Graduate Studies Catalog
2021-22

College of Arts & Sciences

George Herbert Walker School of Business & Technology

Leigh Gerdine College of Fine Arts

School of Communications

School of Education

Webster
UNIVERSITY

Graduate Studies Catalog

For general information or application materials:

U.S. Citizens to the St. Louis Campus

Phone: 314-246-7800
Fax: 314-246-7116
E-mail: admit@webster.edu

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

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

International Students to U.S. Campuses

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

U.S. Residents to International Campuses

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

Non-U.S. Residents to International Campuses

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

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

Webster University is academically organized into five schools and colleges:

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

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

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

- Sequential Degree Programs
- Certificate Programs

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

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

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

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

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

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

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

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

Governance

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

Organizationally, the Board of Trustees oversees all activities of the University. Leadership is headed by the Chancellor, who is responsible for determining the overall strategic direction and priorities for the University. The President is Webster University's chief academic officer. A full description of the organizational structure of the University, including current administrators and

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Notice of Non-Discrimination

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

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

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

Kimberley Pert
Title IX Coordinator
Interim Head of Webster University's Title IX Office
Webster University
200 Hazel, Office #5
St. Louis, MO 63119

314-246-7780
pertk61@webster.edu

Matters concerning athletics:

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

Matters involving student grievances:

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

Matters concerning academic issues:

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

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

Cheryl Fritz
Chief Human Resources Officer
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-246-7055
cherylfritz49@webster.edu

Webster University 2021-2022 Graduate Studies Catalog

Degrees

Graduate Certificates

Course Descriptions

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 (ARC)

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

Academic Counseling is available to all students, undergraduate and graduate, throughout Webster's global system and 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 also includes work with students on Academic Probation, with low or failing grades, with grades of Incomplete, etc.; work with transfer students and students with disability accommodations; and work with conditionally admitted students, including an extensive program for students meeting the criteria for inclusion in the Transitions program. Academic Counseling is one-on-one support that provides the assistance students need when they need it.

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

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

The 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 who are available to work one-on-one or in small groups with students to help them achieve greater confidence, independence and success as learners. Individual peer tutoring is available by appointment for both short-term "catch-up" work and ongoing support. Online tutoring services 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 area 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 receive one-on-one coaching in order to become independent writers and demystify the writing process. Trained coaches help students through the process of writing a paper. Information about how to schedule appointments as well as about online resources and helpful writing tips may be found on the Reeg ARC website (www.webster.edu/arc). The Online Writing Center draws on a group of writing experts to offer writing coaching to students unable to meet face-to-face. Papers may be submitted by visiting the Resources link in WorldClassRoom (Canvas) and selecting Writing Assistance or by following the instructions on the Online Writing Center's website accessible through www.webster.edu/arc. NetTutor also provides writing support to all students worldwide. To access NetTutor, log in to WorldClassRoom and open any course shell. In the course, click on NetTutor in the left-hand course menu.

Contact Information:
Phone: 314-246-7620
Email: arc@webster.edu
Web: www.webster.edu/arc
Facebook: https://www.facebook.com/websterARC

Services for Students with Disabilities

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

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

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 consultation for Kurzweil 3000, Dragon Naturally Speaking, ZoomText, JAWS, Smartpen, Braille, alternative texts, alternative keyboards, reading software and other hardware/software is

available upon request. Alternatively formatted textbooks, within publisher permission and copyright parameters, may be ordered for students and faculty and staff members whose documented disabilities include this option as an accommodation.

Contact Information:
Phone: 314-246-7700
Email: disability@webster.edu
Web: www.webster.edu/arc
Facebook: https://www.facebook.com/websterARC

Online Learning Center

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

Contact Information:
Web: www.webster.edu/online/resources-support.php

Admission

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

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

Career Planning and Development Center

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

Through career coaching, students meet individually with their designated advisor, who will serve as a consistent point of contact throughout their graduate studies. Career advisors assist students identify, present and articulate technical and transferable skills for career advancement and/or transition. The CPDC website includes a multitude of career resources, guides and sample documents that help students in a variety of career development areas including job search strategies, preparing customized application materials and interviewing strategies. Through Handshake, Webster University's online career management and recruiting platform, students can manage multiple aspects of their job search process, register for career fairs and events, and schedule career advising appointments with their designated career advisor.

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

Financial Aid

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

Contact Information:
Toll Free: 800-983-4623
Phone: 314-246-6992
Fax: 314-246-7125
Email: financialaid@webster.edu
Web: www.webster.edu/financialaid

IT Service Desk

Webster University students have access to some of the latest technology to support their learning experience.

The **IT Service Desk** is the first point of contact for students requesting services from the Information Technology department. The IT Service Desk assists students at any campus in the Webster network or online. Some of the services we provide include Connections account assistance, access to Office 365, joining the wireless network, support for WorldClassRoom (Canvas) online courses and much more.

Please visit our website to see our hours of operation and a full list of our services. We are dedicated to providing quality support and services to our students, faculty and staff. We strive to provide these services in a friendly and timely manner.

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

International Opportunities and Support

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

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

Contact Information:
Web: www.webster.edu/iris

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

Contact Information:
Email: mcisa@webster.edu

Walker Global Hybrid Courses are 3-credit-hour courses that consist of a blend of online and immersive travel learning offered by the Walker School of Business & Technology. They are composed of 8 weeks of online work with a 1-week travel component. These courses offer students the opportunity to explore a global business, technology or management issue with

online coursework plus an in-country week of company visits, guest lectures and cultural activities.

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

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

Library

The **Webster University Library** offers the latest in online resources, collections and information technology. At library.webster.edu, students and faculty and staff members will discover a wealth of electronic resources including eBooks, articles, streaming video and music, online tutorials and research guides - all accessible 24/7 from campus, home or office. In addition, the Library houses a collection of more than 300,000 books, periodicals, scripts, music scores, CDs, DVDs, Blue-Ray and other media. The Library also provides services to obtain books and articles from other libraries for patrons' research needs.

Of course, the Library is more than just its physical and virtual presence - it is also a group of helpful, enthusiastic staff members. Librarians offer general reference assistance in person, over the phone, or via email and 24/7 chat. Appointments may also be made for in-depth help (either in person or online) from a subject specialist.

Contact Information:
Toll Free: 800-985-4279
Phone: 314-968-6950
Web: library.webster.edu
Email and 24/7 Chat: libanswers.webster.edu

Military Student Information

Webster University and the U.S. Department of Defense have worked together for more than 45 years to provide high-quality and cost-effective undergraduate and graduate programs at military installations across the nation.

Webster University's **Office of Military Affairs** (OMA) is committed to the continuing education needs of our military. The OMA's mission is to provide Webster's military students with access to the global Webster University network through a "single touch point." The OMA can assist military students in multiple areas, including financial aid, academic advising, academic testing, transfer credit (including over 60 cooperative degree programs and transfer credit agreements with DoD school houses, such as Army Captain's Career Courses), grants and proposals, military alumni and military student life activities (tutoring, writing assistance, accommodation assistance, etc.). Webster University also has a full-time Veterans Administration (VA) Success on Campus (VSOC) representative on the main campus who is fully equipped to offer Webster military veteran students the VA help they may need. Additionally, the main campus has a Veteran's Center where veterans can go to relax, study or network.

Contact Information:
Toll Free: 800-981-9801, ext. VETS (8387)
Phone: 314-246-VETS (8387)

Email: oma@webster.edu
Web: www.webster.edu/military

Office of the Registrar

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

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

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

Contact Information:
Toll Free: 800-987-3447
Phone: 314-968-7450
Fax: 314-968-7112
Email: registraroffice@webster.edu
Web: www.webster.edu/academics/registrar.php

Student Affairs

Student Affairs is responsible for all co-curricular programs including Career Planning and Development, Campus Ministry, Counseling, First Year Experience (FYE) and Undergraduate Persistence, Campus Dining Services, Housing and Residential Life, Student Health Services, Multicultural and International Student Affairs, WebsterLEADS, Office of Student Engagement, Parent Programs, Student Conduct and the University Center. 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, stocks textbooks and supplies used in courses, as well as a variety of University clothing and accessories.

Financial Services

The Business Office provides a check-cashing service for students. 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 $300 per student available each year. The Money for Textbooks program is also available to St. Louis 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. The application for Money for Textbooks, which must be submitted on line, can be found at: https://www.webster.edu/campus-life/student-services/money_for_textbooks-non_online.html.

Student Media

The *Ampersand* is Webster University's award-winning student magazine. The magazine continues to evolve as it is created each semester by a class of Webster students dedicated to its production. It is available in print and on an *Ampersand* app available from iTunes and Google Play stores. Content focuses on student life. See the latest edition at www.websterampersand.com.

The *Galaxy* is Webster University's student-run internet radio station located in the recently renovated section of Sverdrup Hall. The *Galaxy* offers students from all disciplines opportunities to work in a variety of positions in a creative environment while developing their communication skills. Listen to the *Galaxy* at www.thegalaxyradio.com.

The *Journal* is Webster University's award-winning student newspaper produced in the recently renovated section of Sverdrup Hall. It is published bi-weekly from September through May and is also available online. It covers news about campus life, sports, popular culture, politics and entertainment. Read the *Journal* at www.websterjournal.com.

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 18 of the last 21 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.

Key Dates from the Academic Calendar

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

For programs in:

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

Summer 2021

- **May 31 - July 30**
- **Aug. 7**: Summer Graduation Date

Fall 2021

- **Aug. 16**: Fall 1 classes start
- **Oct. 15**: Fall 1 classes end
- **Oct. 16**: Fall 1 Graduation Date
- **Oct. 18**: Fall 2 classes start
- **Dec. 17**: Fall 2 classes end
- **Dec. 18**: Fall 2 Graduation Date

Spring 2022

- **Jan. 10**: Spring 1 classes start
- **March 11**: Spring 1 classes end
- **March 12**: Spring 1 Graduation Date
- **March 21**: Spring 2 classes start
- **May 14**: Commencement Ceremony
- **May 20**: Spring 2 classes end
- **May 21**: Spring 2 Graduation Date

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

For programs in:

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

Summer 2021

- **June 7 – July 30**
- **Aug. 7**: Summer Graduation Date

Fall 2021

- **Aug. 23**: Fall 1 and Fall Semester classes start
- **Oct. 15**: Fall 1 classes end
- **Oct. 25**: Fall 2 classes start
- **Dec. 17**: Fall 2 and Fall Semester classes end
- **Dec. 18**: Fall Graduation Date

Spring 2022

- **Jan. 17**: Spring 1 and Spring Semester classes start
- **March 11**: Spring 1 classes end
- **March 14-18**: Spring Break – no classes
- **March 21**: Spring 2 classes end
- **May 13**: Spring 2 and Spring Semester classes end
- **May 14**: Commencement Ceremony
- **May 21**: Spring Graduation Date

International Campuses

Summer 2021

- **Athens**: May 24 - June 18 (Summer 1); June 22 - July 16 (Summer 2); July 19 - Aug. 13 (Summer 3)
- **China - Chengdu**: June 6 - Aug. 1
- **China - Shanghai**: May 29 - July 25
- **Geneva**: May 17 - July 9
- **Ghana**: May 31 - July 30
- **Kazakhstan**: June 7 - July 30
- **Leiden**: May 17 - July 16
- **Thailand**: May 24 - July 23
- **Uzbekistan**: May 31 - July 30
- **Vienna**: May 31 - July 2 (5-week); May 31 - July 30 (9-week)

Fall 2021

Fall 1 Session

- **Athens**: Aug. 23 - Oct. 15
- **China - Chengdu**: Aug. 8 - Oct. 10
- **China - Shanghai**: Aug. 7 - Oct. 16
- **Geneva**: Aug. 23 - Oct. 15
- **Ghana**: Aug. 16 - Oct. 15
- **Kazakhstan**: Aug. 16 - Oct.15
- **Leiden**: Aug. 16 - Oct. 15
- **Thailand**: Aug. 16 - Oct. 15
- **Uzbekistan**: Aug 16 - Oct. 15

Fall Semester

- **Vienna**: Sept. 13 - Dec. 17

Fall 2 Session

- **Athens**: Oct. 25 - Dec. 17
- **China - Chengdu**: Oct. 31 - Dec. 26
- **China - Shanghai**: Oct. 23 - Dec. 18
- **Geneva**: Oct. 25 - Dec. 17
- **Ghana**: Oct. 18 - Dec. 17
- **Kazakhstan**: Oct. 18 - Dec. 17
- **Leiden**: Oct. 18 - Dec. 17
- **Thailand**: Oct. 18 - Dec. 17
- **Uzbekistan**: Oct. 18 - Dec. 17
- **Vienna**: Oct. 25 - Dec. 17

