRKT 5790 Digital Marketing Strategy (3 hours)

*BUSN 5760 or MRKT 5890 is a prerequisite course and must be taken prior to MRKT 5895.

Entrepreneurship (Management)

- ENTR 5000 Entrepreneurship Process, Methods and Innovation (3 hours)
- ENTR 5200 Corporate Entrepreneurship (3 hours)
- MNGT 5990 Corporate Responsibility and Society (3 hours)
- NPLR 5210 Social Enterprise and Social Entrepreneurship (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)

Marketing (Management)

39 Credit Hours

- MRKT 5000 Foundations of Marketing Strategic Thinking (3 hours)
- MRKT 5610 Marketing Channel Management (3 hours)
- MRKT 5720 Promotional Management (3 hours)
  or MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5960 Marketing Management (3 hours)
- Any MRKT designated course or elective courses listed in the MS in marketing program (3 hours)

Organizational Development and Change (Management)

- ORDV 5000 Practicing Organizational Development (3 hours)
- ORDV 5100 Change Leader Self-Mastery (3 hours)
- ORDV 5200 Organizational Development Consulting Practices (3 hours)
- ORDV 5300 Data-Driven Approaches to Organizational Development (3 hours)

Project Management (Business)

- BUSN 5100 Introduction to Project Management (3 hours)
- BUSN 5300 Project 24 TBhrment anagement (3 hours)

Additional Requirements

Requirements for admission to the master of arts in teaching (MAT) with an emphasis in middle school education program include:

- Receipt of all official transcripts.
- Final degree conferred GPA of 2.5 or higher.
- Grade of B- or better in college-level composition.
- Grade of B- or better in college-level mathematics.

Admission to Teacher Certification

Admission to teacher certification is a significant milestone in a candidate's academic career. This means that a candidate is formally accepted in the initial teacher certification program and on track to meet the requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University.

Candidates must meet the following requirements:

- Completion 15 hour of graduate credit, including CMAT 5000 and 5001, with grades of B or better.
- Successful completion of Passport Tasks 1-5.
- Minimum professional GPA of 3.0 and Content GPA (if applicable) of 3.0. This must be maintained throughout the program.

After 15 hours of graduate credit, candidates will be restricted from registering in further coursework until admitted to teacher certification status.

Candidates must be admitted to teacher certification in order to take specified EDUC or CMAT coursework courses.

Requirements for Missouri Initial Teacher Certification

Prior to or upon Admission, students must make available official academic transcripts to the Coordinator of Educator Certification in the School of Education to complete an evaluation of coursework. Based on this transcript evaluation, the Coordinator of Educator 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 Educator Certification, will prepare a personalized program of study for the student. Students may be required to take more than the required coursework listed for the emphasis area. Students should talk to their advisor and the teacher certification professionals at Webster University throughout their program to understand how any changes to DESE requirements are accommodated in their personalized program of study.

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.

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 a digital format. Students must pass the state-required Missouri Content Assessment before Apprentice Teaching Orientation.

Practicum

Students must complete a 5000-level practicum and accompanying practicum seminar with a grade of B or better. To enroll in a practicum, students must submit an application by September 15 for a spring placement and by February 15 for a fall placement. No late applications will be accepted. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice Teaching

Apprentice Teaching and the accompanying apprentice teaching seminar are required for all initial certifications. To enroll in apprentice teaching, students must submit an application by September 15 for a spring placement and by February 15 for a fall placement. No late applications will be accepted.

Prior to apprentice teaching students must have:

- met all course and departmental assessment requirements, including formal acceptance of teacher certification status.
- successfully completed practicum and practicum seminar with a grade of B or better.
- passed the state-required content assessment examination.

Apprentice Teaching placements are made by the Field Experience Office. Placements will be arranged with the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Master Arts Teaching (MAT) with an Emphasis in Secondary School Education

This program is offered by the School of Education and is only available at the St. Louis main campus.

Program Description

The master of arts in teaching (MAT) program provides candidates with a strong knowledge base of content, child and adolescent development and current research that supports best practices in education. This program is centered around contemporary design-based research principles with a focus on how students learn within inquiry based environments.

This graduate degree program is designed to provide the foundation for teacher preparation leading to Missouri initial teacher certification and is approved by the Missouri Department of Elementary and Secondary Education in the following emphasis areas: elementary education, middle school education, secondary education, or special education.

The Master of Arts in Teaching is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Learning Outcomes

The goals of the MAT with an emphasis in secondary school education are to cultivate graduates who are:

- Knowledgeable of the history of secondary education, characteristics of adolescent students 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 of adolescent students.
- Reflective about their roles as educators to improve learning outcomes, and who collaborate with families and other members of the community to advocate for inclusive and equitable educational opportunities for students from diverse backgrounds.
- Capable of recognizing, valuing and responding to the unique individual abilities and differences of adolescent students.

Emphasis in Secondary School Education

The emphasis in secondary school education is designed to prepare candidates to meet Missouri initial teacher certification requirements in one of the following areas:

- Art (K-12)*
- Biology (9-12)
- Chemistry (9-12)
- English (9-12)
- French (K-12)*
- German (K-12)*
- Mathematics (9-12)
- Social Science (9-12)
- Spanish (K-12)*

**Certifications for art, French, German and Spanish are for grades K-12.*

Required Coursework

The following 24 hours of courses and 14 hours of field experiences are required to earn the MAT with an emphasis in secondary school education. Students are advised that Missouri initial teacher certification may require more hours than are listed for the MAT degree. 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 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- CMAT 5505 Psychological Foundations of Education (3 hours)
- CMAT 5140 Digital Pedagogy and Assistive Learning Technologies (3 hours)

Methods

- CMAT 5170 Classroom and Behavioral Management (3 hours)
- CMAT 5380 Teaching Reading and Writing in the Content Areas (3 hours)
- CMAT 5390 Differentiated Reading Assessment and Intervention (3 hours)

Content Methods (3-6 hours)
(Based on certification content area)

- CMAT 5350 Arts and Humanities Methods (3 hours)
  or CMAT 5360 STEM Methods (3 hours)

OR

- *CMAT 5180 Elementary Arts and Humanities Methods (3 hours)
  and CMAT 5350 Arts and Humanities Methods (3 hours)

*Required for those seeking Art K-12 and World Language K-12 only

Clinical Experiences

Practicum

- CMAT 5001 Introductory Teaching Practicum (1 hour)
- CMAT 5104 Practicum: Secondary English (2 hours)
  or CMAT 5105 Practicum: Secondary Mathematics (2 hours)
  or CMAT 5106 Practicum: Secondary Social Science (2 hours)
  or CMAT 5107 Practicum: Secondary Biology (2 hours)
  or CMAT 5108 Practicum: Art K-12 (2 hours)
  or CMAT 5109 Practicum: French K-12 (2 hours)
  or CMAT 5110 Practicum: German K-12 (2 hours)
  or CMAT 5111 Practicum: Spanish K-12 (2 hours)
  or CMAT 5113 Practicum: Secondary Chemistry (2 hours)
- CMAT 5199 Practicum Seminar (1 hour)

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 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)
  or CMAT 5213 Apprentice Teaching: Secondary Chemistry (9 hours)
- CMAT 5096 Apprentice Teaching Seminar (1 hour)

Total: 38 credit hours

Other Certification Requirements

- CMAT 5505 Psychological Foundations of Education (3 hours)
- SPED 5860 Psychology of the Exceptional Student (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 Missouri 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)

- Design
- Drawing
- Painting
- Graphics (Printmaking photography, serigraphy)
- Ceramics
- Sculpture
- Fibers (Papermaking, weaving, macramé, fiber sculpture)
- History, Theory, Criticism in Visual Art (minimum 3 hours)
- Art Electives

Biology (minimum 35 hours)

- PHIL 2330 Philosophy and Technology (3 hours)
- 20 hours Biology coursework aligned with DESE matrix
- 12 hours additional Science coursework aligned with DESE matrix

Chemistry (minimum 35 hours)

- History/Philosophy of Science & Technology (3 hours)

degrees

- 20 hours Chemistry coursework aligned with DESE matrix
- 12 hours additional Science coursework aligned with DESE matrix

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

World Language (Spanish, French, German) - K-12 (30 hours)

Thirty (30) semester hours in the world language to be taught, or twenty-seven (27) semester hours plus two (2) or more earned units of high school credit in that language.

Math (36 hours)

- 24 hours to include:
  - Calculus and Analytic Geometry (minimum 9 hours)
  - Algebraic Structures (3 hours)
  - Geometry (3 hours)
  - Computer Science (3 hours)
-

Apprentice Teaching

Apprentice teaching and the accompanying apprentice teaching seminar are required for all initial certifications. To enroll in apprentice teaching, students must submit an application by September 15 for a spring placement and by February 15 for a fall placement. No late applications will be accepted.

Prior to apprentice teaching students must have:

- met all course and departmental assessment requirements, including formal acceptance to teacher certification status.
- successfully completed practicum and practicum seminar with a grade of B or better.
- passed the state-required content assessment examination.

Apprentice Teaching placements are made by the Field Experience Office. Placements will be arranged with the St. Louis City, St. Louis County, St. Charles County, and Jefferson County School Districts along with private and independent schools. All candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Master Arts Teaching (MAT) with an Emphasis in Special Education

This program is offered by the School of Education and is available only at the St. Louis main campus.

Program Description

The master of arts in teaching (MAT) program provides candidates with a strong knowledge base of content, child and adolescent development and current research that supports best practices in education. This program is centered around contemporary design-based research principles with a focus on

degrees

- CMAT 5280 ELEM/SPED Teaching Reading and Writing in the Content Areas (3 hours)
  or CMAT 5380 Teaching Reading and Writing in the Content Areas (3 hours)
- CMAT 5190 Elementary STEM Methods (3 hours)

Admission

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

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

Additional Requirements

Requirements for admission to the master of arts in teaching (MAT) with an emphasis in special education program include:

- Receipt of all official transcripts.
- Final degree conferred GPA of 2.5 or higher.
- Grade of B- or better in a college-level composition.
- Grade of B- or better in a college-level mathematics.

Admission to Teacher Certification

Admission to teacher certification is a significant milestone in a candidate's academic career. This means that a candidate is formally accepted in the initial teacher certification program and on track to meet the requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University.

Candidates must meet the following requirement:

- Completion 15 hours of graduate credit, including CMAT 5000 and 5001, with grades of B or better.
-

teacher certification and is approved by the Missouri Department of Elementary and Secondary Education in the following emphasis areas: elementary education, middle school education, secondary school education, or special education.

The Master of Arts in Teaching is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Learning Outcomes

The goals of the MAT with an emphasis in elementary education are to cultivate graduates who are:

- Knowledgeable of the history of primary and intermediate

After 15 hours of graduate credit, candidates will be restricted from registering in further coursework until admitted to teacher certification status.

Candidates must be admitted to teacher certification in order to take specified EDUC or CMAT methods courses.

Requirements for Missouri Initial Teacher Certification

Prior to or upon Admission, students must make available official academic transcripts to the Coordinator of Educator Certification in the School of Education to complete an evaluation of coursework. Based on this transcript evaluation, the Coordinator of Educator 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 areas courses, will be identified from the student's transcripts. Using this evaluation, an academic advisor in conjunction with the Coordinator of Educator Certification, will prepare a personalized program of study for the student. Students may be required to take more than the required coursework listed for the emphasis area. Students should talk to their advisor and the teacher certification professionals at Webster University throughout their program to understand how any changes to DESE requirements are accommodated in their personalized program of study.

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.

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 a digital format. Students must pass the state-required content assessment examinations prior to apprentice teaching.

Practicum

Students must complete a 5000-level practicum and accompanying practicum seminar with a grade of B or better. To enroll in a practicum, students must submit an application by September 15 for a spring placement and by February 15 for a fall placement. No late applications will be accepted. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice Teaching

Apprentice teaching and the accompanying apprentice teaching seminar are required for all initial certifications. To enroll in apprentice teaching, students must submit an application by September 15 for a spring placement and by February 15 for a fall placement. No late applications will be accepted.

Prior to apprentice teaching students must have:

- met all course and departmental assessments requirements, including formal acceptance to teacher certification status.
- successfully completed practicum and practicum seminar with a grade of B or better.
- passed the state-required content assessment examinations.

Apprentice teaching placements are made by the Field Experience Office. Placements will be arranged with the St. Louis City, St. Louis County, St. Charles County, and Jefferson County School Districts along with private and independent schools. All candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

- Manage business processes
  - Supply chain and logistics
  - Process analysis
  - Leadership
  - Developing and managing teams
  - Developing and managing workers
- Provide decision support

- BUSN 5300 Project Procurement Management (3 hours)
- BUSN 5700 Advances in Project Management (3 hours)

degrees

See also:

- Environmental Management (MS)

Dual Degree Option: MBA/MS in Finance

54 to 57 Credit Hours

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
-

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:

- Information Technology Management (MA)

Dual Degree Option: MBA/MA in International Relations

57 to 60 Credit Hours

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Valuing Projects (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MBA 5920 Working Value Creation Throughout the Organizations (3 hours)
- 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 of the MA in international relations (6 hours)
- Four courses from the International Politics Cluster of the MA in international relations (12 hours)

*Students taking INTL 6250 must also register for INTL 6900. Students completing their degree at either the Vienna or Geneva campus must complete INTL 6250 and INTL 6900.

See also:

- International Relations (MA)

Dual Degree Option: MBA/MA in Management and Leadership

48 to 51 Credit Hours

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Valuing Projects (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)

degrees

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying

13. Health Policy: The ability to understand the impact of select health policies on the delivery of healthcare services. (target level 2)

Learning Outcomes

- Students will be able to explain healthcare leadership styles and demonstrate effective communication skills that are required in managing effective teams and in predicting human behavior in an organization.
- Students will be able to apply health care management skills in problem solving, decision making, planning, delegating and managing time.
- Students will be able to incorporate strategic thinking to set priorities, focus energy and resources, and strengthen operations, in order to ensure that employees and other stakeholders are working toward common goals, and to operationalize healthcare organization's mission and vision.

Program Curriculum

The 42 credit hours required for the Master of Health Administration (MHA) follow this sequence of courses:

- HLTH 5000 Organization and Management in Health Administration (3 hours)
- BUSN 6150 Business Communications and Technology (3 hours)
- HLTH 5040 Human Resources Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration (3 hours)
- HLTH 5070 Financial Analysis in Health Administration (3 hours)
- HLTH 5120 Issues in Health Policy (3 hours)
- HLTH 5100 Statistics for Health Administration (3 hours)
- HLTH 5130 Healthcare Strategy and Marketing (3 hours)
- HLTH 5140 Health Administration Law (3 hours)
- HLTH 5150 Process Improvement in Health Administration (3 hours)
- HLTH 5160 Health Informatics (3 hours)
- HLTH 6000 Integrated Studies in Health Administration (3 hours)

In addition, the student chooses 2 elective courses offered in this major and/or from the program curricula of other George Herbert Walker School of Business & Technology majors.

High Impact Learning Experiences BA/es EMC /P <</MCID 3>> BDC B7T /F3 10 Tf 1 09 -1 0 454.95498599 Tm [746uden

Webster MHA courses have signature learning experiences. For example, students in the HLTH 6000 capstone course work in teams to develop a comprehensive strategic plan for a complex healthcare organization. Students perform 0 lCf 1 0 0 -1 17.00600052 37iC /Pu0.04400635 Tm [(hours))] TJ ET EMC /P <19 Tm [(Walker Sci Strn H

degrees

Course Requirements

MSN Degree Course Requirements (24 credits)

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Curriculum

The 36 credit hours required for the master of public administration (MPA) must include the following courses:

- BUSN 5000 Business* (3 hours)
- NPLR 5000 Nonprofit Organizations (3 hours)
- PADM 5000 Public Administration (3 hours)
- PADM 5800 Public Management and Leadership (3 hours)
- PADM 5820 Public Research Design and Analysis (3 hours)
- PADM 5830 Public Law and Ethics (3 hours)
- PADM 5840 Public Budget and Finance (3 hours)
- PADM 5850 Public Data Design and Analysis (3 hours)
- PADM 5870 Public Human Resource Management (3 hours)
- PADM 5890 Public Policy (3 hours)
- PADM 6000 Integrated Studies in Public Administration (3 hours)
  or PADM 9950 Travel in Public Administration (3 hours)

Electives (3-6 hours)

*Students with a previous ACBSP (or equivalent) accredited degree or students who pass a waiver may substitute an elective for BUSN 5000.

It is recommended that "Pre-Service" students with less than one year of post-baccalaureate work experience enroll in PADM 6500 Public Service Internship (3 hours). Pre-Service or In-Service students may utilize PADM 6500 as an MPA elective after completing at least 12 credit hours and holding a minimum cumulative GPA of 3.0.

Areas of Emphasis

Requirements for an area of emphasis in the MPA program include the MPA required coursework (33 credit hours) and

degrees

The program also prepares students for more advanced studies and advanced research on migration.

Students benefit from the expertise of both academics and practitioners from the *International Geneva* and from a personalized approach.

Coursework provides exposure to issues such as globalization, the Sustainable Development Goals (SDGs), human rights law, international humanitarian law, humanitarian action and economic development. The program prepares students to work in 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 MAMCE will prepare:

- Practitioners on public policies at the national level (migration policies and other policies related to development, humanitarian, disaster risk reduction, climate change, international migration law, human rights, etc.).
- Practitioners on public policies at the regional level (regional organizations, regional consultative processes on migration).
- Practitioners on public policies at the local level and in particular at city level dealing with migrant services.
- Practitioners on public policies at the international level and in particular at the UN level.
- Non-governmental sector and associations engaging with migrants and receiving communities and authorities.
- Media with a migration focus.
- International migration law and human rights practitioners.
- Humanitarian, disaster risk reduction, urban practitioners.
- Private sector: banks, insurance, data and knowledge companies.

The MAMCE will also prepare for:

- Advanced studies and defining a PhD project.

The degree requires satisfactory completion of 30 credit hours of the MIGR curriculum, including a compulsory 6 credit hour thesis, and 6 credit hours of graduate electives for a total of 36 credit hours.

Learning Outcomes

Students who complete this program will:

- Demonstrate a working knowledge of several subfields of the migration, climate change and the environment disciplines.
- Demonstrate strong research skills.
- Critically analyze events and issues concerning migration, climate change and the environment.
- Apply theories of migration, climate change and the environment.
- Demonstrate effective written communication skills.

Program Curriculum

The 36 credit hours required for the master of arts (MA) in migration, climate change and the environment must include the following courses:

- MIGR 5000 Introduction to Contemporary Migration Studies and Practice (3 hours)
- MIGR 5100 Research Methods and Perspectives (3 hours)
- MIGR 5600 Migration, Climate Change and the Environment (3 hours)
- MIGR 5400 International Migration Law (3 hours)
- MIGR 6250 Thesis* (6 hours)
  and MIGR 6900 University Thesis Requirement* (0 hours)
- Two courses from the Issues Cluster (6 hours)
- Two courses from the Skills Cluster (6 hours)

degrees

Performance Courses

Applied Lessons
Two semesters (4 hours) to be selected from:

- MUSC 5001 Applied Piano (2 hours per semester)
- MUSC 5002 Applied Voice (2 hours per semester)
- MUSC 5003 Applied Jazz (2 hours per semester)
- MUSC 5004 Applied Instrument (2 hours per semester)
- MUSC 5005 Applied Organ (2 hours per semester)

Major Ensemble
Two semesters (2 hours) to be selected from:

- MUSC 4900 Webster University Chorale (1 hour per semester)
- MUSC 4910 Webster University Chamber Singers (1 hour per semester)
- MUSC 4920 Webster University Aurelia (1 hour per semester)
- MUSC 4940 Webster University Orchestra (1 hour per semester)
- MUSC 4960 Webster University Jazz Combos *(Jazz Studies only)* (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

Supportive Courses

- MUSC 5090 Graduate Colloquium (taken every semester) (0 hours)
- Additional Music Literature course selected from the following (2-3 hours):
  - MUSC 4080 Secondary Choral Methods and Literature (3 hours)
  - MUSC 5150 The Art Song (3 hours)
  - MUSC 5160 Operatic Literature (3 hours)
  - MUSC 4170, MUSC 4175, Piano Literature I, II (6 hours)
  - MUSC 4185 Piano in Chamber Music Literature (3 hours)
  - MUSC 5190 Orchestral Literature (3 hours)
  - MUSC 5800 Advanced Studies in Music: Jazz History (2 hours)
- Music electives (9 hours)
  - Courses in music at the 4000-5000 levels to be chosen in consultation with the Director of Area of Study (at least 6 credit hours of these courses must be academic electives).
- Additional coursework (3 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 the Area of Study in consultation with the Chair of the Department of Music.

Oral examination (0 hours)

Total: 32 credit hours

Suggested Electives

- MUSC 5040 Music of the Twentieth Century (3 hours)
- MUSC 4070 Choral Arranging (2 hours)
- MUSC 4080 Secondary Choral Methods and Literature (3 hours)
- MUSC 5150 The Art Song (3 hours)
- MUSC 5160 Operatic Literature (3 hours)
- MUSC 4170, MUSC 4175 Piano Literature I, II (6 hours)
- MUSC 4185 Piano in Chamber Music Literature (3 hours)
- MUSC 5190 Orchestral Literature (3 hours)
- MUSC 4260, MUSC 4270 Piano Pedagogy I, II (4 hours)
- MUSC 4320 Jazz Education Methods (3 hours)
- MUSC 4340, MUSC 4350 Jazz Scoring and Arranging I, II (5 hours)
- MUSC 5370 Advanced Topics in Music Entrepreneurship (3 hours)
- MUSC 4990 Webster University Opera Studio (1 hour)
- MUSC 4995 Opera Workshop and Acting for Singers (1 hour)
- MUSC 5200 Independent Study (1-3 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 with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

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 Oxford Music Online, RILM, Music Online, Opera in Video, and Naxos Music Library.

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 Chair of the Department of 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.

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) Performance with an Emphasis in

should contact the Chair of the Department of Music. Scholarship applications are due by April 1.

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) Performance with an Emphasis in Voice

This program is offered by the Leigh Gerdine College of Fine Arts and is only available at the St. Louis main campus.

Program Description

The MM in performance with an emphasis in voice provides an intensive curriculum in solo and ensemble experiences culminating in two public solo recitals.

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 MM in performance conforms to the guidelines specified by the National Association of Schools of Music (NASM) for accreditation. Webster University is a full member of the National Association of Schools of Music (NASM).

Students who desire a more general course of studies may pursue the master of arts (MA) with a major in music.

Learning Outcomes

Students with the master of music in performance will:

degrees

Admission

See the Admission section of this catalog for general

degrees

degrees

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 faculty committee. 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.

Required Courses

Core Music Courses

- MUSC 5100, MUSC 5110 Analytical Techniques I, II (6 hours)
- MUSC 5120 Seminar in Music Literature (3 hours)

Performance Courses

Applied Lessons

- MUSC 5003 Applied Jazz *(four semesters)* (8 hours)

Major Ensemble

Two semesters (2 hours) to be selected from:

- MUSC 4955 Webster University Jazz Singers *(for vocal students only)* (1 hour per semester)
- MUSC 4960 Webster University Jazz Combos (1 hour per semester)
- MUSC 4970 Webster University Jazz Collective (1 hour per semester)

Supportive Courses

- MUSC 4340 Jazz Scoring and Arranging I* (3 hours)
- MUSC 5090 Graduate Colloquium (taken every semester) (0 hours)
- MUSC 5200 Independent Study: Advanced Arranging *(two semesters)* (4 hours)
- MUSC 5800 Advanced Studies in Music: Jazz History (2 hours)
- Electives (4-6 hours)
  Suggested electives include:
  - MUSC 4320 Jazz Education Methods (2 hours)
  - MUSC 5370 Advanced Topics in Music Entrepreneurship (3 hours)
  - MUSC 5200 Independent Study: Jazz Pedagogy (2 hours)
  - gy (2

- Assess the ethical, legal and political implications of national security policy and decision-making.
- Apply theories and techniques of national security to current issues in the field.
- Create a research product that synthesizes knowledge and skills in the area of national security studies.

degrees

- NURN 5550 Translating Evidence to Practice (3 hours)

*NURN 5450 Practicum in the Nurse Leader Role II (3 hours)

MHA Degree Course Requirements (36 credits)

- HLTH 5000 Organization and Management in Health Administration (3 hours)
- BUSN 6150 Business Communications and Technology (3 hours)
- HLTH 5040 Human Resources Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration (3 hours)
- HLTH 5070 Financial Analysis in Health Administration (3 hours)

degrees

- 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 must include the following courses:

-

creative producers of social science research, who are competent in counseling practice, and who are ethical and sensitive to the cultures, values and worlds of various clients.

Viewing research and practice as interdependent and mutually supportive, the MA in psychology with an emphasis in counseling psychology program is based on the scientist-practitioner training model. The program is committed to both (1) preparing counseling psychologists for advanced doctoral studies in psychology and (2) providing training and experience that prepare students for practice. Its goal is to train psychologists who have a sound knowledge of the bases of counseling and psychotherapy. Adopting a multicultural perspective, the program also emphasizes the importance of multicultural competence in both research and practice.

To qualify as a professional psychologist or psychotherapist, a student may be required to complete additional education and licensure proceedings, depending on the national requirements of the country in which they wish to work. For example:

- To qualify as a professional psychologist in Austria, students must have both a bachelor and master degree in psychology. To qualify as a psychotherapist in Austria, students must complete the Propaedeutikum (to which the Webster Psychology MA courses contribute) and the Fachspezifikum.
- According to Greek law 4093/2012 and subsequent regulations [Government Gazettes: 229/19.11.12, 3324/12.12.12 and 258/08.12.2014], degrees awarded for programs of studies accredited by the Higher Learning Commission (HLC, Webster's accreditation body), are eligible for recognition of professional equivalency to degrees awarded by the Greek standard system of higher education.
- To qualify as a professional psychologist in The Netherlands, students must have both a bachelor and a master degree in psychology. To qualify as Gezondheidszorg Psycholoog (professional psychologist) in The Netherlands, further post-master's level training is necessary.
- Within the United States, the ability to become a licensed counselor (LPC/LMHC/LCPC) is regulated by state licensure boards. Depending on the state, students may be required to complete further clinical supervised training; pass a nationally-normed, field-related examination (NCE and/or NCMHCE); pass a jurisprudence exam in some states, and may need to complete further focused coursework depending on the state after completion of the counseling psychology MA. Required exams, additional focused coursework, and/or number of required clinical supervised training hours following degree completion is dependent on the state in which the graduate pursues licensure. For delineation of individual state requirements, consult the appropriate agency in the state in which you wish to work.

Learning Outcomes

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

- Explain the main approaches to counseling and psychotherapy and the role of the therapeutic relationship.
- Describe important theories of human development and examine their significance to counseling psychology.
- Discuss the major categories of psychological disorders and use this knowledge to assess and diagnose psychopathology.
- Describe the mechanisms of action for a variety of psychopharmacological agents and evaluate the role of psychopharmacology in counseling psychology.
- Describe the importance of professional ethics and demonstrate how ethical standards and legal requirements are relevant to the practice of counseling and psychotherapy.

2311 EA Leiden
The Netherlands

Vienna Students:
Admissions Office
Webster University
Praterstrasse 23
1020 Vienna
Austria

Additional Requirements

Requirements for admission to the psychology (MA) with an emphasis in counseling psychology program include:

- A bachelor's degree in psychology from a recognized university as stated in the Admission section located at the front of this catalog or equivalent.
- A cumulative GPA of a 3.0 from the applicant's undergraduate degree granting institution.
- Completion of undergraduate coursework in the following areas: (1) introductory or general psychology, (2) statistics, (3) research methods or experimental psychology.
- Preference in the admission process will be given for applicants demonstrating completed coursework in the following areas: (1) social psychology, (2) biological psychology, neuropsychology or physiological psychology, (3) personality theory, (4) human development or developmental psychology, (5) abnormal psychology.
- Submission of a curriculum vitae***** that includes prior employment and related experience.
- Submission of two letters of recommendation***** from persons familiar with applicant's professional and academic experience, and one academic reference.
- A personal statement***** of approximately 600 words describing the applicant's academic and professional goals, and reasons for applying for the program.
- A required personal interview with senior program faculty members prior to admission decision.

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

Advancement to Candidacy

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

Reading (MA)

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

Program Description

The Master of Arts in Reading offers a comprehensive exploration of the Science of Reading, emphasizing structured literacy methodologies. This program delves deeply into evidence-based practices, equipping learners with the tools to understand and implement effective reading instruction. Accredited by both the International Dyslexia Association (IDA) and the International Literacy Association (ILA), this online degree program ensures a rigorous yet flexible learning experience, empowering educators to address diverse literacy needs with confidence and expertise.

Students completing the 30 credit hours for the Reading (MA) qualify to earn the Graduate Certificate in Dyslexia and the Science of Reading. The inclusion of this graduate certificate provides specialized training in supporting individuals with dyslexia and other struggling reader profiles. To gain the graduate certificate, students must pay a second graduation fee.

Completion of both the Reading (MA) and the Graduate Certificate in Dyslexia and the Science of Reading results in the ability to

degrees

- SPED 6000 Applied Field Research (3 hours)
  or SPED 6250 Thesis (for graduate students interested in doctoral studies) (6 hours)

Emphasis Specific Courses (15 hours)

Total: 33 credit hours

Emphasis in Applied Behavior Analysis

Additional Requirements

Requirements for admission to the MA in special education program include:(M MA [(Strategic Communicati</54aion)] TJ ET EMC /P <</MC2D 15>> BDC BT /F1 8 Tf 1 0 0 -1 62 19.64414635 Tmto crehensiv the prog

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

Strategic Communications (MA)

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- Students can describe the components and decisions in logistics, inventory and warehouse management and can perform analysis.
- Students can apply enabling technology to manage supply chain activities and can apply tools to coordinate and optimize overall supply chain performance.
- Students can identify potential risks in a supply chain and develop mitigation strategies.
- Students can develop an end-to-end value chain strategy in support of the overall business objectives for internal and external customers.
- Students can integrate ESG strategy in a supply chain.
- Students communicate effectively orally and in writing at all levels appropriately.

Program Curriculum

The 30 credit hours required for the master of science (MS) must include the following courses:

- BUSN 5220 Global Supply Chain Management (3 hours)
- BUSN 5400 Supply Chain Planning & Inventory Management (3 hours)
- PROC 5000 Procurement & Acquisitions Management (3 hours)
- BUSN 5410 Transportation Management (3 hours)
- BUSN 5420 Warehouse Management (3 hours)
- BUSN 5970 Supply Chain Data Analytics (3 hours)
- BUSN 6110 Production and Operations Management (3 hours)
- BUSn 6160 Integrated Business Processes and ERP (3 hours)
- BUSN 6400 Integrated Studies in Supply Chain Management (3 hours)
  Prerequisites: BUSN 5220, BUSN 5400, BUSN 5410, BUSN 5420, BUSN 6110, BUSN 6160

Plus, choose ONE of the following:

- BUSN 5100 Introduction to Project Management (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)

Admission

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

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

Additional Requirements

Applicants to the MS in Supply Chain Management must have completed a bachelor's degree or higher in a business discipline in a program accredited by ACBSP (or equivalent). An applicant without such a degree wishing to enroll in this program will be required to first complete BUSN 5000.