Spring 2022

Spring 1 Session

- **Athens**: Jan. 17 - March 11
- **China - Chengdu**: To be determined
- **China - Shanghai**: To be determined
- **Geneva**: Jan. 17 - March 11
- **Ghana**: Jan. 10 - March 11
- **Kazakhstan**: Jan. 10 - March 11
- **Leiden**: Jan. 10 - March 11
- **Thailand**: To be determined
- **Uzbekistan**: Jan. 10 - March 11
- **Vienna**: To be determined

Spring 2 Session

- **Athens**: March 16 - May 13
- **China - Chengdu**: To be determined
- **China - Shanghai**: To be determined
- **Geneva**: March 21 - May 13
- **Ghana**: March 21 - May 20
- **Kazakhstan**: March 21 - May 20
- **Leiden**: March 21 - May 20

Key Dates from the Academic Calendar

- **Thailand**: To be determined
- **Uzbekistan**: March 21 - May 20
- **Vienna**: To be determined

Holiday Schedule

- **May 31, 2021**: Memorial Day*
- **July 5, 2021**: U.S. Independence Day*
- **September 6, 2021**: Labor Day*
- **November 11, 2021**: Veterans Day**
- **November 25, 2021**: Thanksgiving Day*
- **November 26, 2021**: Thanksgiving Friday*
- **December 24, 2021 - January 1, 2022**: Winter Holiday
- **January 17, 2022**: Martin Luther King, Jr. Day*

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

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

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

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

Mission and Values

Mission

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

Vision

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

Core Values

Students

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

Learning

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

Diversity and Inclusion

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

Global Citizenship

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

Statement of Ethics

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

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

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

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

Webster University endeavors to fulfill the following expectations:

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

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

Accreditation and Memberships

Accreditation

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

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

General Data Protection Regulations (GDPR)

Webster University takes seriously the new General Data Protection Regulations (GDPR) that will affect our students and employees who are EU residents and/or citizens. Please be aware that all personal data you provide is subject to our privacy policy which can be found at www.webster.edu/gdpr.

Licensure/Approvals and Specialized Accreditation

Online Licensure

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

- Students with a complaint must first attempt to resolve the issue at the school by completing the school's complaint process. Exhaustion of all informal and formal institutional processes, including both campus processes and any applicable system processes, is a prerequisite to filing any formal complaint with the Missouri Department of Higher Education & Workforce Development. (MDHEWD)
- If dissatisfied with the resolution of the grievance, the student may contact the department by calling (573) 751-2361 and selecting option 2.
- The student will be directed to submit the complaint in writing, using a complaint form provided by the MDHEWD. It may be mailed or faxed to the department and must include supporting documentation. If there is no indication institutional remedies have been exhausted, the complaint will be returned for that purpose. Complaints that fall within the jurisdiction of the department will be investigated and resolved as appropriate by the relevant unit of the MDHEWD. All parties to the complaint will be notified of its resolution by mail.

State Licensures

Arizona

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

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

Refund Schedule		
	Class Length	
Date	9 weeks	8 weeks

Refund Schedule		
Drop		
Week 1	100%	100%
Withdrawal		
Week 2	75%	75%
Week 3	50%	50%
Week 4	50%	50%
Week 5	0%	0%
Week 6	0%	0%
Week 7	0%	0%
Week 8	0%	0%
Week 9	0%	N/A

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

Arizona State Board for Private Postsecondary Education
1740 West Adams Street, Suite 3008
Phoenix, AZ 85007
Phone: 602-542-5715
www.azppse.gov

Arkansas

Campuses at Little Rock and Little Rock Air Force Base are certified by the Arkansas Department of Higher Education.

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

California

Webster University is a private institution approved to operate by the California Bureau for Private Postsecondary Education, with campuses at Irvine and Los Angeles Air Force Base. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. All programs offered at these campuses are instructed in English.

"Notice of Student Rights" in California—You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later, as described in the Notice of Cancellation form that will be given to you. After the end of the cancelation period, you also have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current program period in your program through the last day of attendance.

Read the Notice of Cancellation form for any explanation of your cancellation rights and responsibilities. If you have lost your Notice of Cancellation form, ask the school for a sample copy. After the end of the cancellation period, you also have the right to stop school at any time, and you have the right to receive a refund for the part of the course not taken. Your refund rights are described in the contract. If you have lost your contract, ask the school for a description of the refund policy. If the school closes before you graduate, you may be entitled to a refund.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, by telephone at 888-370-7589 or by fax at 916-263-1897.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complaint form, which can be obtained on the bureau's internet website www.bppe.ca.gov. While students are encouraged to use Webster University internal complaint processes first for grievances, it is not required and students may contact the Bureau at any time.

California students have the right to cancel their agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancelation period, California students also have the right to receive a pro rata refund if they have completed 60 percent or less of the scheduled days in the current program period in their program through the last day of attendance.

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

Refund Schedule		
	Class Length	
Date	9 weeks	8 weeks
Drop		
Week 1	100%	100%
Withdrawal		
Week 2	89%	89%
Week 3	78%	78%
Week 4	67%	67%
Week 5	56%	56%
Week 6	44%	44%
Week 7	0%	0%
Week 8	0%	0%
Week 9	0%	N/A

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that document the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, 916-431-6959 or 888-370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or taxpayer identification number.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Webster University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some of all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Webster University to determine if your credits, degree or certificate will transfer.

For more information on the transferability of credits into Webster University, please refer to the Transfer Credit policies, found within the Academic Policies section of this catalog.

Colorado

The campus at Colorado Springs is authorized to offer master's degrees by the Colorado Commission on Higher Education.

Colorado Commission on Higher Education
1600 Broadway
Suite 2200
Denver, CO 80202

District of Columbia

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

District of Columbia Educational Institution Licensure Commission
1050 First Street, NE, Washington, DC
Phone: 202-727-6436

Florida

The corporate name for Webster University in Florida is Webster University Incorporated. Campuses at Jacksonville Metropolitan, Naval Air Station Jacksonville, Melbourne Metropolitan, Ocala Metropolitan, Orlando Metropolitan and Tampa Bay/St. Petersburg Metropolitan are licensed by the Florida Commission for Independent Education.

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

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

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

Georgia

Campuses at Fort Gordon, Fort Stewart and Hunter Army Airfield are authorized by Georgia's Nonpublic Postsecondary Education Commission.

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

Refund Schedule		
	Class Length	
Date	9 weeks	8 weeks
Drop		
Week 1	100%	100%
Withdrawal		
Week 2	100%	100%
Week 3	50%	50%
Week 4	50%	50%
Week 5	50%	50%
Week 6	0%	0%
Week 7	0%	0%
Week 8	0%	0%
Week 9	0%	N/A

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

Non-Public Postsecondary Education Commission
2082 East Exchange Place Suite 220
Tucker, Georgia 30084-5305
Phone: 770-414-3300
Fax: 770-414-3309
Office hours: 8:30-4:30 (Monday to Friday)
https://gnpec.georgia.gov/

Illinois

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

Illinois Board of Higher Education
1 North Old State Capitol Plaza, Suite 333
Springfield, IL 62701-1377
Phone: 217-782-2551
Fax: 217-782-8548
TTY: 888-261-2881

Kansas

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

Kansas Board of Regents

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

It is the mutual goal of the Kansas Board of Regents and the certified institutions to provide quality educational training and programs. When problems arise, students should make every attempt to find a fair and reasonable solution by taking the steps outlined in the complaint process.
http://www.kansasregents.org/resources/
complaint_procedure_and_form_updated_April2016.pdf

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

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

Refund Schedule		
	Class Length	
Date	9 weeks	8 weeks
Drop		
Week 1	100%	100%
Withdrawal		
Week 2	100%	100%
Week 3	100%	100%
Week 4	25%	25%
Week 5	0%	0%
Week 6	0%	0%
Week 7	0%	0%
Week 8	0%	0%
Week 9	0%	N/A

Kentucky

The campus at Louisville is licensed by the Kentucky Council on Postsecondary Education.

Kentucky Council on Postsecondary Education
100 Airport Road, 2nd Floor
Frankfort, KY 40601

Maryland

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

Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Missouri

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

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

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

North Carolina

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

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

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

Oklahoma

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

Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104
Phone: 405-225-9100

South Carolina

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

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

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

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

Tennessee

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

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

If a complaint or grievance cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Tennessee Higher Education Commission. The student must contact the Commission for further details.

Tennessee Higher Education Commission
312 Rosa Parks Ave, 9th Floor
Nashville, TN 37243
Phone: 615-741-3605

Texas

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

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

Refund Schedule		
	Class Length	
Date	9 weeks	8 weeks
Drop		
Week 1	100%	100%
Withdrawal		
Week 2	80%	80%
Week 3	80%	80%
Week 4	25%	25%
Week 5	0%	0%
Week 6	0%	0%
Week 7	0%	0%
Week 8	0%	0%
Week 9	0%	N/A

Utah

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

Virginia

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

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

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

The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill[®] beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email saa@dvs.virginia.gov.

Specialized Accreditations

- Business and Management programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
- Webster University is designated as a National Center of Academic Excellence in Cyber Defense Education.
- Webster University has been accredited by the National Association of Schools of Music since 1952.
- The master's nursing program at Webster University located in Saint Louis, Missouri is accredited by the Accreditation Commission for Education in Nursing (ACEN)
  3343 Peachtree Road, Suite 850
  Atlanta, GA 30326
  404-975-5000
  www.acenursing.org
  The most recent accreditation decision made by the ACEN Board of Commissioners for the master's nursing program is continuing accreditation.
  View the public information disclosed by the ACEN regarding this program at http://www.acenursing.us/accreditedprograms/programSearch.htm
- The nursing anesthesia program is accredited by the Council of Accreditation (COA) of nurse anesthesia educational programs.
- Education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE).
- Webster University is registered for state teachers' certificates by the Department of Education of the State of Missouri.
- MA in Reading received recognition from the International Reading Association (IRA).
- MA in Teaching English as a Second Language received recognition from the Teachers of English to Speakers of Other Languages (TESOL).
- The BA, MA in legal studies and paralegal certificates at the St. Louis campus only are approved by the American Bar Association (ABA).
- The MA in Counseling with an Emphasis in Clinical Mental Health Counseling, available at the home campus in St. Louis, Missouri and the South Carolina campuses in Charleston, Myrtle Beach and Columbia, is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- Webster University is registered as an Approved Continuing Education Partner (ACEP) with the National Board for Certified Counselors, Inc (NBCC).
- National Council for State Authorization Reciprocity Agreements (NC-SARA).

International Accreditation and Recognitions

- **Austria**: Webster University in Vienna is accredited by The Agency for Quality Assurance and Accreditation Austria (AQ Austria) as an Austrian Private University.

- **China**: The Webster University MBA program, offered in partnership with the Shanghai University of Finance and Economics (SUFE) and the University of Electronic Science and Technology of China (UESTC), is officially recognized by the Ministry of Education in China.
- **Ghana**: Webster University Ghana is fully accredited by the National Accreditation Board of Ghana.
- **Greece**: Webster University, through its Athens Campus, Webster Athens, has been accredited/licensed by the Ministry of Education, Research and Religious Affairs of the Hellenic Republic to operate in Hellas [Greece] under permit 127051/K1/01.08.2016 [Government Gazette 2585/B/22.08.2016].
- **Kazakhstan**: The Webster University Master of Arts in Teaching English as a Second Language is offered in partnership with Astana International University. The Ministry of Education and Science of the Republic of Kazakhstan recognizes this program offering in its Register of Educational Programs of the Republic of Kazakhstan.
- **Thailand:** Webster University in Thailand is accredited by the Office of the Higher Education Commission (OHEC), Ministry of Education, Thailand.
- **The Netherlands:** Selected Webster University programs in the Netherlands are accredited by the Netherlands-Flemish Accreditation Agency (NVAO). Webster is an approved institute of higher education under Dutch law.
- **Uzbekistan**: By resolution of the President of the Republic of Uzbekistan and through the Ministry of Higher and Secondary Specialized Education, Webster University is registered to operate, and its diplomas, transcripts and other academic awards are recognized as documents of higher education in the Republic of Uzbekistan.