Advancement to Candidacy

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

Sustainability Management (MS)

This program is offered by the George Herbert Walker School of Business and Technology. It is available at the Webster Leiden campus..

Program Description

This program is designed to familiarize students with the recent policies, regulations, technologies, and best practices in sustainability management. It challenges the students to think about what sustainable development is, and to understand the trade-offs between different solutions in terms of both financial and ESG impact. Students are expected to undertake a consulting project to measure the sustainability performance of a real company and to advise on its sustainability strategy. Upon completion of the program, students will be equipped with both theoretical concepts and practical skills in sustainability management and will be ready to embark on a career that contributes to a more sustainable world.

Learning Outcomes

Successful graduates of this program will be able to:

- Explain the concept of sustainability and the theories underpinning sustainability management.
- Identify the opportunities and challenges for a company in line with the governmental policies and regulations regarding sustainable development.
-

electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Applicants to the Talent Development and Training (MA) must have completed a business or business-related undergraduate degree meeting the following criteria:

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

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

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

Advancement to Candidacy

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

Teaching English to Speakers of Other Languages (MA)

This program is offered by the College of Humanities and Social Sciences. It is available online, at the St. Louis main campus and at select international campuses.^ Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The master of arts in teaching English to speakers of other languages (MA in TESOL) at Webster University is designed for individuals who seek to develop the English skills of non-native and multilingual speakers living in either English-speaking or non-English-speaking communities. The program allows candidates to develop a solid theoretical background in critical aspects such as culture, language structure, first and second language acquisition theory, curriculum and materials development, teaching methodology, assessment and research, while preparing them to become effective language teachers.

The MA in TESOL has three emphases:

- **ESL/EFL education emphasis** – designed to meet the needs of future educators of adults in the United States and/or teaching English as a foreign language overseas. In this case, prior teaching experience is not required.
- **International education emphasis** – designed for current and future teachers of English in settings outside of the United States. In this case, prior teaching experience in 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.

^The ESL/EFL education emphasis is available online and at the St. Louis campus. The K-12 ELL education emphasis is available online and at the St. Louis campuses. The international education emphasis is available at the Athens, Webster University Tashkent, Webster University at Uzbekistan State University of World Languages, Webster University at Samarkand State Institute of Foreign Languages, and Webster University at Astana International University campuses. Students in the international education emphasis at the Webster University Tashkent, Webster University at Uzbekistan State University of World Languages, Webster University at Samarkand State Institute of Foreign Languages, and Webster University at Astana International University campuses will be enrolled in the MA in Teaching English to Speakers of Other Languages with Graduate Certificate in Teaching English as a Foreign Language as one single program leading to both the master's degree and the graduate certificate.

As part of the MA in TESOL – the K-12 ELL education emphasis, Webster University is authorized to offer coursework leading to the **Missouri ELL Certification**, a 21 credit-hour certification 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 TESOL program at Webster may be working toward the initial certification, but will not receive the ELL certification until initial teaching certification is awarded) and three prerequisite courses (which may be undergraduate or graduate 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.

Students completing the MA in TESOL with an emphasis in ESL/EFL education or the MA in TESOL with an emphasis in international education may qualify to earn a graduate certificate in teaching english as a foreign language (TEFL) where the certificate is available. To gain the certificate, MA students must pay a second graduation fee. The TEFL certificate is designed for students interested in teaching outside of the United States in both adult and K-12 settings. Students seeking this graduate certificate must have earned a recognized baccalaureate degree and meet the admission and acceptance criteria, as outlined in the graduate program's Academic Policies. Students may receive the Webster University TEFL certificate by completing a minimum of 21 credit hours.**

*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 TESOL emphases within 5 years from the start of their TESOL coursework.

***Students cannot pursue both the Missouri ELL certification and Webster TEFL certificate within the same MA program.*

Learning Outcomes

Program Goals – Seven core courses required of all MA in TESOL students have been aligned to address a set of five standards developed by specialists in coordination with the organization Teachers of English to Speakers of Other Languages. These standards are known as the TESOL Standards. The five learning outcomes below are assessed through a series of summative assessments at the end of each of these core courses.

- Students will be able to describe the relevant features of language that learners need to acquire (TESOL Standard 1 - Knowledge About Language)
- Students will be able to describe the academic and personal characteristics of language learners and educators in order to determine culturally relevant instructional choices (TESOL Standard 2 - Sociocultural Context of Learners and Teachers)
- Students will be able to design and implement standards-based instruction using evidence-based strategies and approaches (TESOL Standard 3 - Planning and Implementing Instruction)
- Students will be able to analyze and interpret various language assessment tools and data in order to strengthen language instruction and/or content instruction through the

degrees

Administration of Justice

Graduate Certificate
12 Credit Hours

This program is offered by the College of Humanities and Social Sciences

- Utilize innovative problem-solving techniques to generate stakeholder value within a corporation.
- Integrate common goals to operationalize the vision and mission of the corporation.

Requirements

To complete the certificate, students must complete a total of 18 credit hours comprised of the following:

- ENTR 5000 Entrepreneurship Process, Methods and Innovation (3 hours)
- ENTR 5200 Corporate Entrepreneurship (3 hours)
- MNGT 5960 Corporate Budgeting and Control (3 hours)
- MNGT 5990 Corporate Responsibility and Society (3 hours)
- NPLR 5210 Social Enterprise and Social Entrepreneurship (3 hours)
- ENTR 6000 Entrepreneurship Capstone (3 hours)

Admission

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

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

Creativity and Innovation

Graduate Certificate
18 Credit Hours

This program is offered by the School of Education and the Webster Center for Creativity and Innovation. It is available online via asynchronous modality, at the St. Louis main campus and at select international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The university certificate program in creativity and innovation aims to provide professionals with the knowledge and skills for assessing the major concepts, theoretical perspectives and empirical findings in the area of creativity and innovation. Participants will apply theory to evaluate and foster creativity and innovation processes within a variety of settings and within an interdisciplinary context.

To attain the certificate, students must complete 18 hours of coursework with a GPA of 3.0 or better and a B- or better in all courses. Elective hours for coursework in the program must be approved by the EDIN advisor and the director of the Center for Creativity and Innovation.

Learning Outcomes

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

- Describe and critically assess the major concepts, theoretical perspectives and empirical findings in the area of creativity and innovation.
- Apply theory and findings from this area in order to evaluate and foster creativity and innovation within a variety of settings (e.g. workplaces, classrooms, organizations, communities).
- Discuss research on creativity and innovation within an interdisciplinary context and examine them in both a systemic and dynamic manner.

Requirements

- EDIN 5180 Creativity and Innovation (3 hours)
- EDIN 6000 Graduate Certificate Project (3 hours)

Elective Courses (12 credit hours)

Choose from the following list:

- EDIN 5650 Design Thinking (3 hours)
- EDIN 5620 Mindfulness (3 hours)
- EDIN 5624 Transformative Learning (3 hours)
- EDIN 5630 Creative Multimedia Design for Innovative Learning (3 hours)
- EDIN 5750 Special Institute (3 hours)
  (May be repeated if content differs)
- EDIN 5840 Innovations in Learning Systems: Global Perspectives (3 hours)
- Other course(s) as approved by the EDIN advisor and the director of the Center for Creativity and Innovation (3-6 hours)

Admission

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

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

Additional Requirements

Requirements for admission to the creativity and innovation certificate program include:

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

Cybersecurity - Information Assurance

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business and Technology. It is available online, at the St. Louis main campus and at select campus locations. Please see the Campus Locations and Offering section of this catalog for a list of campuses where this program is offered.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

This certificate focuses on expanding the student's knowledge and understanding of the cybersecurity challenges and

issues facing corporate and governmental organizations. Courses in the certificate provide an understanding of current cybersecurity threats, phraseology and terminology, various roles, responsibilities, and processes applied in protecting an organization's digital content, as well as evaluation of transmission media, storage systems, networks, risk management and national critical infrastructure. The primary goal of this certificate program is to support IT/CS professionals seeking to expand their understanding of the cybersecurity discipline and to apply that knowledge to their profession.

This cybersecurity certificate program is intended for computer science, information technology, information security and related experienced professionals with the goal of expanding their understanding of cybersecurity policies, practices, methods and related technology advancements within the discipline. **This certificate program is NOT intended for students without an undergraduate degree and/or professional experience in these disciplines.**

Learning Outcomes

- Summarize and demonstrate an understanding of the vocabulary of cybersecurity terms and phraseology.
- Develop an understanding of the cyber threats to national critical infrastructure.
- Demonstrate and differentiate a basic working knowledge and awareness of current and growing threats to people, organizations and society through the use of cyber war, cyber crime, encryption techniques and other activities.
- Explain the basic knowledge of potential threats and how criminals and nation-states use different cyber techniques, the use of encryption methods and managing cyber risks.
- Describe the roles, responsibilities and duties of computer scientists, IT managers, CIOs, CEOs and other decision makers who may influence the use of IT systems.
- Differentiate the scope of the evolving environment of cybersecurity, international law, national law enforcement and organizational security measures and counter measures law enforcement

18 Credit Hours

This program is offered by the School of Education. It is available at select international campuses. Please see the Campus Locations and Offering section of this catalog for a list of campuses where this program is offered.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The university certificate program in international education aims to provide educational professionals with the habits of mind, knowledge and skills for designing learning experiences in the international schooling context. The certificate focuses on

- INTL 5540 International Organizations (3 hours)
- INTL 5545 The United Nations in International Politics (3 hours)
- INGO 5600 Principles of Negotiation (3 hours)
- INGO 5700 Grant Writing, Fundraising and Development for International and Nongovernmental Organizations (3 hours)
- INGO 5900 Project Management for International and Nongovernmental Organizations (3 hours)
- INGO 6500 Internship in INGO (3 hours)
- INTL 5580 Politics of Development (3 hours)

Admission

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

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

International and Regional Security

Graduate Certificate
12 Credit Hours

This program is offered by the College of Humanities and Social Sciences. It is available online and at the Athens campus, but it is not available at the St. Louis main campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

This certificate program examines core topics in international and regional security. Students will be introduced to scholarly work on the sources of conflict, violence and security issues in the international arena, as well as literature on the resolution

in nonprofit management from the Walker School of Business & Technology. The program is comprised of six 3-credit hour courses. A common thread running through all courses provides each student with the opportunity to focus all course projects on the individual nonprofit organization of their choice.

Requirements

Students must take the following courses:

- 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)
-

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

Additional Requirements

Requirements for admission to the online teaching and learning certificate program include:

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

Organizational Development and Change

Graduate Certificate
18 Credit Hours

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

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

To provide graduates with the organizational development theories, competencies, evaluation methods and development opportunities to effectively lead change at the foundational level.

Learning Outcomes

- Students will possess a comprehensive understanding of the field of organizational development and change and be able to apply the principles and methods or organizational situations.
- Students will demonstrate evidence of competency development in personal mastery, consulting skills and data-based change management.
- Students will create a personal and professional development plan to guide ongoing achievement in the field of organizational development and change.

Requirements

The curriculum requires 12 credit hours of specialized courses in organizational development and change. Specifically, the 18 credit hours required for the graduate certificate must include the following courses:

- ORDV 5000 Practicing Organizational Development (3 hours)
-

- 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.
-

21 Credit Hours

This program is offered by the College of Humanities and Social Sciences. It is available online, at the St. Louis main campus and at select international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

All students pursuing the Webster certificate in teaching English as a foreign language (TEFL) will be considered degree-seeking students and will have the option tr5 TJ ET EMC /P rb ETAching EnglisT EMC /P <</MCID 15>> BDC6BT /F1 8 Tf 1 0 0 -1 0 150.84396024 Tm [(Certifi)] TJ E

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

for planning, control and decision making. Topics include interpretation of standard cost variances; application of quantitative techniques; evaluation of divisional performance; activity-based costing; and the behavioral impact of accounting systems. **Prerequisites**: BUSN 5600 and BUSN 5760.

ADVT - Advertising

ADVT 5100 Strategic Principles of Advertising and Marketing Communication (3)

Students learn the fundamental advertising and marketing communications terms, concepts, theories, and tools (traditional and nontraditional) used to assess an organization's marketing communications situation and derive an effective strategic plan to accomplish a client's marketing communications objectives. Topics include establishing objectives, competitive analysis, target market profile, consumer decision-making process, brand positioning, opportunity recognition and marketing communications plans.

ADVT 5321 Advertising Decision-Making (3)

This course examines case studies that cover decision making in all aspects of advertising management: target and audience identification, strategic planning, objective setting, creative strategy, media planning, budgeting, research and agency/client relationships.

ADVT 5410 Fundamentals of Branding (3)

The course introduces students to the components of building and maintaining successful brands. The course emphasizes fundamental concepts including brand identity, positioning strategies, value propositions, brand essence, brand personality and brand relation structure. Students will construct and maintain a clear brand narrative and learn to manage the evolution of a brand over time. The course will include nontraditional media and how to craft brand strategy using these new communications channels. **Prerequisite**: MEDC 5000.

ADVT 5550 Topics in Advertising/Marketing Communications (3-6)

This course offers a variety of topics to address emerging theories, practices, and applications in the field of advertising and marketing communications. Topics are timely and of interest to professionals currently working in or pursuing advertising and marketing communications-related careers. This course may be repeated once for credit if content differs and is appropriate for the student’s course of study. **Prerequisites**: May vary with topic.

AHP - Allied Health Professions

AHP 7000 Human Physiology (4)

Students will develop critical understanding of human physiology. Topics will include cellular processes, tissue composition and histology, and organ system functions. At the end of the course,

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.

of space is the central focus of this studio. May be repeated for credit. **Prerequisite**: Admission to the graduate program in art.

the course, the student will progress through research design, implementation of the research project and appropriate analysis of data collected. The final product will be an academic paper. May be repeated up to three times for credit if content differs. **Prerequisite**: Enrollment in the Biomedical Sciences program, permission of program director and research mentor.

BIOL 8000 Advanced Anatomy and Physiology II (3)

Provides the student an opportunity to continue building

CMAT 5360 STEM Methods (3)

This course affords students the opportunity to focus on best practices in the middle school and secondary science and mathematics classroom. Instructional methods to enrich learning will be examined with readings from authors that are experts in their field covering topics such as growth mindset, number talks, Argument Driven Inquiry (ADI), varied engagement and discussion protocols and backwards design in lesson planning. These topics will also be explored while examining how to best engage learners in rigorous, relevant and engaging lessons that are applicable to real world situations. Students will engage in a variety of activities that will yield a deeper command and understanding of the CCSS Math Standards and Next Generation Science Standards leading to creation of a unit plan. **Prerequisite**: Eligible for admission to Teacher Certification.

CMAT 5380 Teaching Reading and Writing in the Content Areas (3)

This course will present a broad spectrum of reading and writing strategies necessary for understanding text. Participants study the different kinds of reading and writing required for varied situations and materials and consider problems such as adjusting assignments to different rates, providing assistance in content assignments and dealing with non-proficient readers and writers. A content area unit is part of the course evaluation and includes vocabulary as well as pre-reading, during reading, post reading and writing strategies, in addition to formative and summative assessments. This course is used for middle and secondary school initial teacher certification. Assessment and instructional strategies will be discussed and applied in class as well as in assignments.

CMAT 5390 Differentiated Reading Assessment and Intervention (3)

The focus of this class will be on planning interventions based on interpretation of formal and informal reading assessments for students in grades 6-12. An emphasis will be on current theory and best practices in literacy. Participants will design intervention strategies in response to assessment data. This course is used for middle and secondary school initial teacher certification.

CMAT 5505 Psychological Foundations of Education (3)

This course explores the interaction of developmental and educational psychology. Learning, cognition, motivation, personality, and emotions are examined in an effort to see the child as a whole person functioning in the school environment Theories of development and learning theory are interrelated and integrated with observations of children and adolescents and discussions of educational applications. Intracultural and intercultural variations in development are examined.

CMAT 5700 Middle School History and Philosophy (3)

Students examine the history of the middle school movement and its evolving philosophy. Implications for school design, organization and curricula are also studied.

COMM - Communication Arts

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 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 5270 Visual Communication (2-3)

Students learn methods by which various types of information can be interpreted and presented visually. Because today's students can "read'' visual messages, just as they read written messages, educators must master the elements, structure, and tools provided to develop visual materials. Creation of video activities for the classroom and mastering basic video production techniques are emphasized.

COMM 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 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 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 5820 Foundations in Reading Instruction (2-3)

The focus is on reading methods and specific techniques appropriate for emergent readers and developmental readers in elementary grades. A review of best practices in reading instruction, based on both current research and practice, informs graduate students so they can provide instruction for diverse learners at all levels. This course offers a solid background in reading instruction for students who have not had prior coursework in reading.

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**

The Clinical Handbook must be reviewed and completed by each student and site supervisor, with appropriate appendices submitted to the faculty supervisor or counseling program coordinator in Tevera before a student can obtain approval to register for Practicum. Students are required to abide by the ACA Code of Ethics (2014) in their Practicum experience.

Students are required to obtain professional liability insurance (PLI) through ACA student membership prior to the start of practicum and cannot see clients before submitting their certificate of PLI (extra fees involved).

This course may be repeated for credit. No grades of Incomplete are permitted; hence, students should be prepared to complete all required assignments and clinical hours in Practicum. For Practicum students taking leave due to military or exceptional medical situations, see the practicum faculty supervisor and/or clinical coordinator/designee for grade completion options.

Content Areas: professional practice, professional identity, helping relationships, professional orientation and ethical practice, diagnosis, assessment, social and cultural diversity.

Prerequisites: COUN 6100 and its prerequisites.

COUN 6500 Internship (1.5 credit hours per term, for a total of 6 total credit hours)

Internship is an intensive counseling experience which provides students with the opportunity to perform a variety of counseling activities expected of a professional mental health counselor (e.g. intake, application of diagnostic and therapeutic skills, documentation, information and referral techniques, staff meetings, and weekly supervision). Interns are required to gain a variety of counseling experiences including individual counseling and complete a minimum of ten hours of group facilitation as part of the total Internship experience. Sites are required to provide a comprehensive counseling experience. Sites that only provide one type of counseling experience (such as group facilitation or intake activities) will not be approved.

This course is time-consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Students will be required to meet weekly for a minimum of 60 consecutive minutes of uninterrupted time with their site supervisor; and a minimum of 90 minutes (or more) of weekly group supervision with the Internship class. The site supervisor is required to be a licensed mental health professional with a minimum of two years of post-licensure experience and state-approved training in supervising counselor trainees (CT). Weekly skill evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content. Students are required to complete Internship in conjunction with their Counseling curriculum. Acceptance into a section of Internship (COUN 6500) depends on the approval of the licensed faculty supervisor of the course. Hence, enrollment in this course requires permission of the faculty supervisor.

Students are required to make copies of all syllabi and documentation regarding their field experience activities and save them as hard copies for licensure purposes. Tevera management and assessment system is required for this course. Tevera will assist students in building their virtual portfolio; however, safeguarding one's professional portfolio relies on personal diligence.

If students change sites between practicum and internship, they have to go through the same pre-practicum process and resubmit all the required documents in Tevera prior to the start of class (please, see Clinical Handbook for details). Students are required to abide by the ACA Code of Ethics (2014) in their Internship experience and throughout their time in the counseling program. Students are required to obtain professional liability insurance (PLI) through ACA (student membership is required) and cannot see clients without a PLI. Students must obtain a HIPAA compliant recording device in this course.

Students wishing to complete their Internship in an elementary and/or secondary school setting must obtain special permission from the Director of the Clinical Program. They will be required to verify that their field experience in a school setting will entail providing clinical mental health counseling services and not school counseling activities. Students may NOT do in-home counseling. Students whose sites require any virtual service delivery must complete telemental health training and submit both their own and their site supervisor's training certificate verification prior to engaging in virtual counseling services. Students must complete all required documentation on Tevera to receive approval prior to engaging in virtual counseling services

This course may be repeated for credit. No grades of Incomplete are permitted; hence, students should be prepared to complete all required assignments and clinical hours in Internship. For Internship students taking leave due to military or exceptional medical situations, see the internship faculty supervisor and/or clinical coordinator/designee for grade completion options.

Content Areas: professional practice, professional identity, helping relationships, professional orientation and ethical practice, diagnosis, assessment, social and cultural diversity.

Prerequisites: COUN 6000 or COUN 6100/COUN 6200 and their prerequisites. The Practicum faculty supervisor or counseling program coordinator must approve the student's initial registration for COUN 6500.

CRIM - Criminal Justice

CRIM 5000 Ethics and Decision Making in Criminal Justice (3)

This course examines the scholarship on ethics and decision making in the criminal justice system, including lawmaking, lawbreaking, and law enforcement and the ethical dilemmas at each decision point in the system.

CRIM 5050 Organization and Administration of Criminal Justice (3)

This course examines the organization and administration of contemporary criminal justice systems, applying organizational theories to the analysis of criminal justice organizations in law enforcement, the court system, and corrections.

CRIM 5060 Policing and Law Enforcement (3)

This course reviews the history, theory, practice, legal environment, and ethics of police organization and subculture, including discretion, occupational socialization, police community relations, and occupational deviance.

CRIM 5070 Institutional and Community Corrections (3)

This course reviews the history, theory, practice, and legal environment of incarceration, diversions, community-based corrections, and the treatment of offenders.

CRIM 5100 Theories of Crime and Justice (3)

This course surveys major theoretical traditions analyzing the nature and causes of crime, crime typologies, offenders, and victims in the U.S. and globally. **Prerequisite**: CRIM 5000.

CRIM 5300 White Collar Crime (3)

This course distinguishes white collar crime from other kinds of crime and analyzes the investigation, adjudication, and regulation of white collar crime and fraud.

CRIM 5350 Computer Crime and Fraud (3)

This course examines the technical, social and legal aspects of criminal activity relying on computers or computer networks as a tool, target, or location of criminal activity, including computer crime, electronic crime, information crime, and virtual crime.

CRIM 5500 Topics in Criminal Justice (1-3)

This course provides an in-depth study of a specific area or issue in criminal justice. Topics vary each semester. May be repeated for credit if content differs.

CRIM 6000 Capstone (3)

The capstone course provides an opportunity for students to demonstrate their mastery over the program-level learning outcomes in the criminal justice program by allowing students to develop a final research project in criminal justice or to conduct an evaluation of the process and impact of some aspect of the criminal justice system, such as a policy or program.

CSAI - Artificial Intelligence

CSAI 5210 Artificial Intelligence with Python (3)

A background on Artificial Intelligence will be provided and the potential benefits of the technology in multiple areas will be described. Python will be introduced and ways in which it can be used to resolve AI-related questions will be discussed. Topics will include intelligent search, first and second order logic, probabilistic reasoning, planning, knowledge representation and decision making. **Prerequisite**: CSDA 5210.

CSAI 5220 Machine Learning (3)

A background and the benefits of Machine Learning will be provided, including common algorithms used in a variety of subject areas. Topics covered in this course include Supervised Learning, Unsupervised Learning, Linear Regression, Clustering, Bayesian Learning, Decision Trees, Evolutionary Computation and Neural Networks. **Prerequisites**: CSAI 5210 and CSDA 5320.

CSAI 5320 Deep Learning - Image, Video and Audio (3)

Deep Learning will be introduced and its role in Artificial Intelligence will be outlined. Topics covered include Autoencoders, Convolutional Neural Networks, Long Short Term Neural Networks, Generative Adversarial Networks and Transfer Learning. **Prerequisite**: CSAI 5220.

CSDA - Computer Science Data Analytics

CSDA 5110 Analytics Programming with R (3)

This course teaches students how to program in R and how to use R for effective data analysis. Students will learn how to install and configure software necessary for a statistical programming environment. The course covers practical issues in statistical computing which includes programming in R, reading data in R, accessing R packages, writing R functions, debugging, organizing and commenting R code. Topics in statistical data analysis and optimization will provide working examples.

CSDA 5130 Social and Ethical Issues in Analytics (3)

There is a subtle balance between improvements in business operations by using big data analytics and increased risk if (inadvertently) overstepping certain legal or social boundaries. This course addresses the pros and cons of using data analytics in business and social, ethical and security issues associated with it. Several real world cases will be discussed and analyzed in the course.

CSDA 5210 Databases and Data Warehouses (3)

This course will provide a foundation for understanding organization databases technology by examining the way databases are designed, used and managed. The course will introduce fundamental concepts related to operational and data warehouse databases. The course will also cover the principles of building data warehouse and data mart cubes as well as extracting required data with SQL and MDX techniques. Students use various query designer software to improve their database query proficiency.

CSDA 5230 Data Analytics (3)

This course will introduce the field of data analytics, which has been defined as the extensive use of data, statistical and quantitative analysis, exploratory and predictive models, and fact-based management to drive decisions and actions. The course covers all analytics stages such as setting analytics project objectives, building a data warehouse model, extracting-transforming-loading, implementing analytics, and creating visualization. Also, the application of selected data analytics techniques to business data is illustrated. **Prerequisites**: CSDA 5210.

CSDA 5240 Database Programming (3)

Students in this course will learn programming in SQL that enables users to perform various types of data manipulation to satisfy business requirements. Students will also learn how to use procedural SQL to accomplish actions to implement business applications. **Prerequisite**: CSDA 5210.

CSDA 5310 Data Visualization (3)

This course studies techniques and methods for creating effective reports and dashboards based on principles from graphic design, visual art, perceptual psychology and cognitive science. Students will be introduced to the basic as well as advanced visualization tools. The course is targeted toward building better visualization tools for analytics. **Prerequisite**: CSDA 5230.or CSIS 5320.

CSDA 5320 Analytics Applications using Python (3)

This course emphasizes principles of analytical application development, style and testing with Python. In this course, students will learn how to configure an integrated environment for data analytics applications using Python. Students will utilize libraries for data preparation, analysis, modeling, machine learning and data visualization. **Prerequisite**: BUSN 5760 and CSDA 5110.

CSDA 5330 Machine Learning for Predictive Analytics (3)

This course studies algorithms and computational paradigms that allow computers to find patterns and regularities in data. Students will study what is currently regarded as the key elements of a more general process called "knowledge discovery" that deals with extracting useful knowledge from raw data. The course will cover supervise and unsupervised machine learning models such as association, classifying, and regression

models and will illustrate the whole process by industry based applications. **Prerequisites**: CSDA 5110 and BUSN 5760.

CSDA 5410 Time Series Analytics (3)

This course gives students a better understanding of the concepts

DNAP 7450 Clinical Simulation Experience IV (2)

Clinical Simulation Experience IV continues to build on previous simulation and classroom experiences resulting in increasingly complex patient scenarios requiring the graduate student to manage, providing the most current evidence-based anesthesia provision. Development of critical thinking skills will continue to occur. Complexity of scenarios will advance commensurate with the anesthesia curriculum. At the end of Clinical Simulation Experience IV, the nurse anesthesia graduate student will be ready to enter as a beginner in the operating suite under complete supervision. **Prerequisite**: DNAP 7350. **Co-requisite**: DNAP 7400.

DNAP 7501 Translational Research Project I (1)

The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research. **Prerequisite**: AHP 7500.

DNAP 7502 Translational Research Project II (1)

The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research. **Prerequisite**: DNAP 7501.

DNAP 7503 Translational Research Project III (1)

The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research. **Prerequisite**: DNAP 7502.

DNAP 7504 Translational Research Project IV (1)

The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research. **Prerequisite**: DNAP 7503.

DNAP 7505 Translational Research Project V (1)

The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research. **Prerequisite**: DNAP 7504.

DNAP 7506 Translational Research Project VI (1)

The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research. **Prerequisite**: DNAP 7505.

DNAP 7507 Translational Research Project VII (1)

The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research. **Prerequisite**: DNAP 7506.

DNAP 7508 Translational Research Project VIII (1)

The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research. **Prerequisite**: DNAP 7507.

DNAP 7550 Introduction to Clinical Experience (2)

Clinical experiences are designed to provide a progressive and integrative experience that coincide with didactic coursework. The clinical experiences are supervised by licensed providers. The nurse anesthesia resident may be required to attend simulation and dry skills lab sessions to augment classroom and clinical learning.

The closely supervised experience of this introductory clinical course serves primarily to orient the novice student to the operating room/anesthesia suites. Students will observe the process from obtaining a history and physical from the patient to preparing the anesthesia cart and machine check to inducing, maintaining and emerging the patient to finally handing the patient over to the recovery room nurses and everything in between. Participating on any level can be daunting for the new resident anesthetist. As the term progresses the resident will be provided opportunities for management of ASA I-V patients and includes

Examination. **Prerequisite**: DNAP 8150. **Co-requisite**: DNAP 8500.

DNAP 8230 Politics and Economics of Health Care (3)

This course involves a study of the major pillars of health care politics and economics: cost, professional practices and innovations. The business of anesthesia and practice management along with healthcare finance principles will be addressed in this course.

DNAP 8240 Health Care Policy Analysis and Advocacy (3)

This course prepares the advanced practice nurse leader to advance the agenda of the rapidly changing health care environment by examination of health policy research and analysis. Students will focus on policy process and develop and implement policy agendas. Participate in collective decision making. Identify roles and key stakeholders. The course will address how to identify gaps in policy knowledge and provide opportunity for nurse leaders to engage in processes that influence policy decisions at the institutional, local, state, regional, national and/or international levels. The course will prepare the nurse leader to analyze the policy process and engage in politically competent care.

DNAP 8300 Anesthesia Concepts III (3)

This course is a continuation of Anesthesia Concepts II and includes the presentation of advanced techniques and monitors in anesthesia 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 DNAP 8050 Clinical Experience IV and throughout the remainder of the program. State-of-the-art computer simulation to assist in the integration of didactic content and clinical skills is included. Professional development opportunities occur through the attendance of local, state and national anesthesia meetings. **Prerequisite**: DNAP 8200. **Co-requisite**: DNAP 8050.

DNAP 8350 Clinical Experience VII (2)

At the intermediate level, the nurse anesthesia resident begins full-time clinical experiences that are designed to provide anesthetic experiences in general as well as specialty practice settings. These supervised experiences can occur in obstetrics, radiology, pediatrics, cardiothoracic and neurosurgical procedures. In addition, the nurse anesthesia resident may gain experience in pain management, to include multiple regional

DNAP 8510 Current Topics in Anesthesia II (1)

The science guiding anesthesia practice is dynamic. Nurse anesthetists must stay current in research regarding physiology and pharmacology and best practice strategies. Interdisciplinary collaboration is necessary to ensure patient safety and best outcomes. Maintaining current evidence-based knowledge in content areas include complex equipment, pharmacological agents and procedures necessary for the provision of quality patient care. Course discussions are designed to facilitate the nurse anesthesia resident in incorporating current evidence-based research into practice to facilitate meeting these demands. **Co-requisite**: DNAP 8350.

DNAP 8520 Current Topics in Anesthesia III (1)

The science guiding anesthesia practice is dynamic. Nurse anesthetists must stay current in research regarding physiology and pharmacology and best practice strategies. Interdisciplinary collaboration is necessary to ensure patient safety and best outcomes. Maintaining current evidence-based knowledge in content areas include complex equipment, pharmacological agents and procedures necessary for the provision of quality patient care. Course discussions are designed to facilitate the nurse anesthesia resident in incorporating current evidence-based research into practice to facilitate meeting these demands. **Co-requisite**: DNAP 8450.