Memberships

Webster University holds membership in the following organizations or associations:

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

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

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

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

Tuition, Fees and Refunds

Tuition and Fees

The tuition rates listed below are for the 2021-2022 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*	
St. Louis area campuses^	$750
California metropolitan campuses	$780
Other metropolitan campuses	$650
English as a Second Language (ESL) classes	$360
Online courses	$780
Excludes School of Education students *^ Except doctoral students and other specialized degree programs.*	

Tuition for Military (active duty, selected reserve and National Guard) (per credit hour)^	
Metropolitan locations	$380
Military locations	$380
Online courses	$380
Civilian students (including veterans) on military bases†	$650
^ Except doctoral students and other specialized degree programs. *† Several scholarships are available to support Military Spouses, Military Dependents, Children of Fallen Patriots, Folds of Honor designees, First Responders, Civilian Employees and Federal Contract Workers. For information on these scholarships, please see the Office of Military Affairs Scholarships website.*	

Doctor of Nurse Anesthesia Practice (DNAP) students	
Tuition (per term)	$6,585
Fees (per term)	$800
Transfer credit	$780

Doctor of Management (DMgt) and Doctor of Education (EdD) students	
Regular Tuition	$895

Doctor of Management (DMgt) and Doctor of Education (EdD) students	
Tuition for Military and First Responders (Webster Groves campus)	$605

Tuition (per credit hour) for School of Education students	
St. Louis area campuses***	$645
Extended campus locations (excluding Kansas City)	$395
Kansas City campus	$445
Online courses	$625
In-service courses	$75 - $710
***Includes courses held at St. Louis area extended site locations.	

Additional Fees

Application Fee (excluding doctorate programs) *non-refundable*	$50
Application Fee (doctorate programs) *non-refundable*	$125
Graduation Fee *non-refundable*	$100
Transcript Fee	$15
Study Abroad *non-refundable*	Varies
NOTE: Courses in various academic programs sometimes require expendable supplies or services, and in these cases the student may be billed a class fee for such costs.	

School of Education Graduate Alumni Discount

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

Payment Requirements

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

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

- Payment in full

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

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

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

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

Tuition Refunds

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

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

If you have been awarded financial aid contact the Office of Financial Aid to determine the effect that dropping or withdrawing from class will have on your aid eligibility.

Students attending on-campus classes in Arizona, California, Georgia, Kansas and Texas will receive a refund on tuition as dictated by State requirements. See State Licensures in the Accreditation and Memberships section of this catalog for more information. Refunds for affected Department of Defense Tuition Assistance students attending Webster University classes are dictated by our memorandum of understanding (MOU) with the DoD. The deposit and refund policies at our international campuses may differ; please refer to the catalog of the international campus you are attending for details. All other student refunds/tuition waivers are made according to the following schedule:

Refund Schedule	
	Class Length

Refund Schedule					
Date	16 weeks	9 weeks	8 weeks	5 weeks	3 weeks
Drop					
Week 1	100%	100%	100%	100%	100%
Withdrawal					
Week 2	75%	75%	75%	25%	0%
Week 3	50%	50%	50%	0%	0%
Week 4	25%	25%	25%	0%	N/A
Week 5	0%	0%	0%	0%	N/A
Week 6	0%	0%	0%	N/A	N/A
Week 7	0%	0%	0%	N/A	N/A
Week 8	0%	0%	0%	N/A	N/A
Week 9	0%	0%	N/A	N/A	N/A

Late Refund Request

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

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

Financial Aid

Webster University's Financial Aid Office offers a comprehensive program of financial aid resources for students needing

supplemental financial support for their educational expenses. To apply for federal, state, and institutional aid, a student must complete a Free Application for Federal Student Aid (FAFSA). The FAFSA can be accessed on-line at www.studentaid.gov. Webster University's academic year begins in the summer semester and ends in the following year spring semester (Summer, Fall, Spring). To be considered for priority financial aid offer, the FAFSA should be submitted by February 1st. Students may complete the FAFSA through June 30th of the academic year; however, this may result in limited aid eligibility. In addition to the annual FAFSA, a student needs to complete and submit the Webster University Financial Aid Application available online by logging into the financial aid portal in Connections.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid funds.

Cost of Attendance

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

Federal Financial Aid Student Eligibility

To be eligible for federal financial aid, also referred to as Title IV funds, a valid Free Application for Federal Student Aid (FAFSA) is required.

Gift Aid

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

Self-Help Aid

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

Federal loans allow students to defer payment until after leaving the University or dropping below half-time enrollment. There are also privately funded alternative loan programs designed to supplement institutionally administered federal loan programs. These are not federally insured and may or may not carry a

higher, variable interest rate, may require a credit worthy cosigner with a favorable credit history.

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

Satisfactory Academic Progress

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

Satisfactory Academic Progress is determined by:

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

Students must complete attempted hours according to the following:

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

Maximum Time-Frame

Degree requirements must be completed within a specific time frame. The maximum time frame for a Graduate Degree at Webster University is 150% of required credit hours (i.e., 36 credit hours x 150% = 54 credit hours) to complete the degree. Hours earned at Webster as well as hours transferred and accepted by Webster are considered in this time frame. Any student who has

exceeded the maximum time frame and/or who mathematically cannot finish the program within this period will be considered ineligible for financial aid. Webster University understands students may change their educational goals and programs of study. These students may appeal for reevaluation of their status.

Satisfactory Academic Progress Monitoring

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

Suspension/Academic Plan Probation Status

A student will be placed on Financial Aid Suspension if:

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

and/or

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

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

Non-Satisfactory Progress Appeal

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

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

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

A student placed on a Financial Aid Academic Plan Probation:

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

Reinstatement

A student who has been suspended from financial aid for academic reasons and has not had an appeal accepted may be

eligible for reinstatement if they enroll in courses at their own expense and meets the criteria listed for cumulative Satisfactory Academic Progress. Students must notify the Office of Financial Aid by submitting another Non-Satisfactory Progress Appeal Form.

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

University Withdrawal

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

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

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

Graduate Assistantships

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

Veterans' Educational Benefits

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

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

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

Veterans who provide Webster University with a certificate of eligibility for entitlement to educational assistance from the VA

under chapter 31 or 33 will be allowed to access classes, libraries or other institutional facilities even if payment from the VA is delayed. Students will not need to seek additional funding or incur late fees due to a delayed disbursement.

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

Campus Locations and Offerings

The home campus of Webster University is in Webster Groves, Missouri, a major suburban center of the St. Louis metropolitan area. In addition to the home campus, the University has campuses in downtown St. Louis and in St. Louis County at Westport. In the continental United States, Webster University has campuses in 18 states and in the District of Columbia. Internationally, the University has campuses in Austria, China, Ghana, Greece, The Netherlands, Switzerland, Thailand 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, 2021. 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 U.S. government issued picture identification to enter 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 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.

Arizona

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

Programs offered:

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

Arkansas

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

Programs offered:

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

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

Programs offered:

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

California

Webster University provides graduate level studies at its two locations in the State of California. Both locations have dedicated classrooms, computer labs, student learning spaces and administrative offices. The locations are overseen by directors who can provide detailed campus information at the local level. Webster University does not have dormitory facilities under its control and we do not provide assistance to the student in finding housing. The availability of housing near the institution is favorable with the average cost of a home in the area at around $715,000 and rent for a 1-bedroom apartment at approximately $1,800 per month.

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

Programs offered:

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

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

Programs offered:

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

Colorado

Colorado Springs Metropolitan*
5475 Tech Center Drive, Suite 110
Colorado Springs, CO 80919

Ph: (719) 590-7340
Fax: (719) 590-7343
coloradosprings@webster.edu

Programs offered:

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

District of Columbia

Joint Base Anacostia-Bolling/Bolling AFB*^
112 Brookley Avenue
Washington, DC 20032-8171
Ph: (202) 552-0075
Fax: (202) 561-7263
bolling@webster.edu

Programs offered:

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

Florida

Webster University provides graduate level studies at its seven locations in the State of Florida. All locations have dedicated classrooms, computer labs, student learning spaces and administrative offices. The locations are overseen by directors who can provide detailed campus information at the local level. Webster University does not provide student housing in the State of Florida, nor does it find or assist a student in finding housing.

Jacksonville Metropolitan*
10407 Centurion Parkway N., Suite 210
Jacksonville, FL 32256
Ph: (904) 268-3037
Fax: (904) 262-1459
jacksonville@webster.edu

Programs offered:

- Counseling (MA)
- Criminal Justice (MS)
- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Educational Leadership (EdS)
- Finance (MS)
- Government Contracting (Certificate)
- Human Resources Development (MA)
- Human Resources Management (MA)

- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- National Security Studies (MA)
- Project Management (Certificate)

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

Programs offered:

- Criminal Justice (MS)
- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Educational Leadership (EdS)
- Finance (MS)
- Government Contracting (Certificate)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- National Security Studies (MA)
- Procurement and Acquisitions Management (MA)
- Project Management (Certificate)

Melbourne Metropolitan*
5565 North Wickham Road
Melbourne, FL 32940
Ph: (321) 449-4500
Fax: (321) 454-7799
melbourne@webster.edu

Programs offered:

- Administration of Justice (Certificate)
- Business and Organizational Security Management (MA)
- Counseling (MA)
- Criminal Justice (MS)
- Cybersecurity (MS)
- Cybersecurity - Information Assurance (Certificate)
- Cybersecurity - Threat Detection (Certificate)
- Educational Leadership (EdS)
- Government Contracting (Certificate)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Master of Public Administration (MPA)
- National Security Studies (MA)
- Procurement and Acquisitions Management (MA)
- Project Management (Certificate)

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

Programs offered:

- Counseling (MA)
- Criminal Justice (MS)
- Cybersecurity - Threat Detection (Certificate)
- Educational Leadership (EdS)
- Government Contracting (Certificate)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Human Services (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Project Management (Certificate)

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

Programs offered:

- Counseling (MA)
- Criminal Justice (MS)
- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Educational Leadership (EdS)
- Finance (MS)
- Government Contracting (Certificate)
- Human Resources Management (MA)
- Human Services (MA)
- Information Technology Management (MA)
- Latino Communication Leadership (Certificate)
- Latino Media (Certificate)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- National Security Studies (MA)
- Project Management (Certificate)

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

Programs offered:

- Counseling (MA)
- Criminal Justice (MS)
- Cybersecurity - Threat Detection (Certificate)
- Educational Leadership (EdS)
- Government Contracting (Certificate)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Human Services (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- National Security Studies (MA)
- Project Management (Certificate)

Georgia

Fort Gordon^
271 Heritage Park Lane, Building 35200
Fort Gordon, GA 30905
Ph: (706) 798-3955
fortgordon@webster.edu

Programs offered:

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

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

Programs offered:

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

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

Programs offered:

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

Illinois

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

Programs offered:

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

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

Programs offered:

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

Webster University at Southwestern Illinois College
2500 Carlyle Ave.
Belleville, IL 62221-5859
Ph: (618) 746-4747
Fax: (618) 746-2315
websteratswic@webster.edu

Programs offered:

- Cybersecurity (MS)

University Center of Lake County
1200 University Center Dr.
Grayslake, IL 60030
Ph: (847) 578-0974
Fax: (847) 578-1358
greatlakes@webster.edu

Programs offered:

- Cybersecurity (MS)

Kansas

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

Programs offered:

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

Kentucky

Louisville Metropolitan*
1000 South Fourth Street
Louisville, KY 40203-3208
Ph: (502) 896-1835
Fax: (502) 896-1838
louisville@webster.edu

Programs offered:

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

Maryland

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

Programs offered:

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

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

Programs offered:

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

Missouri

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

Programs offered:

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

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

Programs offered:

- Criminal Justice (MS)
- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Legal Studies (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Paralegal Studies (Certificate)
- Project Management (Certificate)

Kansas City Metropolitan*
1740 West 92nd Street
Suite 300
Kansas City, MO 64114
Ph: (816) 444-1000
Fax: (816) 444-1740
kansascity@webster.edu

Programs offered:

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

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

Programs offered:

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

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

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

Westport*
11885 Lackland Rd., Suite 600
Maryland Heights, MO 63146
Ph: (314) 968-5955
Fax: (314) 291-5099
westport@webster.edu

Programs offered:

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

North Carolina

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

Programs offered:

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

Fort Bragg^

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

Programs offered:

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

Oklahoma

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

Programs offered:

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

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

Programs offered:

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

South Carolina

Webster University provides graduate level studies at its four
locations in the State of South Carolina. All locations have
dedicated classrooms, computer labs, student learning spaces
and administrative offices. The locations are overseen by directors
who can provide detailed campus information at the local level.
Webster University does not provide student housing in the State
of South Carolina, nor does it find or assist a student in finding
housing.