DNAP 8530 Current Topics in Anesthesia IV (1)

The science guiding anesthesia practice is dynamic. Nurse anesthetists must stay current in research regarding physiology and pharmacology and best practice strategies. Interdisciplinary collaboration is necessary to ensure patient safety and best outcomes. Maintaining current evidence-based knowledge in content areas include complex equipment, pharmacological agents and procedures necessary for the provision of quality patient care. Course discussions are designed to facilitate the nurse anesthesia resident in incorporating current evidence-based research into practice to facilitate meeting these demands. **Co-requisite**: DNAP 8550.

DNAP 8550 Clinical Experience IX (2)

Clinical experiences at the advanced level continue to be supervised, but greater expectation is placed on the nurse anesthesia resident to demonstrate increasing autonomy and utilization of appropriate critical thinking and decision-making skills in the management of all classifications of patient from ASA I-V and emergencies requiring anesthesia care. All case scheduling will lead toward the requirements for the National Certification Examination. **Prerequisite**: DNAP 8450. **Co-requisite**: DNAP 8530.

DNAP 8650 Clinical Experience X (2)

Clinical experiences at the advanced level continue to be supervised, but greater expectation is placed on the nurse anesthesia resident to demonstrate increasing autonomy and utilization of appropriate critical thinking and decision-making skills in the management of all classifications of patient from ASA I-V and emergencies requiring anesthesia care. All case scheduling will lead toward the requirements for the National Certification Examination. **Prerequisite**: DNAP 8550.

DNAP 8700 Pharmacogenomics (2)

Pharmacogenetics/phamacogenomics is the study of how an individual's genetic inheritance affects the body's response to drugs. This course will examine factors that affect drug response including genetics as well as additional factors such as environment, diet, age, and concurrent drug therapy and health status. Methods important to pharmacogenomics research will be presented. The course will use a combination of lectures, assignments (including discussion board activities) and student-led discussion of recent papers from the primary literature. The goal of this course is to provide students an understanding of pharmacogenetics/pharmacogenomics in the context of variability in drug response and the application of pharmacogenetics to drug development and drug treatment.

EDIN - Education and Innovation

EDIN 5001 Foundations of Global Citizenship (3)

This course enables educators to develop knowledge, skills and competencies for working in the global and digital age learning environments. Students develop research and professional writing and scholarship skills using both traditional media (books, journals) and new media (online databases, video and online resources, wiki-book authoring). They understand local and global societal issues and responsibilities and model legal and ethical behaviors in their professional practice. They develop skills in communicating, collaborating and building learning communities with peers, experts, and students.

EDIN 5110 Digital Storytelling (3)

In this course, students develop digital stories and practice digital literacies. They discuss the impact of digital storytelling and new digital literacies on learning and instruction. Students create digital stories using multimedia platforms in order to engage an audience or to promote learning. Students engage in trans-media storytelling by publishing their stories across various online platforms and solicit feedback from a wider audience. They reflect upon the continued development of their stories based on audience feedback and engagement.

EDIN 5120 Instructional Development (3)

Students apply the ADDIE model as well as newer Instructional Design models such as SAM, ROPE and ARCS Keller to an instructional problem. They identify an instructional problem by conducting a need analysis and then creating an instructional intervention to meet the instructional need. As a part of this applied instructional development experience students learn how to construct learning objectives and outcomes in order to address behavioral and learning needs. They apply the use of planning tools, job aids and visual representations to inform their instructional interventions.

EDIN 5130 Foundations of Workplace Learning (3)

Students learn the fundamentals of how people learn in the workplace and the dynamics involved. In the course, students explore distinctive adult learning theories such as the hierarchy of needs and transformational learning. Students will examine the essential aspects of workplace learning and the various influences that affect the success of work-based learning. Students apply models of design based on adult learning needs in informal learning, corporate training and non-school based learning

interdisciplinary problem-solving project within their workplace or learning environment.

EDIN 5840 Innovations in Learning Systems: Global Perspectives (3)

Comparing innovative learning models and educational systems from various countries increases intercultural understanding and provides insight into one's own philosophies, beliefs, values and methodologies. Each participant investigates and compares innovative systems across two or more nations or cultures and presents reports for class evaluation and discussion.

EDIN 6000 Graduate Certificate Project (3)

The graduate certificate project is the culminating experience in a graduate certificate program. Examples include a presentation or demonstration for an organization, a school district or a community group; a project or a research project; or an action research project report.

EDIN 6001 Integrated Studies: Education and Innovation (3)

In this capstone course, students develop and implement a comprehensive project in their specialization area. The project may be a field-based design, implementation and evaluation of a course, program or a professional development plan for other educators; or it may be a research project. **Prerequisite:** Completion of 27 hours of coursework in the MA program.

EDIN 6250 Thesis (3-6)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. **Prerequisite**: EDIN 5800

EDOC - Doctor of Education

EDOC 7000 Doctoral Module (1-3)

This course is designed for instructors to cross-list with the content courses in the doctoral emphasis areas. The course is to be added to a content course in order to ensure academic rigor in the doctoral program. Students will develop academic reading and writing competence in preparation for doctoral level research. The course will ensure that students read extensively, understand the epistemological and ontological assumptions of a theory or empirical research, be able to negotiate for the positionality of their own writing, gain synthetical and analytical competence in reading and writing, lead class discussion with multimodal or digital representations and write succinctly and precisely as a doctoral student. Students who want to register in this course without cross-listing with a content area course will need an approval from the EdD director. The course can be repeated with a different section number.

EDOC 7001 Doctoral Writing Seminar (3)

This course is for increasing the doctoral students' academic writing competence and to prepare them for dissertation and/or research paper writing. The course will prepare students for reading and writing academic texts extensively. It offers hands-on experience for using research databases, creating in-text citations and references with relevant software and educating students about citation format (APA, MLA or Chicago Style). In this course, logic-of-inquiry or systematic consistency will be emphasized. Doctoral students will read examples of dissertation, dissertation in practice, and/or other doctoral final projects and portfolios, as well as understand the role of the literature review in context. Epistemological and ontological assumptions will be explored. In addition, doctoral students will learn about the skills and strategies for writing a literature review with relevant synthetical and analytical competence.

EDOC 7002 Quantitative Research Methods (3)

This is a doctoral level quantitative research methods course. The course focuses on identifying the logic-of-inquiry, epistemological and ontological stances of research studies using quantitative methods. Students will learn about human subjects research, obtain the training required by the IRB, read extensively about quantitative studies published in academic research databases,

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. The course emphasizes projects that will be useful in the classroom or online presentations. Some topics include: downloading from the web, creating, converting, manipulating, placement, and exporting of graphics. Software is required or access to the software in the lab.

EDTC 5070 Electronic Publishing for Educators (2)

Digital publishing is a course examining and creating relevant electronic publications in a school and other learning environments. Emphasis will be placed on how to actually create a publication from start to finish. Examination of a variety of types of publications currently used in the classroom and for training will be evaluated. Software required or access to software in the lab. **Prerequisite**: EDTC 5040.

EDTC 5180 Applications Software (1-3)

The courses listed below examine specific applications software, such as word processing, database, and spreadsheet packages. May be repeated for credit if 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 Coding for Learners (2)

Learners will explore fundamental principles of programming. Coding for Learners engages the students with multiple skills and learning processes. Concepts include procedural, event driven programming and stepwise refinement. Emphasis will also be on the rationale for using coding in the learning environment as a tool for teaching/instruction.

EDTC 5255 Physical and Virtual World Coding (2)

Learners will use the fundamental principles of programming to develop cross-platform online software for physical and virtual worlds. The learner will learn to apply block style programming language as well as a syntax based language. **Prerequisites**: EDTC 5250 or permission of the instructor.

EDTC 5290 Video Production for Teaching and Learning (3)

This course enables participants to plan, design, script, produce, edit and present videos. Emphasis is on classroom lesson designs and teaching-learning applications. The course focuses on teachers making videos for instructional presentations and students making video for creative writing/storytelling, reporting research, and assessment of learning.

EDTC 5295 Advanced Techniques in Video Production for Teaching and Learning (3)

This course is designed for those with some experience in video creation who want to take their skills to the next level. It will focus on creating high quality video to be used in instruction. Students will learn the importance of lighting and audio to creating good video, how to use green screens to expand your videos outside your school, bringing your videos to life with basic video animation, and a variety of options to publish your videos to the world. It will also demonstrate a variety of budget-friendly tools to improve the quality of your videos. This course is perfect for those interested in flipped learning, tutorial creation, or creating content videos for your students.

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.

unmanned aerial vehicles (UAV) and remote operate vehicles (ROV). Emphasis will be instructional strategies and evaluation methods of robotic drones in a variety of learning environments.

EDTC 5704 Operations & Methods of Teaching Robotics: Aerospace Exploration (3)

This course is about the exploration of Air and Space. Students begin by learning the basic principles of flight - how airplanes and rockets lift off using pitch, yaw, and roll, and using Newton's three laws of motion, students demonstrate how we explore our Earth and Space beyond. Through hands on activities such as a flight simulator and launching a variety of rockets, building a drone, students learn how to fly, how we landed on the Moon and still continue to explore the Universe. The curriculum is based on five modules from the Civil Air Patrol books on Aerospace Dimensions.

EDTC 5705 STEM Pedagogy and Instruction (3)

In this course, students will explore STEM (Science, Technology, Engineering and Mathematics) teaching strategies. Emphasis will be on strategies for understanding of complex concepts, problem solving and research. Collaborative and project-based learning approaches are modeled in this course.

EDTC 5710 Maintaining Computer Systems (2)

This course will take students from computer setup through software installations and hardware upgrades in order to maintain a well-running computer system without the need of technical support.

EDTC 5720 Computer Networks (2)

This course provides teachers with an awareness of and an exposure to educational computer networks. Participants will learn basic terminology, purpose, and functions of a computer network. The focus of this course will be computer network usage and management, not the installation and maintenance of hardware. Participants will receive hands-on experience with computer network systems.

EDTC 5730 Technical Environment Management (2)

This course is designed to provide hands-on technical management skills. Topics include equipment attainment, installation, maintenance, troubleshooting, and technical support.

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 Planning and Managing Instruction in a Digital Environment (3)

This course will focus on managing and planning learning in a variety of school and business environments. How to manage and facilitate repair options for laptops, tablets, ipods, and chromebooks will be discussed. Determining level of technology integration, evaluating appropriate technology acquisitions, developing successful technology plans, and planning successful technology professional development will be reviewed through readings and student projects. Additional topics include: computer-based programs for content areas, using apps, learning management systems (LMS), and rewards using collaborative tools. The goal of this course is to prepare students to plan and manage learning effectively in their institutions and organizations.

EDTC 5747 Professional Development in Educational Technology (3)

Students will learn how to facilitate, coordinate and design professional development programs for educational technology initiatives such as STEM, Project Lead the Way, Student laptop initiative and Google Classroom. Students will learn how to create a vision and culture for learning and will engage in collaboration with multiple stakeholders while building partnerships and innovation in a variety of settings.

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 5780 Apps-based Learning Environments (3)

Locating, selecting and utilizing mobile applications for educational use are important skills for the digital-age educator. In this course students will explore the ways in which smartphone and tablet applications can be used in learning and training situations. Specific applications for subject area goals as well as administrative uses will be evaluated and utilized. Students will develop mobile applications for use in learning environments and examine the ways in which mobile programming environments can be developed for rapid application development.

EDTC 5823 Designing an Online Course (3)

This course will engage students in building an online course using online software and Learning Management Systems (LMS). Current curriculum and instructional design principles will be utilized. The focus is on curriculum building for a single course.

EDTC 5830 Collaboration and Learning in a Virtual Environment (3)

Students will develop collaborative and communication skills in using videoconferencing such as Zoom, Google Meet, and Teams, in support of learning and professional development. The focus of this course will be to access and share global resources to attain professional goals.

EDTC 5840 Designing an Online Curriculum (3)

This course will engage the student in designing a virtual school curriculum using current curriculum and instructional design principles. The focus is on curriculum building for an entire virtual school. **Prerequisite**: EDTC 5460.

EDTC 5900 Technology, Ethics, and Society (3)

This course will engage social ethics in response to its impact on the developing technologies of global societies, districts, and schools. Students will explore the relationship of technology through various philosophical and/or moral perspectives. This course will assist students in exploring their implicit values as they relate to technology.

EDTC 5995 Final Program Survey (0)

All educational technology MET students are required to register for this zero credit hour course during their final semester. Students complete a program evaluation survey about their participation in the educational technology program. For specific guidelines see the EDTC Coordinator. This course is graded on a credit/no credit basis only.

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.

must encompass to meet the various regulations. Case studies are also used for the research of topics in compliance auditing. **Prerequisite**: ENMG 5100.

ENMG 5300 Environmental Accounting (3)

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

ENMG 5400 Environmental Sustainability (3)

This course introduces students to the fundamental principles, concepts, and knowledge in the area of environmental sustainability relative to the impact that our current lifestyles and population trend have on the attainment of a sustainable society. A primary goal of the course is to present opportunities to analyze specific environmental issues related to sustainability and to reflect upon how and to what extend society's behaviors impact the problem and the potential for individual change and civic engagement.

ENMG 5410 Environmental Ethics and Decision Making (3)

This course is an advanced study of environmental issues from a moral and philosophical approach. This course explains the relationship between humans and their environment and raises the question of the role an individual plays as a citizen of a global society.

ENMG 5420 Natural Resource Management and Sustainability (3)

This course focuses on natural resource management and how it relates to sustainability. Students will be introduced to natural resource management with an emphasis on recognition, inventory, usage, and conservation. The primary viewpoint will be that of the United States, but global natural resource issues will be discussed as well.

ENMG 5430 Energy Policy and Sustainability (3)

This course introduces students to the fundamental principles, concepts, and methods of energy and environmental sustainability, including renewable/alternative energy and emerging technologies. The course explores the origins of energy sources and the principles underlying their use and evolution into their present forms. The course examines the nature and scope of energy and resource problems and investigates ideological, political, and institutional forces that shape policy-making and implementation.

ENMG 6100 Management of Land and Water Resources (3)

This course covers strategies used in management of multiple-use resources. A variety of management techniques will be examined that pertain to conservation and protection of resources used by the public, including recreational waters, private and public lands, and watersheds. Land use regulations and water

EPSY 5380 Multicultural Counseling (3)

This counseling course is designed to assist students in understanding and valuing multicultural diversity so that they can strive toward becoming a culturally competent practitioner. Students will explore aspects of various cultural experiences (i.e., race/ethnicity, socioeconomic class, language preference, sexual/affectional orientation, gender, and religion) as they impact the counselee, counselor, and the counseling relationship. Students will be asked to examine their own cultural background, values, and biases; students will also analyze the impact of those things on them as professionals working in school systems, community centers, educational programs, and social service agencies. Completion of this course will provide students with an understanding of current theories, trends, and issues in

information, see the current course offerings. May be repeated for credit if content differs.

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)

working class and into a middle class and prosperous lifestyle. Race in Education offers a historical and cultural context for understanding how inequality plays out in schools and provides educators with the skills and confidence to lead more excellent, equitable schools. Students will learn to recognize structures that perpetuate inequality, address assumptions about how people learn and create opportunities for more children to succeed.

It is more important than ever to develop critical frameworks for making sense of the institutional history, policy climate and contentious realities of teachers and students within U.S. public schooling. To set the context for analyzing these experiences, we will consider larger social issues such as the role schools play in the socialization of young people, and as instruments of social control and social stratification. We will examine how the historical development of public education in the United States has influenced its present form, and take a critical look at some of the current issues and policy debates in education involving the debate over school reform, the school-to-prison pipeline, discipline policies, ethnic studies and affirmative action. These pursuits will ultimately lead us to consider ways in which the problems facing U.S. schools can be more effectively remedied. **Prerequisites**: EPSY 5350, EPSY 5890 and EPSY 5953.