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

Programs offered:

- Counseling (MA)
- Human Resources Development (MA)

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

Columbia Metropolitan*
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)
- Master of Health Administration (MHA)
- Organizational Development (Certificate)

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

Programs offered:

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

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

Programs offered:

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

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

Programs offered:

- Counseling (MA)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)

- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Organizational Development (Certificate)

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

Programs offered:

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

Tennessee

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

Programs offered:

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

Texas

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

Programs offered:

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

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

Programs offered:

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

Joint Base San Antonio/Lackland Air Force Base^
1550 Wurtsmith St.
Bldg. 5725, Room 156
Lackland AFB, TX 78236-5251
Ph: (210) 674-0014
Fax: (210) 670-9035
lackland@webster.edu

Programs offered:

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

Joint Base San Antonio/Randolph Air Force Base^
Education Services Center
Building 208, 301 B Street West
Randolph AFB, TX 78150-4521
Ph: (210) 658-0707
Fax: (210) 658-6405
randolph@webster.edu

Programs offered:

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

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

Programs offered:

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

Utah

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

Programs offered:

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

- Procurement and Acquisitions Management (MA)

Virginia

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

Programs offered:

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

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

Programs offered:

- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Organizational Development (MA)
- Organizational Development (Certificate)

International

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

Austria

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

Programs offered:

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

**The master of science (MS) degree is abbreviated as MSc when completed in Vienna with Austrian accreditation.

China

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

Programs offered:

- Master of Business Administration (MBA)

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

Programs offered:

- Master of Business Administration (MBA)

Ghana

Accra
Plot #445B Luanda Close
East Legon, Accra, Ghana
Ph: +233-30-250-7393
ghana@webster.edu

Programs offered:

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

Greece

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

Programs offered:

- International and Regional Security (Certificate)
- International Relations (MA)
- Master of Business Administration (MBA)
- Oil and Gas (Certificate)
- Project Management (Certificate)
- Psychology (MA) with an Emphasis in Counseling Psychology
- Teaching English as a Second Language (MA)

Kazakhstan

Nur-Sultan City
Webster University at Astana International University
8, Kabanbay Batyr Avenue
Nur-Sultan City, Z05H0T3, Republic of Kazakhstan
Ph: +7 (7172) 24-04-03

Programs offered:

- Teaching English as a Foreign Language (Certificate)
- Teaching English as a Second Language (MA)

The Netherlands

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

Programs offered:

- International and Nongovernmental Organizations (Certificate)

- International Relations (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Psychology (MA) with an Emphasis in Counseling Psychology

Switzerland

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

Programs offered:

- Advanced Research (Certificate)**
- Communications Management (MA)
- Counseling (MA)
- Creativity and Innovation (Certificate)
- Cybersecurity - Threat Detection (Certificate)
- Digital Marketing Management (Certificate)
- Health Care Management (MA)**
- Healthcare Leadership (Certificate)**
- International Development (Certificate)
- International and Nongovernmental Organizations (Certificate)
- International and Regional Security (Certificate)
- International Relations (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)

**Courses are taught in French.

Thailand

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

Programs offered:

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

Cha-Am
Webster University Thailand
143 Moo 5, Tambon Sampraya,
Cha-Am, Petchaburi 76120
Thailand
Ph: (011) 66 (32) 456-161-8
Fax: (011) 66 (32) 456 169

Programs offered:

- Master of Business Administration (MBA)

Uzbekistan

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 as a Foreign Language (Certificate)
- Teaching English as a Second Language (MA)

Tashkent
Webster University Tashkent
13 Navoi Avenue
Tashkent 10011
Uzbekistan
Ph: +998 71 234 1178

Programs offered:

- Creativity and Innovation (Certificate)
- Education and Innovation (MA)
- Master of Business Administration (MBA)
- Media Communications (MA)
- Teaching English as a Foreign Language (Certificate)
- Teaching English as a Second Language (MA)

Tashkent
Webster University at Uzbekistan State University of World Languages
21 Kichik halqa yo'li str.
Tashkent 100138
Republic of Uzbekistan
Ph: +998 71 275 55 57

Programs offered:

- Teaching English as a Foreign Language (Certificate)
- Teaching English as a Second Language (MA)

Online Programs

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

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

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

Online students will be taught under the same rigorous academic standards as our traditional classroom programs, yet, everything needed to earn a degree or just take a course is online and accessible 24 hours a day, 7 days a week during the regular academic term. Due to this dynamic environment, students can expect regular interaction and feedback on work submitted within 7 days.

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

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

Current Online Programs

College of Arts & Sciences

Graduate Degrees

- Counseling (MA)
- Criminal Justice (MS)
- Environmental Management (MS)
- Gerontology (MA)
- Human Services (MA)
- International Relations (MA)
- Legal Studies (MA)+
- National Security Studies (MA)
- School Counseling (MA)
- Science Management and Leadership (MS)

Graduate Certificates

- Administration of Justice
- Applied Gerontology Enhancement and Specialization
- Environmental Sustainability
- Gerontology
- International and Regional Security
- Paralegal Studies+
- Science Management and Leadership

George Herbert Walker School of Business & Technology

Graduate Degrees

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

Graduate Certificates

- Cybersecurity - Information Assurance
- Cybersecurity - Threat Detection
- Digital Marketing Management
- Government Contracting
- Organizational Development and Change
- Project Management

School of Communications

Graduate Degrees

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

School of Education

Graduate Degrees

- Communication Arts (MA)
- Education and Innovation (MA)
- Educational Leadership (EdS)

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

Graduate Certificates

- Applied Behavior Analysis (AGC)
- Leadership in Tiered Systems of Support: RTI and PBIS
- Mobile Technology in Education
- Online Teaching and Learning
- Pedagogical Coordination in the Reggio Emilia Approach
- Robotics for STEM Educators
- STEM Leadership
- Sustainability and Social Equity Studies
- Teaching English as a Foreign Language
- Tiered Instruction and Interventions: RTI and PBIS

Admission

General Admission Information

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

Contact Information for the Office of Admission

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

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

Applications must be completed and submitted online at webster.edu/apply. Supporting documents should be submitted electronically into your application at webster.edu/apply or by regular mail to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Transcripts may be submitted electronically to:
transcripts@webster.edu

Application documents submitted from outside the United States may use the following mailing address:
Webster University
40 North Rock Hill Road
Webster Groves, Missouri 63119-2242
USA
ATTN: Office of Admission

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

Degree Seeking

Admission Criteria

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

Any transcripts not issued in English will require a certified English translation in addition to the official original language document. The admission decision will be made only after all required documents are on file with the appropriate office at the University.

Additional Application Requirements by Program

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

Acceptance

Applicants should submit official transcripts using an approved safe transmission service to the Office of Admission at transcripts@webster.edu or the following address:

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

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

To be considered official, transcripts must be received by Webster University directly from the issuing institution or an approved safe electronic transmission service by sending transcripts to transcripts@webster.edu. If the student is to deliver transcripts in person, they must be in a sealed, unopened envelope and certified with the official seal of the issuing institution.

Official transcripts must be sent directly to the main campus in St. Louis using the address above. Supporting documents may be uploaded by the student to into their application when applicable. They may also be mailed to the address above. A transcript uploaded by the student is not considered official.

Students interested in earning a second master's degree (sequential) must submit official transcripts showing a baccalaureate and masters degree earned.

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

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

such as "conditional basis" acceptance noted, based on the final GPA. Conditionally admitted students will be limited to one course per term prior to advancement to candidacy.

Full Admission

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

Acceptance by Conditional Basis

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

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. A disciplinary violation or criminal conviction may affect admission, enrollment, or course of study, whether occurring prior to the time of application, while the application is under review, or after the admission decision has been made.

Failure by the applicant to fully disclose this information on the application can result in revocation of the admission offer, dis-enrollment after matriculation, or other disciplinary action. 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

- A completed online application for graduate admissions. Non-U.S. citizens, U.S. citizens applying from outside the U.S. and any student applying to a campus outside the United States should complete the international application online at www.webster.edu/apply.
- A non-refundable application fee of $50 is required.
- Official transcripts from the educational institution from which the student earned their first bachelors-level degree. For U.S. institutions, this means accreditation from a regional accrediting body. Non-U.S. institutions must be recognized by the Ministry of Education as a university-level provider of higher education and accredited by any appropriate agencies within the home country and any countries in which it operates and/or issues degrees. This transcript and/or diploma must show the degree received and the date conferred. Applicants previously enrolled in graduate-level coursework must submit official transcripts of that work. All official transcripts and documents in a language other than English must be accompanied by a certified English translation.
- Proof of English language proficiency. See English Language Proficiency section below for approved methods.
- A curriculum vitae (résumé) that documents prior employment and experience or an essay on a topic of the student's choice, such as a special interest, significant experience or notable achievement. Minimum 300 word count in length.

International students recruited to the U.S. will be required to pay a Tuition Deposit equivalent to a one-semester tuition charge, and only applies to tuition fees. This Tuition Deposit is non-refundable upon enrollment and forfeited if the student decides to transfer out of the University. Any forfeited Tuition Deposit will be applied to

tuition fees if the student rejoins the University within twelve (12) months from the date of their last class attendance.

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

There are two paths for submitting official transcripts for international students:

1. Request the university sends Webster University an official transcript directly in a sealed envelope.
2. If the student has attended a school or country that does not issue transcripts to other schools, and instead issues only one original certificate or mark sheet directly to the student, then the student can bring in their original, final transcript and diploma to a Webster staff member, for the staff member to verify and take certified true copies. These copies will become the official transcripts and the originals will be returned to the student.

Additional Application Requirements

- Additional official documentation may be required depending upon an applicant's program of interest or previous educational background. See program page for details.
- International applicants who will require a student visa must submit a photocopy of the biographical page from their passport.
- **Applying for a visa:** Students requiring a visa to study in the country in which their campus is located will be required to provide additional documentation for the visa process. Visa documentation requirements can vary at international campus locations depending upon the applicant's citizenship status and/or country of origin at the time of acceptance to the University. Applicants should check with the campus they plan to attend for specifics. Students are responsible for applying and obtaining their visa. The University will provide support and guidance during the process and will notify applicants if additional documentation is required to complete the application file. Upon receipt, the University can vouch for student status and any associated charges.

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

English Language Proficiency

A strong command of the English language is vital to a student's success at Webster University. International students are required to show proof of English language proficiency at point of admissions. International students who are from the following countries are exempt from submitting proof of English proficiency:

- Antigua and Barbuda
- Australia
- The Bahamas
- Barbados
- Belize
- Canada (except Quebec)
- Dominica
- Ghana

- Grenada
- Guyana
- Jamaica
- New Zealand
- St. Kitts and Nevis
- St. Lucia
- St. Vincent and the Grenadines
- Trinidad and Tobago
- United Kingdom (England, Scotland, Northern Ireland and Wales)

International student applicants normally satisfy the English language proficiency requirement by submitting official scores within the past two years of one of the approved test of academic English Language. Business English tests are not an approved method for proving language proficiency. The scores required for full graduate admission are as follows:

- TOEFL: iBT: 80
- TOEFL: oBT: 550
- IELFTS: Academic: 6.5
- Duolingo: 120
- Pearson: 53
- Cambridge Academic English: 176
- Password: 6.5
- GTEC: 1201
- iTEP: 3.9

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

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

- St. Louis campus: 6933
- Accra campus: 5517
- Cha-Am campus: 7954
- Geneva campus: 0546
- Leiden campus: 0548
- Vienna campus: 0547

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

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

ESL Contingent Admission

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

English Language Placement Testing

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

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

Application by Non-Degree Seeking Students

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

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

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

Admission Appeal Process

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

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

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

Enrollment

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 are some examples:

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

Webster's Microsoft Office 365 subscription gives students, faculty and staff online access to the Microsoft Office applications from nearly any device. Office 365 will provide many productivity and collaboration services to the Webster University community - online hosted email, shared calendaring, additional online storage with OneDrive, Office in the cloud and so much more.

Office 365 also provides important technical tools that Webster Information Technology is adopting, such as user password management and email.

Students are expected to:

- Register their Connections/Office 365 account.
- Regularly check their University email account for official communication from Webster University.
- Regularly check their Connections account for Webster Alerts, Personal Announcements and Campus Announcements.
- Maintain their University email account in working order (including compliance with the University's Acceptable Use Policy and appropriately managing disk space usage).
- Set up 2-Factor Authentication.

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

For technology support, students can email the IT Service Desk at support@webster.edu or call at 314-246-5995 or toll free at 1-866-435-7270.

For all other IT policies, including the University Email Policy, Acceptable Use Policy, Wireless Network Policy, Data Encryption Policy, and other guidelines, visit: https://legacy.webster.edu/technology/references/.

Registration

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

- New graduate students are required to meet with an academic advisor to review degree requirements, create a degree plan, and coordinate initial registration.
- Current graduate students are encouraged to self-register through the Student Academic Services tab in Connections. Students may also contact an advisor for registration assistance. Some students may be required to see an advisor prior to registration.