EPSY 6000 Advanced Graduate Certificate Project (3)

The advanced graduate certificate (AGC) project is the culminating experience in the AGC program. These projects are based on applied field research at the student's own workplace or practicum placement. Projects may be professional presentations, case studies, or professional articles. Examples of final projects include a presentation for professional organization, a case study that emphasizes linking assessment and intervention, or a research project that might be published in professional journal. **Prerequisites**: EPSY 5892, EPSY 5953 and EPSY 5995.

EPSY 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 (3)

This course is designed to provide school psychology students with skills in administering, scoring, and interpreting individual assessment instruments, especially intelligence tests. The skills acquired through this course will provide students with a solid foundation in these areas of assessment of cognitive functioning, a foundation upon which their subsequent clinical experience and expertise can be established. Interpretation focuses on the information provided by the instrument(s) administered and how this information fits into a total assessment battery. Students should be prepared to agree to and sign Applied Educational Psychology: School Psychology Handbook, the ISPA Code of Ethics, National Association of School Psychologists Principles for Professional Ethics (2010), join Missouri Association of School Psychologists, and complete an introductory course in psychoeducational assessment such as EPSY 5060. School psychology students should take this course in conjunction with EPSY 6103 Practicum in Advanced Psychoeducational Assessment and Intervention (1).

EPSY 6037 Mental Health in Schools: Assessment and Intervention (3)

This course is designed for school psychology students and provides an overview of assessment and intervention for mental health disorders among children and adolescents in school-based settings. Assessment, evaluation, and diagnosis of emotional and behavioral disorders are explored with special attention given to educational classification systems. Different models of developmental psychopathology are studied and risk and protective factors are discussed. Although this course is more focused of classification, assessment and characteristics of various disorders, best practices in school psychology dictate that assessment practices are linked to interventions. Therefore, school-based prevention and intervention approaches with regard to social and emotional functioning are examined. In addition students will complete a practicum experience that allows them to apply the skills learned in the course within a school setting.

EPSY 6100 Practicum in Data-Based Decision-Making

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recommendation for field experience from the University in order to be accepted into field experience. In these instances, it is the student's responsibility to pay for and provide the background check and/or communicate with their faculty advisor to receive a letter of recommendation. The *Practicum Agreement* must be reviewed and appropriate appendices signed by the student and the practicum site supervisor and submitted to the school counseling coordinator or practicum faculty supervisor to be approved. **Prerequisites**: COUN 5110, COUN 5840 and COUN 5685.

EPSY 6107 School Psychology Practicum II (3)

This course is the second semester of the school psychology practicum that takes place in a public school setting. Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection and data analysis.

The professional practice of school psychology requires knowledge of varied models and methods of assessment, data collection and data analysis. This practicum is designed to be taken while in a practicum placement in a school setting. This placement will provide additional experience administering and interpreting psychoeducational tests and informal academic assessments. Students will then use that information to recommend appropriate academic interventions. **Prerequisites**: EPSY 6036, EPSY 6103 and EPSY 6200. Concurrent enrollment in EPSY 6200 is permitted.

EPSY 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

supervisor. If your site has changed since Practicum, a formal Internship Agreement must be submitted to the faculty supervisor before the first week of class.

Students are required to abide by the ASCA *Code of Ethics* (2010) in their internship experience. Violation of ethical code with result in a grade of F in the course and all hours for the term will be lost; and potential dismissal from the program. The internship is graded on the credit/no credit/fail grading option. Additional fees are required of students in this course for professional liability insurance and purchase of recording equipment. Students are required to provide evidence of professional liability insurance to the faculty supervisor prior to seeing clients; insurance form must be in student file.

This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Self-growth experiential activities are a required part of this course. **Prerequisite**: EPSY 6105.

EPSY 6503 Elementary School Counseling Internship (1.5)

Opportunity to practice and demonstrate competency in the practical application and integration of principles and methods studied in the training program in an elementary school setting. Students are required to complete internship in conjunction with the counseling curriculum. Acceptance into a section of internship is only per the certified/licensed faculty supervisor of the course.

FINC 5870 Derivatives (3)

This course shows how financial managers can use capital markets technology and explores how derivatives can be used to manage financial risks and position firms to exploit strategic opportunities, reduce financing costs and structure incentives. Students learn the mechanics of options, forwards, futures, and swaps, and study uses of these instruments. **Prerequisites**: FINC 5210, FINC 5880, and BUSN 5760 or equivalent.

FINC 5880 Advanced Corporate Finance (3)

This advanced study of corporate financial analysis and planning includes capital budgeting, cost of funds and capital structure and valuation. Selected topics that may be covered are leasing, mergers, takeovers, business failure, reorganization and liquidation. A combination of problem-solving and case study methodologies is used to illustrate theories and techniques helpful in financial analysis and planning. **Prerequisite**: FINC 5000.

FINC 5890 Financial Statement Analysis (3)

Interpretation, analysis and evaluation of financial reports from viewpoints of creditors, owners, investment firms and others concerned with business strengths or weaknesses. The impact of general business and specific industry situations, behavior of financial markets, credit or lending criteria, and equity investment standards as related to financial statements to determine present and future financial condition are covered. **Prerequisite**: FINC 5100.

FINC 5910 Advanced Investments and Portfolio Management (3)

This course is a continuation and expansion of FINC 5210, which provides an introduction to the area of investments. Focus in this advanced class will be on portfolio theory and management. Additional work on advanced derivatives topics will also be included. **Prerequisite**: FINC 5210.

FINC 6100 Corporate Finance Emphasis Exit Exam (0)

This course is an exit exam for students wishing to complete the corporate finance emphasis as part of their master of business administration degree. The course consists of a comprehensive online exam covering all learning objectives that are part of the corporate finance emphasis. There is an additional course fee of $42. This course is graded on a credit/no credit basis. This course may be repeated. **Prerequisites**: FINC 5880, FINC 5100, FINC 5810 (may be taken concurrently), FINC 5890 (may be taken concurrently).

FINC 6290 Mergers and Acquisitions (3)

This course will be a final, comprehensive finance offering with a focus on mergers and acquisitions. The course will make use of cases and/or simulations to enhance the real-world applicability of the finance degree and to integrate all previous coursework. There is an additional course fee of $42. **Prerequisite**: Completion of all other required courses for the MS in finance. May be taken concurrently with FINC 5840.

FINC 9950 Travel Course-Issues in Finance (3)

Current and significant issues in finance are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

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.

GCON - Government Contracting

GCON 5000 Fundamentals of Government Contracting (3)

Fundamentals of Government Contracting (GCON 5000) provides the foundation for effectively using FARS and DFARS, the federal government rules and regulations that guide contracting. This course is also a hands-on, research-intensive, exercise-based curriculum. Participants will analyze contracting business scenarios and determine courses of action, regulatory constraints, and appropriate strategies developed through research of the FAR and its supplement the DFARS. This course spans the contracting professionals role in Contract Planning, Contract Execution and Contract Administration. The course introduces those new to the contracting field to their role as a business advisor in the acquisition process and focuses on developing mission support strategies based on knowledge of the contracting environment and customers' needs. Students will learn how to develop an acquisition strategy, conduct effective market research, and understand how socioeconomic programs support the acquisition planning process leading to solicitation, award and administration of successful contracts. It provides students with the knowledge necessary to execute an acquisition that optimizes customers' mission performance.

GCON 5100 Government Contracting Lifecycle (3)

Government Contracting Lifecycle (GCON 5100) provides students the foundations of life cycle components of government contracts. This course also introduces students to the various roles that contracting professionals engage with various Contract Life Cycle Planning, Execution and Administration methods.

The course introduces government contracting concepts new to the contracting professional. Students learn to develop skills as a business advisor in the acquisition process and focuses on developing mission support strategies based on knowledge of the contracting environment and customers' needs. Students will learn how to develop an acquisition strategy, conduct effective market research, and understand how socioeconomic programs support the acquisition planning process leading to solicitation, award and administration of successful contracts. It provides students with the knowledge necessary to execute an acquisition that optimizes customers' mission performance. **Prerequisite**: GCON 5000.

GCON 5900 Negotiation and Administration of Contracts (3)

In this case-based course, students apply contracting concepts and techniques learned in prerequisite courses to meet customer supply requirements and resolve complex contracting issues. Special emphasis is placed on applying legal concepts learned in GCON 5500, pricing concepts in GCON 5300 and negotiation techniques in GCON 5700. Students experience the full spectrum of contracting processes and issues by following a supply requirement through all phases of the acquisition life cycle, from acquisition planning through contract close-out. Research, analysis and communication skills are honed through development and presentation of a critical thinking project requiring in-depth focus on one area of contracting. Negotiation skills are sharpened through active student participation in two simulated contract negotiations. This course has been certified as equivalent to CON 290. **Prerequisite**: GCON 5700.

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-

of all other required courses in this major or permission of the 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, students will learn the writing, critical reading, and research skills required for success in graduate course work. 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 management goals and functions of financial decision-making, the role of money and financial markets in the en,

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)

staff satisfaction are critical to any healthcare organization's marketing program. **Prerequisite**: HLTH 5000.

HLTH 5140 Health Administration Law (3)

The course introduces the law and legal processes that affect health administration. The course presents an overview of legal principles concerned with torts, contracts, and liability in health administration, including the legal standing of individuals covered by various types of health administration. Legal elements of labor relations in the health care field and the legal obligations and malpractice law are discussed as they apply to health professionals.

HLTH 5150 Process Improvement in Health Administration (3)

This course is designed to provide graduate students studying health administration with a working knowledge of performance tools, current quality measure and patient safety issues. Healthcare organization fully recognized that incorporating quality improvement in an organization's vision, mission and operations can enhance processes, prevent failure, improve quality and enhance patient experiences. **Prerequisite**: HLTH 5100.

HLTH 5160 Health Informatics (3)

In today's increasingly complex healthcare market, managing patient information and data focuses on organization objectives such as improving patients care, delivery of services, sharing of lessons learned and integrating continuous quality improvement. This graduate course offers an overview of the field of health informatics. The students will gain a fundamental knowledge of the concepts of health informatics and how information technology can be used to improve the delivery of healthcare services.

HLTH 6000 Integrated Studies in Health Administration (3)

This course requires that the student synthesize and integrate the knowledge gained through the health administration management curriculum. This may be accomplished by means of an overarching management construct, such as health administration strategy, health administration cases, or through analyzing the health administration literature and delivering oral presentations or writing critical papers on this review. Program Fee: $42.

HRDV 5680 Ethics, Values, and Legal Issues in Human Resources Development (3)

This course introduces the student to the various theories concerning values and human acquisition of values. Students explore personal value systems and how these systems influence their behavior and the behavior of others. Students examine ethical standards that can relate to human resources development and how these standards can affect actual workplace situations. This course investigates selected legal issues and situations that relate to the practice of human resources development.

HRDV 5700 Career Management (3)

Career management is the process through which individuals and organizations jointly plan, guide, direct, and influence people's careers to meet the individual's and the organization's future needs. This course introduces students to current ideas about how organizations and individuals are trying to manage the problems created by the new rules of the workplace through career management.

HRDV 5710 Diversity in the Workplace (3)

This course provides the student with foundational information concerning our multicultural society. Students explore the importance of learning to understand cultural similarities and differences and how this information relates to the workplace. The major subcultures are investigated in a workshop format. The second half of this course provides a specific investigation of social issues that are of current importance to the workplace.

HRDV 5750 Research and Assessment Methods in Human Resources Development (3)

This course introduces students to basic descriptive and inferential statistics, research principles, sampling designs, survey methodologies, and simple experimental and quasi-experimental designs. The course also introduces students to other assessment methods used in human resources development, such as learning assessments, performance evaluations, and program evaluation. Cross-listed with GERN 5660.

HRDV 6000 Integrated Studies in Human Resources Development (3)

The student is expected to synthesize and integrate the learning experiences acquired in human resources development and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. **Prerequisite**: Completion of all other required courses in this major.

HRDV 9950 Travel Course-Issues in Human Resources Development (3)

Current and significant issues in human resources development are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

HRMG - Human Resources Management

HRMG 5000 Managing Human Resources (3)

This course is a comprehensive view of personnel policy development with emphasis on the interdependence of personnel

HRMG 5960 Employee Benefits (3)

"Employee benefits" refers to compensation other than wages and salaries, such as health insurance, social security contributions,

INGO 5100 Finance, Budgeting and Accounting for International and Nongovernmental Organizations (3)

Course focuses on the financial management of international and nongovernmental organizations and describes a wide variety of methods, processes and tools of finance, accounting and budgeting.

INGO 5200 Research Methods and Approaches in International and Nongovernmental Organizations (3)

Students are introduced to the skills, methodological approaches, resources and tools used by international and nongovernmental organizations in order to enhance the students' critical thinking skills and their ability to work effectively in this field.

INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations (3)

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

INGO 5510 Professional Seminar in INGO (1-3)

Students participate in seminars designed to examine contemporary issues, actors and organizations relevant to the study and practice of international nongovernmental organizations. Seminars may involve guest speakers, field trips and other forms of non-classroom-based learning to supplement the core program and build understanding of how theory and practice overlap. This course may not be completed by directed study.

INTB 9950 Travel Course-Issues in International Business (3)

Current and significant issues in international business are examined. Course content focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

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 not be completed by directed study. May be repeated for credit if content differs.

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 course, international humanitarian law, international human rights law, the law of the sea and international environmental law. This course will require a close reading of primary and secondary source materials.

INTL 5535 International Disaster Law (3)

This course examines the international and domestic legal structures governing the prevention and management of natural and man-made disasters. The course offers a comprehensive overview of the main practical, humanitarian and military issues related to the legal aspects of disaster prevention and management activities. Topics will be covered using a theoretical approach complemented by practical exercises designed to test the participant's ability to find outcome-oriented solutions through the application of relevant international disaster law provisions. These concepts will be applied through historical and contemporary case studies.

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 5545 The United Nations in International Politics (3)

This course is an in depth study of the United Nations system and its role in world politics. The course will review the historical origins of the UN and its role in international security, human rights and development. Current issues facing the United Nations and its associated agencies are discussed within this context.

INTL 5550 War and Diplomacy (3)

Students examine the causes izations 64>> BDC b6uco

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.

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 European Area Studies (3)

Students examine the history, culture, politics and economic systems of Russia and Eastern Europe not defined by a specific departmental course offering.

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. 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. 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

ITM 5600 Information and Communications Security (3)

This course focuses on the analysis and management of information and information systems security including processes, technology, and facilities.

ITM 5900 Issues in Information Technology Management (3)

Current and significant issues in information technology management are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. May be repeated for credit if content differs.

ITM 6000 Final Project in Information Technology Management (3)

This capstone project course is designed to give students the opportunity to synthesize, integrate, and apply the technical and management knowledge and skills acquired in other courses in the information technology management curriculum. Techniques used to accomplish these goals may vary. **Prerequisite**: Completion of all other required courses in this major.

ITM 9950 Travel Course-Issues in Information Technology Management (3)

Current and significant issues in information technology management are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

LEAD - Educational Leadership

LEAD 5501 Foundations of Educational Leadership and Administration (3)

This course examines the historical, philosophical and sociological foundations of education as they relate to schools, with a particular emphasis on teaching a culturally diverse population. Students will develop an understanding of the relationship between society and education. Students will understand the process of change and change models. (20 hours of embedded field experience.)

LEAD 5502 Curriculum, Instruction and Assessment (3)

This class is designed to increase theoretical and practical knowledge about curriculum, assessment, differentiation, evaluation and the revision cycle across a school system/building from the perspective of the building principal of K-12. The goals of curriculum inquiries should always be to improve teaching/learning/assessment and increase student performance. (20 of hours embedded field experience.)