- Course registration should be completed prior to the official term start date. For online classes, registration must be complete by the Friday prior to the official term start date. For registrations after the start of the term, refer to the Add/Drop/Withdraw Procedures section below.
- Published course schedules are subject to change.

Course Load Guidelines

Most graduate courses are 3 credit hours. The maximum course load in the graduate degree program for a fully admitted student is 6 credit hours per term or 9 credit hours in a 16 week course, which is considered full-time. Students taking 1-5 credit hours per term or 1-8 credit hours per semester are considered part-time. 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 degree program.
- Students have demonstrated academic success in full-time graduate coursework. Success is defined by earning grades of B or better in both courses in the term.
- Students are in good academic standing.
- Students are not in his/her final term.

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

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

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

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

Requisite Introductory Course

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

If students can demonstrate academic proficiency, a request for a waiver of the introductory requisite course may be made to the academic advisor who will seek approval. Students who

are granted a waiver of the introductory requisite course in the declared major may not enroll in that course for elective credit after the initial term. A waiver does not change the credit hours required for completion of the degree.

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

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

Professional Seminars

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

Final Capstone Course

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

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

Graduate Level Courses

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

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

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

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

Add/Drop/Withdraw Procedures

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

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

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

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

WITHDRAW: Students may withdraw from a course through Friday of the sixth week of an eight-week or nine-week course or through Friday of the twelfth week of a semester course. Students may withdraw online through 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 with extraordinary, long-term or remote assignments are encouraged to meet with their academic advisor to discuss withdrawal.

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, and the College of Arts & Sciences (with the exception of the MSN), follow the 9-week term calendar. Programs in the School of Education and the Leigh 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.

Academic Policies

Conduct

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

Academic Honesty Policy

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

Definitions of Academic Dishonesty

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

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

Disciplinary Actions

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

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

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

Credit Hours

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

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

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

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

Continuing Enrollment/Break in Enrollment (Leave of Absence)

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

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

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

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

If a drop or withdrawal of a course(s) is in the best interest of the student, the academic advisor will assist with necessary paperwork and revise the program plan of study. If the student returns after the sixth term of no enrollment, per the Break in Enrollment (Leave of Absence) policies, the student will be required to meet the program degree requirements stated in the catalog that is current when the student resumes classes with Webster University.

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

*Not awarded quality points.

Grade Points and Grade Point Average (GPA)

A grade point average (GPA) is calculated and is recorded on the student record. This GPA is based on all graded work, including transfer credit, applied toward all graduate degrees. Graduate students are expected to maintain a GPA of 3.0 or higher.

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

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

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

Grade Appeals

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

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

The steps of a Grade Appeal are:

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

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

Incomplete Process

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

an Incomplete are documented with a "course incomplete" form submitted by the instructor to the Registrar's Office.

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

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

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

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

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

Repeated Courses

Students may opt to repeat a course for a higher grade. However, any course within the major in which a student earns a grade below a C must be repeated. The student's enrollment history will document both enrollments and grades, but only the most recent grade will be used for GPA calculation and academic standing. Some courses (e.g. topics courses) are repeatable for credit. These courses will not have the grade replaced as each course grade is earned separately.

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

Graduate Academic Honors

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

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

Academic Probation and Dismissal

All graduate programs, except MSN

Graduate students are expected to maintain a minimum 3.0 cumulative grade point average in order to achieve satisfactory graduate standing. Satisfactory graduate standing is required to graduate. Any course within the major in which a student earns a grade below C must be repeated. Students receiving financial aid should contact the financial aid office for clarification regarding the impact of repeated coursework on financial aid eligibility.

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

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

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

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

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

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

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

Reinstatement

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

Readmission

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

Dual Majors

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

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

The following policies apply to dual majors:

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

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

Dual Major Option: National Security Studies/International Relations (NTSC/INTL)

The national security studies (NTSC) and international relations (INTL) dual major option requires the completion of 51 credit hours, consisting of the following courses: 1 required course (3 credits) from the international relations program; 2 required courses (6 credits) from the national security studies program; a research methods course (3 credits) and capstone/thesis course (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 Media Communications (51 to 54 credit hours)
- MBA/MA in Procurement and Acquisitions Management (51 to 54 credit hours)
- MBA/MS in Science Management and Leadership (54 to 57 credit hours)

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

The MA in national security studies/MS in cybersecurity dual degree option requires the completion of 54 credit hours, consisting of the following courses: 7 required courses (21 credits) in the cybersecurity program; 3 required courses (9 credits) in the national security studies program; 3 elective courses (9 credits) from the cybersecurity 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 substitute coursework must be requested and approved prior to enrollment in consultation with an academic advisor.

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

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

Minimum 21 credit hours required for:

- Media Communications (MA)
- Procurement and Acquisitions Management (MA)
- Reading (MA)

Minimum 24 credit hours required for:

- Applied Educational Psychology (MA)
- Business and Organizational Security Management (MA)
- Education and Innovation (MA)
- Gerontology (MA)
- Health Care Management (MA)
- Human Resources Development (MA)
- Human Services (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Nonprofit Leadership (MA)
- Special Education (MA)
- Teaching English as a Second Language (MA)

Minimum 27 credit hours required for:

- Criminal Justice (MS)
- Cybersecurity (MS)
- Environmental Management (MS)
- Human Resources Management (MA)
- Information Technology Management (MA)
- International Relations (MA)
- Master of Public Administration (MPA)
- National Security Studies (MA)
- STEM Education (MA)

Minimum 30 credit hours required for:

- Finance (MS)
- Forensic Accounting (MS)
- Marketing (MS)
- Migration, Climate Change and the Environment (MA)
- Science Management and Leadership (MS)

Minimum 36 credit hours required for:

- Legal Studies (MA)
- Master of Health Administration (MHA)

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

School of Education sequential master's degree students are required to complete the Advancement to Candidacy process for their degree. Students with degrees outside the field of education

must have the approval of the department chair prior to enrolling in any sequential master's degree.

For students pursuing a sequential MBA, if the student completed any of the MBA core courses in a previous master's degree program with a B or better, up to 6 credit hours may be reduced from the required 30 credit hours of MBA core courses, reducing the MBA core requirements to 24-27 credit hours. Only 3 credit hours of the total 6 credit hours of substitutions or reductions may be applied to the following courses: MBA 5100, MBA 5200, MBA 5300, MBA 5400 or MBA 5500.

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

Certificate

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

Requirements for Certificates

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

Admission and Financial Aid

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

Directed Studies

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

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

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

Internship

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

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

Thesis or Project

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

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

Credit by Examination/Prior Learning

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

Transfer of Credit

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

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

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

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

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

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

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

The following considerations are also a factor:

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

Transfer credit is restricted to the following:

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

Core Course Substitution

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

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

Petition/Graduation Requirements

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

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

Transcripts

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

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

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

Diploma

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

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

College of Arts & Sciences

Departments
- **Biological Sciences,** Stephanie Schroeder, chair
- **History, Politics, International Relations and Religious Studies,** Kristen Anderson Morton, chair
- **Law, Crime and Social Justice,** Robin Jefferson Higgins, chair
- **Nurse Anesthesia,** Jill Stulce, chair
- **Nursing,** Janice Palmer, chair
- **Professional Counseling,** Molly Stehn, chair
- **Psychology,** Eric Goedereis, chair

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

Michael Hulsizer, interim dean

College of Arts & Sciences website (external to catalog)

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

Mission Statement

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

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

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

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

Graduate Degrees
- Biomedical Sciences (MS)
- Counseling (MA)
- Criminal Justice (MS)
  Dual Degree Option:
  MA in National Security Studies/MS in Criminal Justice
- Doctor of Nurse Anesthesia Practice (DNAP)
- Environmental Management (MS)
  Dual Degree Option:
  MBA/MS in Environmental Management
- Gerontology (MA)
- Human Services (MA)
- International Relations (MA)
  Dual Degree Option:
  MBA/MA in International Relations
- International Relations (Global MA)
- Legal Studies (MA)
- Migration, Climate Change and the Environment (MA)

- National Security Studies (MA)
  Dual Degree Options:
  MA in National Security Studies/MS in Criminal Justice
  MA in National Security Studies/MS in Cybersecurity
- Nursing (MSN)
- Psychology (MA) with an Emphasis in Counseling Psychology
- School Counseling (MA)
- Science Management and Leadership (MS)
  Dual Degree Option:
  MBA/MS in Science Management and Leadership

Graduate Certificates
- Administration of Justice
- Applied Gerontology Enhancement Specialization
- Environmental Sustainability
- Fraud Investigation
- Gerontology
- Healthcare Leadership
- International Development
- International and Nongovernmental Organizations
- International and Regional Security
- Paralegal Studies
- Science Management and Leadership

George Herbert Walker School of Business & Technology

Departments

- **Business**, Elizabeth Risik, chair
- **Management**, Eric Rhiney, chair
- **Mathematics and Computer Science**, Martha Smith, chair

Simone Cummings, dean

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

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

Mission

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

Vision

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

Values

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

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

Potential - Every individual has the potential to succeed.

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

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

Graduate Degrees

- Business and Organizational Security Management (MA)
  Dual Degree Option:
  MBA/MA in Business and Organizational Security Management
- Cybersecurity (MS)
  Dual Degree Option:
  MA in National Security Studies/MS in Cybersecurity
- Data Analytics (MS)
- Finance (MS)
  Dual Degree Option:
  MBA/MS in Finance
- Forensic Accounting (MS)
- Health Care Management (MA)
- Human Resources Development (MA)
  Dual Degree Option:
  MBA/MA in Human Resources Development
- Human Resources Management (MA)
  Dual Degree Option:
  MBA/MA in Human Resources Management
- Information Technology Management (MA)
  Dual Degree Option:
  MBA/MA in Information Technology Management

- Management and Leadership (MA)
  Dual Degree Option:
  MBA/MA in Management and Leadership
- Marketing (MS)
  Dual Degree Option:
  MBA/MS in Marketing
- Master of Business Administration (MBA)
  Dual Degree Options:
  MBA/MHA
  MBA/MA in Business and Organizational Security Management
  MBA/MS in Environmental Management
  MBA/MS in Finance
  MBA/MA in Human Resources Development
  MBA/MA in Human Resources Management
  MBA/MA in Information Technology Management
  MBA/MA in International Relations
  MBA/MA in Management and Leadership
  MBA/MS in Marketing
  MBA/MA in Media Communications
  MBA/MA in Procurement and Acquisitions Management
  MBA/MS in Science Management and Leadership
- Master of Health Administration (MHA)
  Dual Degree Option:
  MBA/MHA
- Master of Public Administration (MPA)
- Nonprofit Leadership (MA)
- Organizational Development and Change (MA)
- Procurement and Acquisitions Management (MA)
  Dual Degree Option:
  MBA/MA in Procurement and Acquisitions Management
- Space Systems Operations Management (MS)

Graduate Certificates

- Advanced Research
- Artificial Intelligence
- Corporate Entrepreneurship
- Cybersecurity - Information Assurance
- Cybersecurity - Threat Detection
- Digital Marketing Management
- Government Contracting
- Nonprofit Management
- Oil and Gas
- Organizational Development and Change
- Project Management
- Remote Sensing Analysis and Geospatial Information Systems (GIS)

Leigh Gerdine College of Fine Arts

Departments

- **Art, Design and Art History**, Ryan E. Gregg, 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 and Memberships 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

- Arts Management and Leadership (MFA)
- 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**, Timothy Ryan, chair
- **Communications and Journalism**, Gary Ford, chair
- **Electronic and Photographic Media**, Chris Sagovac, chair

Eric Rothenbuhler, dean

School of Communications website (external to catalog)

Please refer to the Accreditations and Licensures section of this catalog for specialized accreditations that may apply to programs in the School of 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 May Gallery, a photographic exhibit space;
- The Webster University Film Series, a comprehensive alternative film series allowing students, faculty, and community members to view independent features and documentaries, avant-garde films, animation, retrospectives, and short works and offering filmmaking workshops to students and the community;
- Several clubs and organizations.

Graduate Degrees

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

- Advertising and Marketing Communications (MA)
- Communications Management (MA)
- Media Communications (MA)
  Dual Degree Option:
  MBA/MA in Media Communications
- New Media Production (MA)
- Public Relations (MA)

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

Graduate Certificates

- Latino Communication Leadership
- Latino Media

School of Education

Departments
- **Graduate Department of Education**, Ralph Olliges, chair
- **Department of Teacher Education**, Basiyr Rodney, chair

To be announced, dean

School of Education website (external to catalog)

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

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

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Mission Statement

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

Vision

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

Dispositions and Professional Behaviors

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

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

Assessment Policy of School of Education

MA, MET, EdS and EdD

Programs in the School of Education use key assessments in specific courses to evaluate and promote student achievement of specific learning outcomes. In all courses that use key assessment assignments, the syllabus will list the standards that are used for assessing student academic performance. Students may contact their advisors, if they have further questions.