LEAD 5503 Ethics for Leaders (3)

This course is designed to cultivate ethical leaders at the classroom, school and district level who are prepared to influence system transformation. Using student-generated and case study scenarios, participants will engage in reflective practice to develop their ethical leadership capacity. (20 hours of embedded field experience.)

LEAD 5504 School Finance & Facilities (3)

This course focuses on school finance at the building level and a practical based view of school facilities with some introduction to the foundations, techniques and principles related to the planning, maintenance and remodeling of school buildings. Emphasis will be placed on the role of federal, state and local governments in funding public schools, the impact of taxation, and an overview of school funding formulas and will evaluate and reallocate financial resources to improve student results. Students will explore school construction sites, compare buildings and how they contribute to the educational environment. Methods for forecasting enrollment will also be studied. (20 hours of embedded field experience.)

LEAD 5505 Collaboration & Leadership (3)

This course will examine critical functions of collaborative leadership and decision making responsibilities of school leaders, problem-solving tools, conflict resolution strategies and how to build positive relationships between schools and communities. (20 hours of embedded field experience.)

LEAD 5506 Vision, Innovation and Technology (2)

This graduate education course introduces students to the importance of vision, innovation and current trends and issues in educational technology. Students will take a constructivist approach to develop a leadership vision for implications of past, current and future developments in educational endeavors. Students will also explore the research and latest trends in technology integration and understand how these trends affect curriculum and instruction. (20 hours of embedded field experience.)

LEAD 5507 School Law (3)

This course provides legal foundations of U.S. public schools. It examines general principles of statutory and case law, and applies judicial decisions to educational environments. A focus will be on legal responsibilities, constraints and opportunities of education leaders in the public school environment. Topics to be studied include organizational structures of school, federal and state systems, church-state related issues, teacher rights, rights of students with disabilities, instructional issues, tort liability and equal opportunities in education. The course also includes special education law. (20 hours of embedded field experience.)

LEAD 5508 Educating for Equity and Cultural Competence (3)

Educational leaders face a society where continual and rapid change is the norm, where communities, staff and student bodies are increasingly diverse in race, ethnicity, class, gender, sexuality, religion, family structure and learning styles. At the same time, long-standing barriers of racism and other forms of oppression remain embedded and create unequal outcomes for students and staff. This environment calls on educational leaders to better understand the multicultural and layered reality of all, especially children and youth, to become more self-aware and culturally proficient, and to use their leadership to inspire and shape models for change that removes systemic obstacles and facilitates growth and achievement for all. In this world, a necessary prerequisite for success is being able to assume resilient, moral and culturally proficient leadership. In this course, participants will begin to see the importance of developing a new systemic vision for educational leadership in the face of increasing diversity, change and complexity in our local, national and global context. Leader candidates will bridge multiple perspectives and apply a cultural proficiency framework to increase the quality of education and achievement for the communities they serve. (20 hours of embedded field experience.)

LEAD 5509 Relational Leader, School and Community (2)

This course focuses on principles and techniques for improving the educational program through building positive relationships with faculty, students and the school community. The course will also emphasize the importance of public relations, utilizing the constituent base and local businesses, understanding the community culture and working with local media. (20 hours of embedded field experience.)

LEAD 5510 Talent Management for Recruitment, Development and Retention of Teachers and Personnel (2)

This course provides principal candidates with the tools to recognize the traits of talents teachers and personnel, and to recruit talented teachers and personnel. It will focus on developing the talent through coaching, informal and formal evaluations as well as how to retain talented teachers and personnel. (20 hours of embedded field experience.)

LEAD 5511 Practical Statistics & Data-Driven Decision-Making for Educators (2)

Practical Statistics & Data-Driven Decision-Making for Educators is an introductory graduate course in using quantitative methods for inquiry in the social and behavioral sciences. Students will be exposed to the fundamental concepts and procedures of descriptive and inferential statistics. This course will also provide school leaders with the knowledge and skills to explore and apply basic concepts supporting data-driven decision-making and how to use data-driven decision-making to improve student learning. Students will develop competence in reading and understanding statistics topics from sources such as texts, dissertations, journals or technical reports. (20 hours of embedded field experience.)

LEAD 5520 Internship I (2)

The purpose of principal internships is to bridge the gap between theory and practice for candidates' academic and experiential learning. In the internship, students will engage in assessing their strengths and weaknesses, learn from a mentor, and use action research as a tool for school improvement. Candidates will increasingly assume responsibility for their continuing professional development by planning for and completing a program of field-based experiences that use data to make decisions which promote equity and enhance their leadership. Internship hours total 100 in this course. Fifty (50) hours are to be held at the level which the student practices. The other fifty (50) are to be at a different level. The candidate will keep a portfolio of internship experiences, hours, artifacts, and reflections. The candidate will submit the portfolio in the capstone course.

LEAD 5530 Internship II (2)

The Field Experience II in the Educational Leadership course is an authentic field-based experience that involves work in building level leadership with a minimum of 50 field experience hours in this class with a total of 300 hours by the end of the program. The identification of the total project and the specific learning outcome experiences involved in the total project should be driven by the needs of the school and the learning needs and interest of the candidate. The candidate will have a mentor who is approved by the university site coordinator. **Prerequisite**: LEAD 5520

LEAD 5540 Internship III (2)

The Internship III in Educational Leadership course is an authentic field-based experience that involves work in building level leadership with a minimum of 50 field experience hours in this class with a total of 300 hours by the end of the program. The identification of the total project and the specific learning outcome experiences involved in the total project should be driven by the needs of the school and the learning needs and interest of the candidate. The candidate will have a mentor who is approved by the university site coordinator.

LEAD 5550 Capstone in Field Experience Seminar (2)

The capstone for the MA in Leadership is the culminating course in which candidates will demonstrate the integration and application of all the standards, their coursework, and learning through an applied project. Candidates will also develop a resume, cover letter, and plan for future leadership growth. **Prerequisite**: LEAD 5530

LEAD 6000 Introduction to Educational Leadership (2)

This course provides an overview of theories and research in education leadership. Students will actively participate in self-assessment activities and use the outcome information for setting strategic goals for their own professional development while pursuing the EdS degree goals.

LEAD 6001 Foundations in Educational Leadership (4)

This course helps students understand how the educational process occurs in the context of modern society and is influenced by the forces of the larger community. Students analyze the complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact the education leadership process. Students will be required to demonstrate an understanding of leadership theories and organizational change. They employ active inquiry, experimentation and reflection to investigate issues of race, ethnicity, gender, disability, equity, social justice and ethics examining the impact of these issues in urban, rural and suburban contexts.

LEAD 6002 School Administration and Resource Management (4)

Students will study theories, concepts, and models utilized in supervising school personnel and resources. They will identify and analyze legal issues, school policies, state and federal statutes, and case law that form the framework for the daily operation of a school system. Research and professional discourse will guide inquiry into strategies for problem solving, conflict resolution, decision making, and team building. Students will simulate and evaluate techniques used in policy development and implementation. They will also investigate techniques used for successful staff recruitment, training, and performance-based improvement programs. Exemplary practices for sound business and facilities management will also be articulated.

LEAD 6003 Instructional Leadership (4)

This block is designed to provide students with content and site-based experiences related to multiple aspects of effective instructional leadership and school improvement. Topics will include: qualitative and quantitative research; curriculum analysis and evaluation; diversity and multiculturalism; problem solving and decision making; using data for curriculum alignment and instructional improvement, and an understanding of the design and implementation of differentiated curriculum and instruction across content areas for elementary, middle, and secondary schools. Other topics included will be characteristics of effective instructional leaders; the role of technology in education; services for special populations such as the disabled, gifted, and vocational students. Focus will be placed on the complex roles and responsibilities of the educational leader for improved student learning and engagement at the elementary, middle, and secondary levels while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group readings, discussions and simulations, electronic communications, research studies, identification of effective practices, and interaction with practitioners in administration and personal reflection.

LEAD 6004 Leadership and Collaboration (4)

In this course students will explore a variety of theories, concepts, and models utilized when implementing partnerships. They will investigate the uses and applications of community and school resources in supporting families and children through research, field visits, and professional discourse. Students will analyze techniques for interacting with stakeholders and examine collaboration in interdisciplinary team efforts. Emphasis will be placed on models of communication, problem solving, conflict resolution, decision making, and team building principles and

LEAD 6125 Building Level Administration (2)

This course is an overview of the principalship in rural, suburban, and urban education, school community relations, and school politics: principles, concepts, and issues at the federal, state, and local levels. The course will address organizational development and the benefits of mobilizing resources of time, money and people. It will include techniques of structuring a building environment that identifies institutional needs for diversity and concerns the leadership and administrative tasks of the superintendent. The course focuses on the following areas:

- Strategic plans and system theories.
- Organizational development and operational procedures as it relates to the building level.
- Collaborative skills in regard to working with building level stakeholders and responding to and mobilizing community support.
- Understand the need to promote the success of all students by responding to and influencing the larger political, social, economic, legal, and cultural context.

LEAD 6126 School Building Finance (2)

Emphasis will be placed on the role of federal, state and local governments in funding public schools, the impact of taxation and an overview of school funding formulas. Focus will be placed on the use of finance to impact student achievement. The successful student will:

- Demonstrate and apply a basic understanding of the principles of sound financial management.
- Identify the contribution of education to the economy.
- Identify the major components of developing, implementing, changing and evaluating a building level budget.
- Identify and apply the processes of financial accounting, auditing and reporting by developing a building level budget.
- Evaluate and reallocate financial resources to improve student results.

LEAD 6127 Personnel (1)

This course focuses on identifying, analyzing, and developing effective methods of systems/building personnel administration and facilitation. Topics include: statutory and procedurals issues, human resources planning; recruitment; selection; professional development/evaluation; legal/ethical issues; and formal/informal negotiations.

LEAD 6128 Facilities & Building Level Management (1)

This course presents a practical based view of school facilities with some introduction to the foundations, techniques, and principles, related to the planning, maintenance, and remodeling of school buildings. This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning. If possible, students will visit both a school construction site and an older building. Students will then compare the buildings and how they both contribute to the educational environment. Students will also interview custodians and assist with developing a schedule for building cleanliness and maintenance. Methods for forecasting enrollment also will be studied. The student will:

- Be knowledgeable of the foundations, techniques, and principles related to educational facility planning.
- Learn the role of the building level administrator in modernizing, maintaining, and operating an existing facility.
- Explore the role of the building level administrator in building a new facility. Have hands on opportunities to plan for forecast enrollment.

LEAD 6129 Curriculum (2)

This course is designed to increase theoretical and practical knowledge about curriculum assessment, evaluation and the revision cycle across a school system/district from the perspective of the building principal of preK-12. It will also explore and evaluate differentiated instruction across the content areas. The goals of curriculum inquiries should always be to improve teaching/learning and increase student performance. The culminating project for this course is to create a comprehensive district curriculum plan that includes but is not limited to the following: narrative description of district and curriculum, assessment plan, evaluation cycle and revision plan. **Prerequisites**: Acceptance into the EdS program, appropriate technology expertise as would be expected of a principal, and a demonstrated ability to communicate orally and through written material. Any deficits must be addressed through courses that are not part of this program.

LEAD 6130 Supervision (2)

This course will expand the student's knowledge and experience of supervision of teachers and staff members at the building level. The student will:

- Understand the relationship between effective communication and interpersonal relationships.
- Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.
- Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices.
- Identify the different types of lesson design and develop components of an effective lesson.
- Explore professional (staff) development and renewal options.
- Assess data related to student learning that are used to develop the school vision and goals. The vision shapes the educational programs, plans, and actions.
- Research state law and district policy that direct employee sanction and termination.
- Develop effective mentoring procedures.
- Develop supervision alternatives to enhance professional growth and development.
- Critique evaluation models for non-certificated staff.
- Understand the relationship between effective communication and interpersonal relationships.
- Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.

LEAD 6131 School and Community Relations (2)

This course will analyze the relationships between school and community, public information techniques and procedures. Students will have opportunities to both critique and develop a school and community relations plan. This course will provide a thorough examination of the school and its interaction with the community. Consideration will be given to internal and external communities and their relationships with the school as an organization. The role of communications in school-community relations and consideration of the balance of rights and responsibilities between schools and communities will be explored. Students will develop a school and community relations plan.

LEAD 6132 Seminar in Principalship: Issues and Politics (2)

The role of the principal is analyzed with reference to job responsibilities of the position, knowledge, skills, and dispositions necessary to successfully serve the school district. This course

examines the role of principals in emerging social, economic and political contexts that are changing the nature of schooling, how schools are viewed and are transforming as well as how a principal provides leadership. This course is designed for aspiring principals and focuses on understanding a broad range of issues that are critical to the success of new principals. These issues can affect relationships and impact the future. The seminar examines major management and leadership responsibilities of principals to provide a framework for identifying and analyzing problems and discriminating among alternative courses of action.

LEAD 6134 Internship I: Dispositions (2)

In the EdS degree program, this internship involves shadowing an administrator. It is a clinical experience that is supervised, supported, individualized and considered as advanced professional study. It offers opportunities for interns to integrate practice with values, philosophy, theory and research that allows for the examination of presumptions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan.

In this internship, the dispositions of fair, ethics and integrity in education are the grounding values. The focus will including spending 80 contact hours in 16 weeks working in a leadership role that helps interns to increase self-realization and awareness of the dispositions. It is essential that school leaders use the dispositions of fairness, ethics and integrity in their decision-making and in their leadership. Students are required to find an appropriate mentor, internship location, secure that placement, complete the internship plan and have it approved by the instructor. This must be completed during the first week of the course. Timing is essential.

LEAD 6135 Internship II: Diversity (2)

In the EdS degree program, this internship is shadowing an administrator. It is a clinical experience that is supervised, supported, individualized, and considered as advanced professional study. It offers opportunities for interns to integrate practice with values, philosophy, theory and research that allows for the examination of presumptions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan. The EdS Degree in LEAD requires the successful completion of 5 internship credits within the program. Internships are typically taken one credit at a time and are all individually planned and monitored.

In this internship, diversity in education is the grounding value. The focus will include spending 80 contact hours in 16 weeks working in a leadership role that increases self realization about the complexity of our global society and the various prejudices that are embedded in everyday life. As in the other internships, you are required to find and develop an appropriate mentor, internship location, secure that placement, complete the internship plan, and have it approved by the instructor. This must be completed during the first week of the course. Timing is essential.

LEAD 6136 Special Education Internship (2-3)

This internship is an eight week field based experience offered during the summer term. This course must be approached from the viewpoint of individuals with disabilities and/or their families. This course consists of 2 credits for 80 contact hours and 3 credits

NELP Building Level Program Standards and the MO Leader Standards. **Prerequisites**: LEAD 6500, LEAD 6501, LEAD 6502, LEAD 6503, LEAD 6504, LEAD 6505, LEAD 6506, LEAD 6507,

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 5601 Professional Ethics in National Security Law (3)

This course exposes students to ethical codes and standards that apply to national security law and challenges students to apply them in a variety of professional and employment situations within the field of national security, including law and government. The course primarily focuses on United States' standards while acknowledging the transnational nature of national security law.

LEGL 5800 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

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 chair of the Communications and Journalism Department. Course may be repeated for credit if content differs, not to exceed 6 credit hours. **Prerequisite**: MEDC 5000.

MEDC 5290 Issues in Media Communications (3-6)

Current and significant issues in media communications are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs, not to exceed 6 credit hours. **Prerequisite**: MEDC 5000.

MEDC 5300 Strategic Communications (3)

This course is taught from a top-management perspective regarding the strategic role of communications, and the communications manager, in achieving the company mission and measurable bottom-line results. It introduces students to an integrated approach to managing all communications functions, including all direct and indirect communications requirements for both internal and external audiences and intermediaries, such as customers, suppliers, distributors, employees, shareholders, competitors, politicians, analysts, journalists and lobbyists. It encompasses the functional areas of marketing communications, organizational communications, media relations, investor relations, government relations and corporate branding.