Demonstration of Missouri Teacher Standards Through Quality Indicators

MAT

The Department of Teacher Education (DTE) Passport is an integral element in the assessment system for initial teacher certification programs. The system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age and is aligned with the Missouri Teacher Standards, which "convey the expectations of performance for professional teachers in Missouri."

In order to complete the digital passports, candidates are enrolled in the Education Passport 1 and Education Passport 2 online learning portal. Using a self-directed approach, pre-service teachers upload artifacts and reflections in the digital passports. Each passport is assessed by a team of faculty who assign a passing or failing grade to the passport based on the successful submission of artifacts and appropriate supplementary activities. Where appropriate, candidates may be asked to revise and resubmit artifacts or reflections. Successful completion of each part of the passport allows the candidate to move through the phases of the program.

Programs

Graduate Degree Programs
- Applied Educational Psychology (MA)
- Education and Innovation (MA)
- Educational Leadership and Administration (MA)
- Educational Technology (MET)
- Master of Arts in Teaching (MAT) with an Emphasis in Elementary Education
- Master of Arts in Teaching (MAT) with an Emphasis in Middle School Education
- Master of Arts in Teaching (MAT) with an Emphasis in Secondary School Education
- Master of Arts in Teaching (MAT) with an Emphasis in Special Education
- Mathematics for Educators (MA)
- Reading (MA)
- Special Education (MA)
- STEM Education (MA)
- Teaching English as a Second Language (MA)

Post-Master's Programs
- Doctor of Education (EdD)
- Educational Leadership (EdS)
- School Psychology (EdS)

Certificates

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

- Creativity and Innovation
- Dyslexia
- Educational Services 1750
- Fostering Resilience in "At Risk" Children and Youth
- Immigrant and Refugee Children and Families
- Mobile Technology in Education
- Online Teaching and Learning
- Psychoeducational Needs of Immigrant and Refugee Youth
- Race and Racism in Education and Psychology
- Robotics for STEM Educators
- Sustainability and Social Equity Studies
- Teaching English as a Foreign Language
- Workplace Learning and Instruction

Advanced Graduate Certificates
- Applied Behavior Analysis
- Leadership in Multi-Tiered Systems of Support
- Severe Developmental Disabilities and Autism

- Trauma-Informed Education and Intervention

Program Description

MA, MAT and MET

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

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

EdS

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

- Educational Leadership
- School Psychology

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 educator-scholars 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: comprehensive examination, prospectus defense, dissertation proposal and final oral defense. Students also build and share their expertise as a cohort to become visionary leaders in today's world.

Emphasis Areas:

- Educational Leadership
- Special Education: Dyslexia
- Special Education: Positive Behavioral Interventions and Supports (PBIS)
- Special Education: Sever Developmental Disabilities and Autism
- Special Education: Trauma-Informed Education and Intervention
- Teaching English as a Second Language (TESL)
- 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 and MET

A completed admission file includes information on professional experience and the academic transcripts of the applicant's undergraduate degree work. This material is reviewed and the academic record, essay, and letters of recommendation (if requested), are evaluated to determine if the applicant will be accepted. New applicants have one term (8 weeks) to complete the acceptance process.

An overall minimum cumulative grade point average of 2.5-3.0 (depending on the degree) is required for acceptance into an MA or MET program. Special consideration may be given to students with extraordinary professional accomplishments or to those whose grades show marked improvement in the later years of college or in graduate or professional studies since college.

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 and EdD

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 or EdD program. EdD admission requires the current (within the last five years) general GRE test scores including: Quantitative Reasoning, Verbal Reasoning and Analytical Writing. Applicants to the EdD program will also be interviewed as part of the admission requirements.

Special consideration may be given to students with extraordinary professional accomplishments or to those whose grades show marked improvement in the later years of college or in graduate or professional studies since college. Students who have not met all admission requirements yet show potential for excellence in the program may be accepted on a conditional basis and later re-evaluated. For the full list of admission requirements for an EdS or the EdD degree, please refer to the program's section in this catalog.

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

Advancement to Candidacy

Advancement to Candidacy (ATC) represents a significant milestone in a candidate's academic career and indicates that a student shows the requisite ability and interest to complete the program successfully. Candidates who successfully ATC have demonstrated mastery of program standards and may continue enrolling in courses to complete their major. Transfer hours from other colleges and universities do not count in the eligibility for candidacy hours. Students not advanced to candidacy are not eligible to continue in their programs. Students who successfully ATC continue to receive advising and are evaluated routinely until all other program requirements have been met.

MA, MET and EdS

After completing the requisite credit hours within a degree program and before 12 credit hours, the student's performance and program are evaluated to determine whether the student should be advanced to candidacy. Several programs require the submission of a form and/or additional materials in order to successfully complete ATC. For information regarding ATC requirements for a specific program, refer to that program's section in the catalog.

MAT

Advancement to Candidacy means that a student is formally enrolled in the initial teacher certification program. After 15 hours of graduate credit, candidates will be restricted from registering in further coursework until advanced to candidacy. The student will ATC providing the following criteria are met:

1. Completed 15 hours of graduate credit with grades of B or better (including CMAT 5000)
2. Completed Passport 1
3. Acceptance into the Teacher Certification program (contact the School of Education Teacher Certification Office for more information)
4. Remains in good academic standing and maintains a minimum cumulative GPA of 3.0

EdD

Doctoral students who completed all coursework requirements except dissertation hours will take the comprehensive examination in a course, EDOC 7902. Students who have passed the comprehensive examination will earn the status of doctoral candidacy. Advancement to candidacy indicates that a student shows the requisite capacity and dedication to complete the program.

Continuous Enrollment

MA, MAT and MET Degrees

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

EdS and EdD Degrees

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

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

Course Load Guidelines

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

Overload

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

Reduced Load

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

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

Transfer of Credit

MA, MAT, MET and EdS Degrees

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

Certification Programs

The MAT degree and emphases are designed for students who are also pursuing initial Missouri Certification.

The MAT emphasis areas are:

- Elementary Education
- Middle School Education
- Secondary School Education
- Special Education

Students may obtain Missouri certification in:

- Art (K-12)
- Elementary (Grades 1-6)
- Middle School (Grades 5-9) Language Arts, Math, Science, Social Studies
- Secondary (Grades 9-12) Biology, English, Math, Social Science
- World Languages (French, German, Spanish) (K-12)
- Special Education (K-12 Mild/Moderate Cross-Categorical)

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

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

A student who holds an initial certificate and is interested in an advanced certification in English Language Learners, Reading

Specialist, or Severe Developmental Disabilities may pursue one of these certifications with the corresponding MA degree. The School Psychologist certification may be pursued within the EdS in School Psychology degree. Contact the School of Education Office at soe@webster.edu for information regarding these degrees.

State-Required Content Area Exam

In addition to the required courses, and apprentice teaching, the State of Missouri requires all teaching certification candidates to successfully complete the Missouri Content Area Exam. For information regarding testing dates, locations, and registration materials, check online at http://www.mo.nesinc.com.

Requirements for Missouri Initial Teacher Certification

Students must make available official academic transcripts to the Coordinator of Teacher Certification in the School of Education in order to complete an evaluation of coursework. Based on this transcript evaluation the Coordinator of Teacher Certification will identify the exact number of credit hours that a MAT candidate will require to complete initial teacher certification with respect to Missouri Department of Elementary and Secondary Education (DESE) requirements. Prior coursework, such as transfer courses and content area courses, will be identified from the students' transcripts. Using this evaluation, an academic advisor, in conjunction with the Coordinator of Teacher Certification, will prepare a personalized program of study for the student. Students may be required to take more than the required coursework listed for the emphasis area.

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.

Application and Eligibility to Practicum

Application and registration in Practicum must be approved by the student's advisor by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. A grade of B or higher is required for successful completion of the practicum.

Application to Apprentice Teaching

Successful completion of Apprentice Teaching is required to meet the graduation requirements of the emphasis area. Application and registration in Apprentice Teaching and CMAT 5096 Apprentice Teaching Seminar must be approved by the student's advisor and the Office of Field Experience by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. Students who are full time paraprofessionals or teachers in an approved educational setting may be eligible to earn credit for Apprentice Teaching through an assessment process. The eligibility requirements for acceptance into Apprentice Teaching are as follows:

1. Students must have successfully completed all required courses for Missouri initial teacher certification in their chosen emphasis and content area

2. Students must have successfully completed Practicum with a grade of B or higher
3. Students must have passed state required content area exam score equal to or greater than the Missouri qualifying score prior to registration in Apprentice Teaching. Students should talk to their advisor or the teacher certification professionals at Webster University in order to understand how DESE changes are accommodated in their personalized program of study

Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All students enrolled in apprentice teaching must participate in a mandatory seminar.

All graduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status.

Practicum

A 5000-level practicum is required as a prerequisite to apprentice teaching. Practica are 45-135 hour experiences in P-12 classrooms involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, candidates must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Candidates must meet with the Coordinator of Field Placements prior to submitting practicum applications.

Apprentice Teaching

Apprentice teaching is a requirement for all initial certifications. Apprentice teaching is a full-time experience in a P-12 classroom that spans at least 16 weeks. The teacher candidate observes the cooperating teacher and eventually assumes responsibility for planning and preparing lessons, teaching, grading student work and taking part in any other activities expected of a teacher in the school. Candidates must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Passport 2 must be successfully completed before the start of Apprentice Teaching. The candidate must also pass the Missouri Content Assessment(s) for the specific certification area prior to the start of Apprentice Teaching.

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

Sequential Master's Degree in the School of Education

- A student who holds an MA, MAT, or MET from Webster's School of Education may earn a sequential MA or MET by completing the required courses (ranging from 21 to 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 or MET 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.
- Students working on a sequential MA or MET are required to complete the School of Education ATC (Advancement to Candidacy) process for their sequential degree.
- If a student has completed any required courses as part of a previous Webster University master's degree, approval for substitute coursework must be requested and approved prior to enrollment.
- Any student with a non-education master's degree representing any other discipline outside of the field of education must have the approval of the Dean before beginning or enrolling in any sequential master's program in the School of Education. For more information contact the School of Education at 314-246-8007 or soe@webster.edu.

Independent Study

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

School of Education Graduate Alumni Discount

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

Credit by Examination

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

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

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, see the Kornblum Scholarship Fund Application, available on the School of Education's website at webster.edu/education.

Faculty

Adjunct faculty are assigned the title of adjunct professor.

Adjunct faculty can be characterized as follows:

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

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

U.S. Campuses

Arizona

- **Cox, Stephanie R.,** BS, University of Arkansas at Pine Bluff, 1993; MBA, Webster University, 1996; PhD, Walden University, 2013
- **Dorst, Christian R.,** BS, University of Utah, 1992; MBA, University of Southern California, 1995
- **Sampayo, Jaime,** BBA, Texas A&I University, 1983; MBA, Angelo State University, 1988; JD, Creighton University, 1991; LLM, Katholieke Universiteit Leuven, 1992; DM, Colorado Technical University, 2012

Arkansas

- **Anderson, Dametrice F.,** BSEd, University Arkansas Fayetteville, 2004; MBA, Harding University, 2005
- **Atkinson, Timothy,** BS, Tennessee Technical University, 1989; MEd, Vanderbilt University, 1997; EdD, University Arkansas Little Rock, 2006
- **Cox, Stephanie R.,** BS, University Arkansas Pine Bluff, 1993; MBA, Webster University, 1996; PhD, Walden University, 2016
- **Dortch, Damon,** BBA, University Arkansas Little Rock, 2014; MBA, University Arkansas Little Rock, 2018
- **Ewenike, Victoria N.,** BA, Obafemi Awolowo University, 1982; MPA, University Arkansas Little Rock, 1991; JD, University Arkansas Little Rock, 1999
- **Ford, Robert P.,** BSME, University Arkansas Little Rock, 1973; MBA, University Arkansas Little Rock, 1980
- **Gayden, Wilburt K.,** BS, Park University, 2005; MHA, Webster University, 2012
- **Glover, Malcolm E.,** BS, Florida A & M University, 2005; MPS, University Arkansas Little Rock, 2007; PhD, University Central Arkansas, 2015
- **Govan, Dieterick L.,** BBA, University Central Arkansas, 2000; MBA, University Phoenix, 2006; DBA, Walden University, 2012
- **Grau, Paul H.,** BA, Colorado Christian University, 2006; MBA, Colorado Christian University, 2007; MA, Liberty University, 2013
- **Hillman, Virginia R.,** BA, John Brown University, 1999; MA, Webster University, 2002
- **Howard, Richard S.,** BA, University Arkansas Fayetteville, 1973; MBA, University Puget Sound, 1984
- **Jones, Wanda J.,** BA, Arkansas Baptist College, 1977; MA, Webster University, 1988
- **Keegan, Patricia J.,** BS, Park University, 1990; MS, Golden Gate University, 1992

- **Lopez, Luis M.,** BA, University Arkansas Little Rock, 2015; MPA, University Arkansas Little Rock, 2017
- **Metzger, James E.,** BA, University Notre Dame, 1971; MA, University Chicago, 1975
- **Perkins, Veronica D.,** BS, University Arkansas Pine Bluff, 1994; MS, University Arkansas Pine Bluff, 1998; EdD, Arkansas State University, 2009
- **Rhodes, Deaundra M.,** BA, University Arkansas Pine Bluff, 1997; MA, Webster University, 2000; EdD, Walden University, 2012
- **Sample, Gary L.,** BS, University Arkansas Little Rock, 1995; MS, University Arkansas Fayetteville, 1996
- **Smith, Gary W.,** BS, University Southern Mississippi, 1970; MHA, Washington University, 1974
- **Sweeden, Joseph P.,** BA, University Arkansas Little Rock, 1989; MA, University Arkansas Little Rock, 1993
- **Villines, Justin J.,** BS, University Phoenix, 2009; MBA, University Phoenix, 2010
- **Volpe, Joseph J.,** BS, U.S. Military Academy, 1988; JD, University Arkansas Little Rock, 1996
- **Williams, Alisa,** BS, Southern Arkansas University, 1988; MBA, Grambling State University, 1994

California

- **Adolph, Courtney B.,** BA, George Washington University, 2000; JD, Loyola Marymount University, 2003
- **Atencio, Marca,** BA, Southern Illinois University/Car, 2000; BS, Devry Institute Of Technology, 2002; MBA, Embry-Riddle Aeronautical University, 2007; PhD, University of Salford Manchester, 2013
- **Bajah, Jeff T.,** BS, Obafemi Awolowo University, 2002; MBA, Kaplan University, 2010; EdD, California Lutheran University, 2016; MS, California Lutheran University, 2017
- **Dozer, Brian K.,** BA, Indiana University Bloomington, 1989; MBA, Pepperdine University, 2001; DMgt, Webster University, 2013
- **Fellhauer, Mark S.,** BS, University Missouri/St Louis, 2003; MBA, Webster University, 2010
- **Grant, Kevin,** BA, Sterling College Kansas, 1978; MBA, Azusa Pacific University, 1994
- **Jefferson, Marc E.,** BS, Mississippi Valley State University, 1989; MA, Webster University, 1999; MA, Webster University, 2016
- **Kuritzky, Neil M.,** MBA, U.S. International University Ca, 1983
- **McCutcheon, Moses,** BIS, Virginia State University, 1987; MS, Pepperdine University, 1992; EdD, Pepperdine University, 2004
- **McNabb, Matthew G.,** BA, Calif State University Fullerton, 1991; MS, University Southern California, 2003; EdD, University Southern California
- **Monard, Ronald E.,** BA, University Calif Irvine, 1990; JD, Western State University Law, 1993
- **Monard, Amanda,** BA, University Calif Irvine, 1990; JD, Northwestern California Univ School of Law, 2011
- **Muhl, Joseph A.,** BS, Loyola Marymount University, 1993; MS, Calif State University Long Beach, 1998; MBA, Calif State University Long Beach, 2001
- **Neely, Stephone M.,** BS, Furman University, 1984; MBA, Pepperdine University, 1998
- **Pabrai, Uday A.,** BS, Clemson University, 1986; MS, Illinois Institute Of Techology, 1990
- **Pigeon, Roger E.,** BA, Chapman University, 1980; MBA, Chapman University, 1982
- **Proctor, Norma F.,** BBA, University Hawaii Manoa, 1997; MBA, University Phoenix, 2002

- **Rashad, Anisa H.,** BS, Fayetteville State University, 1993; MBA, Johns Hopkins University Cty, 2001
- **Sebhatu, Petros,** BA, The Union Institute & University, 1987; MBA, National University, 1989; PhD, Alliant International University, 1994
- **Shepard, Linda M.,** BBA, Saint Marys College, 1984; MMgt, Northwestern University, 1992
- **Torneden, Roger L.,** BSB, University Kansas, 1967; MS, University Kansas, 1967; PhD, New York University, 1974

Colorado

- **Binnings, Thomas L.,** BA, Colorado College, 1979; MBA, Dartmouth College, 1983
- **Bowman, Richard L.,** BS, Pennsylvania State University, 1969; MBA, University Utah, 1976
- **Burnside, Ronald C.,** BS, University Colorado Boulder, 1981; MBA, University Colorado Boulder, 1984
- **Colarco, Richard F.,** BS, Manhattan College, 1970; MS, Air Force Inst Tech, 1980; EdS, Troy State University Montgomery, 1986
- **Finnigsmier, Ryan,** BA, University Northern Colorado, 2001; MBA, Bellevue University, 2008; MS, Bellevue University, 2014
- **Fletcher, Louis L.,** BA, University Maryland College Park, 1989; MEd, Northern Montana College, 1992; PhD, Northcentral University, 2008
- **George, Lynnane E.,** BME, Georgia Institute Of Technology, 1988; MS, Georgia Institute Of Technology, 1989; PhD, Georgia Institute Of Technology, 2002
- **Hine, Douglas J.,** BS, Pennsylvania State University, 1982; MS, University Southern California, 1988; MEng, University Colorado Colorado Spr, 2014
- **Kinser, Sean P.,** BS, Trident University International, 2006; MS, University Maryland College Park, 2014
- **Leeson, Jeff,** BS, University Pittsbrgh Pittsburgh, 1968; MBA, University New Haven, 1982; MS, Rensselaer Poly Inst, 1995; DMgt, Colorado Technical University, 2013; MSAE, University North Dakota Grand Fo, 2017
- **Mason, Joseph W.,** BS, Brigham Young University Utah, 1973; MA, University Oklahoma, 1977
- **Nagy, Peter J.,** BBA, University Portland, 1965; MEd, Wayne State University, 1972; MBA, Golden Gate University, 1976
- **Owens, Brandon L.,** BS, Columbia College, 2002; MPA, Park University, 2006
- **Palmen, Jan A.,** BA, San Jose State University, 1972; MBA, Regis University, 1995
- **Rochette, Arthur P.,** BA, University Colorado Boulder, 1976; MIM, American Grad Sch Intrntl Mgt, 1985
- **Russel, Richard A.,** BSEE, University New Mexico, 1980; MS, Naval Postgrad School, 1994; PhD, Colorado Technical University, 2003
- **Sampayo, Jaime,** BBA, Texas A & M University, 1983; MBA, Angelo State University, 1988; JD, Creighton University, 1991; LLM, Katholieke University, 1992; DMgt, Colorado Technical University, 2012
- **Tirman, Valentin W.,** BS, Arizona State University, 1963; MAOP, University Southern California, 1969
- **Trovas, Eleftherios L.,** BSBA, Drake University, 1957; MBA, University Colorado Boulder, 1966
- **Youden, Kendrick B.,** BS, University Maryland University Coll, 1991; MS, Colorado Technical University, 2002

District of Columbia

- **Barnett, Andre W.,** BA, Southern Illinois University/Car, 2003; MA, Troy University, 2008; PhD, Northcentral University, 2017
- **Blakes, Gybrilla B.,** BA, University District Of Columbia, 1984; MA, Webster University, 1994; PhD, Argosy University, 2010

- **Carr-Hawkes, Eva L.,** BS, Virginia State University, 1982; MS, Florida Institute Of Technology, 1989
- **Chalfant, Katherine,** BA, Shippensburg University Penn, 1983; MSA, Central Michigan University, 1997
- **Chukwuma, Godson O.,** BS, Southern University and A & M College, 1980; MS, Tuskegee University, 1982; EdD, Nova Southeastern University, 2008
- **Coleman, Parnell,** BS, Excelsior College Exams, 2001; MA, Webster University, 2007; MA, Webster University, 2011
- **Dastmalchi, Ali A.,** BA, National University, 1971; MBA, University Scranton, 1979; MA, West Virginia University, 1988; PhD, West Virginia University, 1989
- **DeJohn, Joseph P.,** BS, University Wisconsin Superior, 1971; MS, University Delaware, 1977; MEd, University Delaware, 1984; EdD, Temple University, 1986; MA, Webster University, 2010; MBA, Webster University, 2011; MA, Webster University, 2012
- **Dennis, Patrick C.,** BS, U.S. Naval Academy, 1979; MBA, Oral Roberts University, 1987; JD, Baylor University
- **DePolo, Edwin F.,** BA, Park University, 1980; MA, Webster University, 2004; MBA, Webster University, 2017
- **Eanes, Ashley E.,** BS, Virginia Tech, 1986; MS, George Mason University, 1993
- **Edmonds, Courtney J.,** BBA, Averett College, 1994; MA, Webster University, 1994; MBA, Webster University, 1997; JD, Georgetown University, 2002; LLM, Georgetown University, 2015
- **Ensign, James M.,** BS, Mount Senario College, 2001; MBA, University Illinois Chicago, 2009; DBA, Walden University, 2017
- **Faux, Elkanah E.,** BS, Fourah Bay College, 1980; PhD, University Paris, 1987
- **French, Roderick,** BS, Campbell University, 1998; MA, Webster University, 2000; PhD, Walden University, 2013
- **Garner, Anthony,** BS, National-Louis University, 2000; MBA, National-Louis University, 2001
- **George, Donald N.,** BA, Carnegie Mellon University, 1987; MS, American University, 1994
- **Haq, Nadeem U.,** BS, Strayer University, 1997; MS, Strayer University, 2006; PhD, Northcentral University, 2015
- **Harris, Christielove,** BA, Principia College, 1997; MA, George Mason University, 2000; MA, Webster University, 2021
- **Hutton, Leon W.,** BBA, Northwood University Michigan, 1979; MA, Central Michigan University, 1980; MBA, Florida Institute Of Technology, 1987; PhD, Capella University, 2019
- **Jividen, David D.,** BS, Miami University Oxford, 1983; AB, Miami University Oxford, 1983; BA, Miami University Oxford, 1983; JD, University Cincinnati, 1986; LLM, Harvard University, 1997; MA, Christendom College, 2016
- **Johnson IV, Johnnie J.,** BS, University Phoenix, 2005; MBA, University Phoenix, 2007; MS, Marymount University, 2009; EdD, University New England, 2019
- **Kamara, Mohamed K.,** MS, Strayer University, 2004; PhD, Walden University, 2013
- **Kleiner, Thomas E.,** BA, University Arkansas Little Rock, 1982; MPA, George Mason University, 1994; MA, Webster University, 2016; PhD, Cabrini College, 2019; MS, Webster University, 2019
- **Logan, Kevin O.,** BS, Bowie State University, 2004; MSA, Central Michigan University, 2005
- **Martins, Ralph P.,** BA, George Washington University, 2001; MEng, George Washington University, 2005; MA, American Military University, 2012
- **Miller, James E.,** BSEd, Indiana University Of Penna, 1990; MA, Webster University, 2009
- **Mullennix, Robert J.,** BS, Embry-Riddle Aeronautical University, 2005; MAS, Embry-Riddle Aeronautical University, 2009

- **Painter, Charles N.,** BA, Lenoir-Rhyne College, 1981; MGA, University Maryland University Coll, 1994; PhD, Virginia Tech, 2002
- **Peterson, Kevin E.,** BS, Illinois Institute Of Techology, 1978; MS, University Southern California, 1985
- **Ridley, Bobbie J.,** BA, University North Florida, 2000; MS, Towson University, 2004
- **Roop, Robert G.,** BA, Roanoke College, 1974; MA, Towson University, 1976
- **Schweit, Katherine,** BA, Michigan State University, 1982; JD, Depaul University, 1990
- **Shadyavichyus, Yakov,** MA, Vilnius University, 1974; MIM, University Maryland College Park, 2009
- **Sprague, John D.,** BS, University West Florida, 1994; MA, Webster University, 1999
- **Tippin, William A.,** BSPA, University Arkansas Fayetteville, 1973; MPA, University Arkansas Fayetteville, 1975; DMgt, University Maryland University Coll, 2007
- **Townsend, Gene W.,** BS, Virginia Tech, 1965; MBA, Florida Institute Of Technology, 1984; MS, Florida Institute Of Technology, 1992
- **Urquhart, Darlene M.,** BA, North Carolina State University, 1984; MS, Boston University, 1995
- **Veney, Loretta W.,** BA, Catholic University Amerca, 1980; MA, George Washington University, 1982
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Florida

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- **Ruth, William R.,** BS, University Phoenix, 2007; MBA, University Phoenix, 2008
- **Segreaves, Michael D.,** BA, Columbia College, 2012; MS, Webster University, 2018
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- **Sewkarran, Jaichand,** BPS, Suny Empire State College, 1994; MST, Iona College, 1998; MBA, Iona College, 1998; MBA, Touro University, 2005; PhD, Capella University, 2008
- **Singh-Benn, Helen R.,** BS, University Florida, 1995; BS, University Florida, 1996; MS, Troy State University Montgomery, 1998; PhD, Barry University, 2005
- **Snyder, Nevine K.,** BAEd, University Florida, 1978; MEd, University Florida, 1980; EdS, University Florida, 1980; PhD, University Florida, 1986
- **Stephens, Kenneth E.,** BA, St Leo College, 1993; MPA, Troy University, 1995; PhD, Walden University, 2004; MA, Liberty University, 2014
- **Tannous, Kareem A.,** BBA, Jacksonville University, 2010; MBA, Jacksonville University, 2012; DBA, Walden University, 2018
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- **Walters, Robert J.,** BA, Mansfield University PA, 1973; MS, Florida Institute Of Technology, 1986
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To view the leadership teams, please visit the individual campus website for Jacksonville, Naval Air Station Jacksonville, Melbourne, Ocala, Orlando and St. Petersburg.