MEDC 5310 Media and Culture (3)

This course examines the mass media as it reflects and influences the attitudes, values, behaviors, myths, and preoccupations that define a given culture. The course considers the functions of mass media in society and the effect on the individual.

MEDC 5350 Media Organization and Regulations (3)

The student examines the legal structure of the media communications industry. The course focuses on the formation, rationale, and implications of policies that form the basis of media

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

and emerging topics in the field. Total Quality Management, self-directed work teams, workplace innovation are recent examples. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

MRKT - Marketing

MRKT 5000 Foundations of Marketing Strategic Thinking (3)

This survey course is an applied-based introduction to the process of strategic decision-making within the marketing functions of an organization. The goal of this course is to assist students in advancing their ability to determine and employ effective goals, strategies and tactics which create (i.e. market oriented) and capture (i.e. organization oriented) value. The course topics include: market sensing; marketing strategy; buyer/consumer behavior; segmentation, targeting and competitive positioning; market mix goals, strategies and tactics. There is an additional course fee of $50.

MRKT 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in marketing. The professional seminar supplements the core and elective courses in the area of marketing by focusing on issues of current and special interest. This course may not be completed as directed study. May be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation.

MRKT 5520 Consumer Behavior (3)

The course includes an analysis of consumer motivation, buyer behavior and perceptions, market adjustment, and product innovation relative to current theories of consumer market behavior and product reactions. Communication vehicles necessary to target specific marketing strategies to address unique consumer buying behavior traits are an integral part of this course. **Prerequisite**: MRKT 5000.

MRKT 5550 Sales Management (3)

This course is designed to help the students become familiar with the theory, concepts, terminology, and problem-solving techniques used in sales and how sales are an important part of the overall promotion plan. In addition, the student will be given insight into how a successful salesperson communicates, including an analysis of consumer buying behavior. **Prerequisite**: MRKT 5000.

MRKT 5570 Marketing in Electronic Commerce (3)

This course will focus on the strategy involved to market products and services in the age of electronic commerce. Specific emphasis will be placed upon understanding the paradigm shift that the internet has created in business and marketing's role in that shift. Both consumer and business-to-business applications will be discussed as well as topics such as website functionality, search engine optimization, and the use of social media.

MRKT 5610 Marketing Channel Management (3)

The student studies distribution processes and institutional structures as subsystems of marketing strategy. Focus is on channel structure, product assortment considerations, promotional activities, pricing strategies, and physical logistics necessary to achieve channel objectives. Governmental, economic, and competitive aspects affecting channel management are included. **Prerequisite**: MRKT 5000.

MRKT 5690 Pricing Strategies (3)

Students study pricing theory in-depth as it applies to marketing strategy decisions. This course includes study of the impact of pricing decisions on income statement performance, gross margins, contribution margin results, and price changes on profitability. **Prerequisite**: MRKT 5000.

MRKT 5720 Promotional Management (3)

Students examine the use of all available promotional vehicles to communicate to potential customers the messages that support the objectives of the marketing plan. Each of the four elements of the promotion mix is covered: advertising, publicity, sales promotion, and personal selling. Specific focus is applied to building differentiated value perceptions in the customers in relation to competitors' products. **Prerequisite**: MRKT 5000.

MRKT 5730 International Marketing (3)

Students are exposed to several aspects of international marketing. This includes the international marketing environment and the international marketing mix--product, pricing, distribution, promotion--as well as emerging issues in international trade such as trading blocs, trade barriers, and standardization/adaptation. **Prerequisite**: MRKT 5000 or permission of the instructor.

MRKT 5740 Management of Digital Marketing (3)

This course examines the management of digital marketing including strategy, implementation and executional considerations. Participants will acquire the fundamental knowledge of how to formulate an integrated digital marketing plan through a combination of lecture, case studies, and course projects. **Prerequisite**: MRKT 5000.

MRKT 5750 Management of Social Media (3)

Students examine tactical and strategic processes necessary for utilizing social media to engage customers and develop markets. Emphasis is placed on measuring and tracking effectiveness of social media marketing strategies. **Prerequisites**: MRKT 5000 and MRKT 5740.

MRKT 5790 Digital Marketing Strategy (3)

The course will allow students to strategically integrate the skills and knowledge from the prerequisite courses (listed below). This will be accomplished through a combination of lecture, case studies, and course projects. Successful students will complete the course with a comprehensive knowledge of and experience with how to develop an integrated digital marketing strategy from formulation to implementation. **Prerequisites**: MRKT 5740, MRKT 5750 and MRKT 5895.

MRKT 5850 Marketing Research (3)

Students examine the application of research in gathering and analyzing information to forecast and control marketing activities. Problem formulation, procedures of research techniques, and application of tools and models to improve marketing decisions are covered in depth. This course includes a statistics component. Emphasis is given to acquiring and analyzing marketing information, understanding primary and secondary sources of information, and survey research techniques. Attention is given to improve techniques and criteria for identifying and selecting markets, and the usefulness of marketing data is evaluated. This course is presented from a viewpoint of a consumer of marketing research, rather than a practitioner of marketing research. **Prerequisites**: MRKT 5000, MRKT 5890 or BUSN 5760.

MRKT 5890 Marketing Statistics (3)

The student examines the application of statistical analysis to marketing decisions. Descriptive statistics, probability theory, sampling theory, statistical inference, and techniques of statistical

and policymaking. Additionally, students will learn to analyze and differentiate threats, both perceived and real to national security.

NTSC 5100 Research Methods in National Security Studies (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 national security studies.

NTSC 5200 National Security Policy Development (3)

This course facilitates students' learning about the process of national security policy development through the analysis of theory, case studies and practical application of policy-relevant skills.

NTSC 5300 National Security Decision-Making (3)

This course addresses the different dimensions of national security decision-making in the United States. The course examines key institutions and entities, as well as traditional and non-traditional security domains.

NTSC 5860 Issues in National Security Studies (3)

This course examines issues related to national security studies in specialized depth. Course may be repeated if issue and content differ.

NTSC 6000 Capstone in National Security Studies (3)

Students will develop a mini-thesis capstone project that can be used to inform a national security policy decision. Using

that influence the developmental pathways of children and youth with, or at risk for, emotional and behavioral disorders. Students investigate the identifying characteristics of the spectrum of internalizing and externalizing disorders, and explore a variety of behavioral and psychoeducational assessment techniques that are relevant to the evaluation of children and youth with suspected emotional and behavioral disorders.

SPED 5316 Instructional Methods for Students with Emotional and Behavioral Disorders (3)

Focuses on educational programming of students with emotional and behavioral disorders including IEP development, instructional techniques, curricular modifications, scheduling, classroom management tactics, individual behavior management plans, and psychoeducational strategies. **Prerequisite**: SPED 5240.

SPED 5317 Psychoeducational Interventions, Curriculum, and Strategies for Students with Emotional and Behavioral Disorders (3)

This course focuses on educational programming of students with emotional and behavioral disorders including IEP development, instructional techniques and strategies, curricular modifications, and psychoeducational and cognitive-behavioral interventions applicable to students with emotional and behavioral disorders. Intervention strategies include mindfulness and yoga, life space intervention, group meetings, bibliotherapy and mutual storytelling, self-management, rational emotive therapy and education, stress inoculation, anger control and self-instructional training.

SPED 5318 Global Issues in Special Education (2-3)

This required course will introduce students to current issues in special education on a global level. Students select and explore a current issue in special education, based on a focused review of published literature. Examples of issues may include: inclusion, discipline, identification and classification, national assessments, curriculum standards. International perspectives to the selected issue are researched using published literature and reports, electronic contacts and the internet. Students are expected to culminate their coursework by developing a reflective plan for further specialization in their graduate studies. Must be completed with a grade of B or better.

SPED 5319 Disability and Ethics (3)

This course explores the topic of ethics and professional conduct in situations involving persons with disability. Modern moral philosophical theories will be reviewed and applied to specific cases. Both margin of life issues and quality of life issues are discussed. Codes of ethics promulgated by American Psychological Association, Council for Exceptional Children, and the Behavior Analyst Certification Board are studied, through comparative analysis of case studies.

SPED 5330 Legal Issues in Special Education (3)

Students review the laws governing special education at the federal and state levels. The course covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion.

SPED 5331 Working with Difficult Students (3)

This course focuses on students who are difficult to teach, “inflexible and explosive” (Greene, 2005). Students examine the characteristics and features of students with disruptive behavior disorders, such as oppositional disorders, conduct disorders, and attentional disorders. Students read professional literature, review case studies, interview professionals and family members who are familiar with these youngsters, survey intervention approaches, and summarize findings into class presentations.

SPED 5350 Enhancing Self-Regulated Learning and Social Competency for Students with Exceptionalities (3)

This course examines the theoretical interrelationship between metacognition, executive function and self-competency in theprofJ ET EMC /P <</M

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SPED 5414 Children and Youth with Learning and Academic Disorders (3)

This course examines current knowledge and theory of the educational, sociocultural, psychological, and biological factors that influence children and youth with, or at risk for, academic disorders. The course content focuses on current issues and practices regarding characteristics, identification, and placements specific to this population of students with learning disabilities or mental retardation.

SPED 5480 Learning and Behavior Problems in the Classroom (3)

This course updates classroom teachers on effective teaching practices and strategies designed specifically for students with learning and behavior problems. Focus is placed on strategies that enhance the success of all students in the regular education setting, including elementary, middle, and high school.

SPED 5500 Socioemotional Development: Children with Special Needs (3)

This course addresses the implications of theories and research in the areas of social and emotional development of children with special needs. Students explore the relationship between cognitive development and social and emotional development. Emphasis is placed on investigation of environments and interactions that foster trust, self-regulation, self-esteem, social competence, and interdependence. Must be completed with a grade of B or better.

SPED 5660 Cognitive Development: Children with Special Needs (3)

This course focuses on the implications of current research in the area of cognitive development and learning theory on the education of children with special learning characteristics. Students examine advances in research on metacognition, executive control strategies, and psycholinguistics, and explore applications to individualized education.

SPED 5700 Multi-Tiered Systems of Support (3)

Education is changing, due to the implementation of multi-tiered systems of support (MTSS) procedures within our schools. MTSS is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to promote positive behaviors and school safety. Response to Intervention (RTI) focuses more on academic screening, intervention and monitoring. The emphasis of this course is the understanding of the RTI/PBIS procedures and the various applications of RTI/PBIS within schools and individual classrooms, as well as an introduction to tier 1 academic instruction (core curriculum).

SPED 5701 Universal School-Wide PBIS (3)

This introduction to the concepts and processes of Positive Behavioral Interventions Supports (PBIS) will focus on school-wide implementation (tier 1 behavior). School-wide implementation includes understanding roles and functions of the PBIS Universal Team, action planning for sustainable practices, data collection systems and tools, and the process for aggregating and analyzing data for decision making and action planning. Additionally, this course will provide an overview of the elements of school, family and community partnerships in relation to PBIS implementation, with an emphasis on proactive systems change that involves district, school, classroom and individual student.

SPED 5702 Secondary Targeted Group Interventions (3)

Secondary Prevention is designed for use in schools where there are students who are at risk of chronic problem behavior, or academic challenges but for whom high intensity interventions are not essential. In this course, students will learn about different secondary prevention interventions (tier 2 academics and behavior), how to determine who needs secondary level interventions, how to implement them and how to measure progress, fidelity and social validity.

SPED 5703 Functional Behavior Assessment and Intervention (3)

This course is designed to introduce students the history of challenging behavior, the basis of functional behavior assessment (FBA) and its role in the intervention and prevention of challenging behavior. Further, the course provides a thorough coverage of (1) how to conduct an FBA through various assessment methods, (2) how to identify the function of challenging behaviors, and (3) how to develop behavioral interventions based on the identified behavioral function. **Prerequisite**: SPED 5700 or SPED 5901.

SPED 5704 Systems Leadership: Staff Development & Coaching (3)

The purpose of this class is to give the tools necessary to implement school-wide PBIS or any research-based classroom management practices through presentations and coaching. The role of the coach is to provide collaborative and non-evaluative communication and feedback to teachers by creating a positive climate and common purpose among teachers and students. Prospective coaches will learn the skills of active listening, pausing, paraphrasing, and asking meditative questions. Additionally, students will learn how to plan, implement, and evaluate staff development.

SPED 5800 Applied Research Methods (3)

This is an introductory course in educational research methodology. Basic concepts of measurement, experimental and quasi-experimental research design, strategies of qualitative and quantitative research, data collections and analysis, and basic statistical procedures are introduced. This course enables students to read, interpret, evaluate, and plan educational and psychological research. Students learn to write a research proposal and complete a request for approval from Webster University's Institutional Review Board (IRB). Must be completed with a grade of B or better.

SPED 5830 Evaluation (3)

This course is designed for all educators who wish to explore the importance of formal and informal evaluation procedures as related to the instructor in the classroom. Evaluation will review the concepts of assessment and measurement, study curriculum-based evaluation, teaching and decision making, and explore issues such as national standards, functional curriculum and behavior assessments, and social/cultural transformations in education as related to the ethics of evaluations.

SPED 5850 Single-Subject Research Design (3)

This is a graduate level course that is designed to provide an in-depth study of single-subject research design. It includes a comprehensive overview of behavioral measurement, different types of single-subject research design and methods of data analysis. It also explains how single-subject research design serves as a framework that enables educators, clinicians and researchers to (1) demonstrate a functional relation between interventions and changes in behaviors, and to (2) evaluate the effectiveness of behavioral interventions. Further, the course provides graduate students with an opportunity to design a

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.

STCM - Strategic Communications

STCM 5210 Digital Media Strategy (3)

This course explores the dynamic field of Digital Media Strategy, and how advanced organizations leverage online tools to build and maintain integrated communication strategies with internal and/or external audiences. Students will learn to maximize engagement with target audiences through case studies, real-life examples, readings, and expert videos. The course covers target audience identification, selection of appropriate online platforms, constructing message strategies, setting and measuring key performance indicators and continuous learning from past executions to advance the next.

STCM 5250 Analytics for Strategic Communications (3)

This class is designed to provide students with a comprehensive understanding of communication analytics in the context of the digital age. The course will explore various tools and techniques used in analyzing consumer behavior, engagement and persuasive communication with a focus on digital marketing strategies. Students will gain practical skills in utilizing analytics tools such as Google Analytics, understanding the intricacies of search engine optimization (SEO), search advertising, and leveraging data analytics for effective communication strategies.

STCM 5260 Visual Storytelling for Strategic Communications (3)

This course explores the art and science of visual storytelling as a powerful tool in strategic communications. Students will learn the principles of effective storytelling through visual mediums, including photography, videography, and graphic design. Emphasis will be placed on understanding the role of visuals in conveying compelling narratives that align with organizational goals and messaging strategies.

SUMA- Sustainability Management

SUMA 5000 Introduction to Sustainability (3)

In this course, students will examine sustainability from different perspectives and explore the complicated relationships in our natural, social and economic systems. In addition, students are required to delve into the different challenges faced by various organizations in integrating sustainability into business development. Via case studies, students will acquire the knowledge and skills needed to initiate and facilitate the transition towards a sustainable future.

SUMA 5100 Sustainability Leadership for People, Planet, and Profit (3)

thesis project is awarded in a non-letter grade format (Credit/No Credit). **Prerequisite**: Permission from the director of the TESOL program is required. **Co-requisite**: TESL 6900.

TESL 6900 University Thesis Requirement (0)

Required of all MA students completing a thesis project. All theses must follow university and departmental guidelines and be deposited in the Webster University library. Recognizes successful completion of all the thesis requirements. **Prerequisite**: Permission from the director of the TESOL program. **Co-requisite**: TESL 6250.

WSBT - Walker School

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.