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- **Jenkins, Sandra,** BS, Georgia Southern University, 1996; MEd, Georgia Southern University, 1998; EdS, Georgia Southern University, 2003; EdD, Georgia Southern University, 2006
- **Jordan, Jarrod Z.,** BS, University Maryland University Coll, 2009; MS, University Maryland University Coll, 2013
- **Oladapo, Victor A.,** BBA, Clayton State University, 1996; MPA, Troy University, 1999; DBA, Argosy University, 2011
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Illinois

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Kansas

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Kentucky

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Missouri

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- **Bagwill, Bryce R.,** BS, Ball State University, 1991
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- **Baldeon, Natalie D.,** MFA, Washington University, 2012
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- **Barch, David J.,** BS, Brigham Young University Utah, 1994; MS, Brigham Young University Utah, 1995
- **Barclay, Robert D.,** BA, St Leo College, 2009; MPM, Washington University, 2011; MS, Missouri University of Science and Technology, 2014
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- **Barkman, Thomas D.,** BA, University Denver, 1976
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- **Bridges, Duane L.,** BM, Webster University, 2003; MM, Webster University, 2006
- **Broner, Paul B.,** BA, Chaminade University Honolulu, 2004; MS, Chaminade University Honolulu, 2011; PhD, Walden University, 2018
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- **Bufe, Mary E.,** BA, Quincy University, 1983; AM, Washington University, 1985
- **Bumpers, Erica L.,** BS, Harris-Stowe State University, 1997; MA, University Missouri/Kansas City, 2000; EdS, University Missouri/Kansas City, 2001; PhD, Illinois State University, 2006
- **Bunch, Robin K.,** BA, University Rhode Island, 1995; JD, Oklahoma City University, 1998; MPPA, Northwestern University, 2016
- **Burch, Karen J.,** BS, Western Oregon State College, 1988; MA, Webster University, 2000
- **Burge, Linda S.,** BA, University Missouri/St Louis, 1973; BA, Webster University, 1974; MA, Webster University, 2018
- **Burk, Charles W.,** BSAJ, University Missouri/St Louis, 1991; MA, University Missouri/St Louis, 1996; MSEd, Missouri Baptist University, 2010
- **Burke, Carla, BA,** Park University, 1989; PhD, University Missouri/Kansas City, 1997; MBA, Northwest Missouri State University, 2009
- **Burke, Benjamin D.,** BS, Illinois State University; MBA, Washington University
- **Burns, Michael J.,** BSN, McNeese State University, 1996; MS, University Kansas, 2000; DNAP, Missouri State University, 2017
- **Burton, Matthew W.,** BS, Maryville University Of St Louis, 2013
- **Butler, Cora M.,** BS, University Missouri/Columbia, 1989; JD, University Missouri/Columbia, 1996
- **Button, Catherine M.,** MBA, Saint Louis University, 1989; BA, Saint Louis University, 1989; MS, Webster University, 2015
- **Calderwood, Brent A.,** BHS, Governors State University, 1981; MS, National-Louis University, 1984; MA, Naval War College, 2002

- **Caldwell, Scott A.,** BA, Central Methodist University, 1996; MEd, University Missouri/St Louis, 2010; MA, University Missouri/St Louis, 2014
- **Callan, Vicki C.,** MS, Albany Medical Centr, 1996; PhD, Virginia Commonwealth University, 2005
- **Campbell, Donna M.,** BA, University Toronto, 1968; MA, University Toronto, 1969; PhD, Carleton University, 1977
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- **Carroll, Ryan T.,** BA, Saint Louis University, 2005; MA, Webster University, 2011
- **Carroll, Amy M.,** BS, Missouri State University, 2001; MA, Missouri State University, 2003
- **Carter, Jeffrey R.,** BA, Southwest Baptist University, 1983; MA, University of Central Missouri, 1996; DMA, University Kansas, 2000
- **Cartwright, Donna L.,** AB, Connecticut College, 1974; MS, Carnegie Mellon University, 1976; PhD, Saint Louis University, 1993
- **Chakaryan, Hasmik,** MA, Cincinnati Bible Seminary, 2009; PhD, University Toledo, 2013
- **Chaki, Kaori,** MA, Webster University, 2021
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- **Chapman, Grant M.,** BS, Oklahoma State University, 1989; JD, Saint Louis University, 1992; MA, Saint Louis University, 1993
- **Chapman, Kenneth E.,** BS, University Albuquerque, 1972; MA, University New Mexico, 1976; MBA, New Mexico Highlands University, 1982
- **Chappell, John D.,** BS, Illinois State University, 1984; MA, Indiana University Bloomington, 1986; PhD, Indiana University Bloomington, 1994
- **Charles, Harry,** AB, Washington University, 1979; MBA, Washington University, 1980; JD, University Illinois Urbana-Champ, 1983; LLM, Washington University, 1991
- **Chavaux, Therese L.,** BSEd, University Missouri/Columbia, 1985; PhD, Saint Louis University, 2003
- **Chavez, Juan W.,** BFA, Kansas City Art Institute, 2000; MFA, Art Institute Of Chicago, 2004
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- **Chekoudjian, Christiana B.,** BA, Webster University, 2006; MA, University South Florida, 2009
- **Cherry, Tyann D.,** BA, Webster University, 2003; MA, Webster University, 2007
- **Christeson, Mary C.,** BA, St Ambrose University, 1978; MA, Webster University, 1994
- **Christoff, Martha J.,** BSN, Webster University, 2007; MBA, Webster University, 2010; MSN, Webster University, 2020
- **Cira, Salvatore W.,** BUA, Saint Louis University, 1983; MA, Webster University, 1998; DMgt, Webster University, 2004
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- **Shockey, Peter**, BA, University Maryland University Coll, 1979
- **Skoko, Hazbo M.**, MS, University Belgrade, 1992; MCOM, Lincoln University, 2003; PhD, University Belgrade, 2009
- **Sonila, Sonila**, BAPP, Kabul University, 2015; BA, American University in Central Asia, 2019; MA, OSCE Academy

- **Stanisic, Nemanja**, BS, University Belgrade, 2005; MBA, Lincoln University California, 2007; PhD, Singidunum University, 2010
- **Sysak, Erich**, BA, Eckerd College, 1994; MA, Florida State University, 2002
- **Tadjibaeva, Saodat**, MA, Webster University, 2019
- **Tadjimuratov, Pulat**, BS, National University of Uzbekistan, 2010; MS, National University of Uzbekistan, 2012
- **Tashpulatovna, Dilnoza D.**, BA, Samarkand State University, 2000; MA, Samarkand State University, 2002
- **Tatybaeva, Firuza**, PhD, Tashkent State University, 1992; MSS, Tashkent State University
- **Tillayeva, Nilufar V.**, BA, Andijan State University, 1999; MA, Webster University, 2019
- **Togaev, Nabi**, BS, Tashkent State University of Economics, 2010; MBA, George Washington University, 2018
- **Tolipov, Farkhod**, PhD, University of World Economy and Diplomacy, 1998
- **Toshmatov, Bobir**, BA, National University of Uzbekistan, 2011; MA, National University of Uzbekistan, 2013; PhD, Silesian Technical University, 2018
- **Turimov, Bobur**, B, National University of Uzbekistan, 2009; M, Inha University, 2018
- **Umarova, Zulaykho T.**, MS, Tashkent State University of Economics, 1998; PhD, Tashkent State University of Economics, 2004
- **Uralova, Niginakhon**, BA, Uzbekistan State University, 2015; MA, OSCE Academy, 2018
- **Usmonova, Gulnoza B.**, BA, Tashkent State University of Economics, 2011; MA, Tashkent State University of Economics, 2013
- **Vielmini, Fabrizio**, MS, University Turin, 1996
- **Wroblewski, Slawomir**, DES, Poznan University of Economics, 2019
- **Zeller, Keri A.**, BA, University Houston Main Campus, 2008; MSEd, Vanderbilt University, 2015

Advertising and Marketing Communications (MA)

This program is offered by the School of Communications, and is only available online.

Program Description

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

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

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

Students may begin the online program in the Fall 1 or Spring 1 terms.

Learning Outcomes

Successful graduates of this program will be able to:

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

Program Curriculum

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

The course of study for students working toward an MA in advertising and marketing communications:

Core Courses (24 credit hours)

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

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

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

Elective Courses (12 credit hours)

In addition to the eight core courses, MA students can choose four elective courses offered in School of Communications majors. Courses from program curricula outside the School of Communications may be considered, if appropriate and approved in advance using a program option request form. Students taking courses that are from outside the School of Communications should verify prerequisites with the appropriate school or college.

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.

Applied Educational Psychology (MA)

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

Program Description

The master of arts (MA) in applied educational psychology is an advanced degree program for practicing educators and other professionals working in educationally related services who are seeking to expand their knowledge, skills and professional effectiveness to improve the academic and social outcomes for school-aged children, adolescents and their families. The field of educational psychology provides a significant source of scientific insights into teaching, learning, motivation and

maturation. Educational psychology coursework develops knowledge and skills in several areas including assessment of learning differences, developmental processes, recognition of human diversity, effective instruction, evidence-based decision-making, research and program evaluation, and technological applications.

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

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

Learning Outcomes

Graduates of this program are able to:

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

Program Curriculum

A total of 36 credit hours is required for this major. Degree-seeking majors in applied educational psychology will complete 21 hours of core courses and will fulfill the remaining 15 hours by either selecting one of the following three tracks or by choosing any combination of courses from the tracks:

- Educational Psychology*(preparation for the EdS in school psychology)*
- Fostering Resilience in "At Risk" Children and Youth*
- Immigrant and Refugee Children and Families*

Students completing either of these two tracks are eligible to earn a graduate certificate of the same name. To gain the certificate, students must pay a second graduation fee.

This major includes thesis and non-thesis options. The thesis track is recommended for those students wishing to pursue a doctoral degree in educational psychology or school psychology. After completing the MA in applied educational psychology,

further study is needed if one wants to become a psychologist; the American Psychological Association defines a psychologist as, "An individual with a doctoral degree in psychology…" Some requirements in the MA in applied educational psychology are different from the other master's degrees in the School of Education.

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

Core Courses (21 hours)

- EPSY 5001 Global Citizenship and Applied Educational Psychology (3 hours)
  or EPSY 5350 Intercultural Communications* (3 hours)
- EPSY 5390 Applied Statistics in Educational Psychology (3 hours)
- EPSY 5600 Practicum in Educational Psychology (3 hours)
- EPSY 5800 Applied Research (3 hours)
- EPSY 5816 Advanced Child Development (3 hours)
- EPSY 5810 Advanced Adolescent Psychology (3 hours)
- EPSY 6001 Integrated Studies in Applied Educational Psychology *(for non-thesis track)* (3 hours)
  or EPSY 6250 Thesis *(for thesis track)* (3 hours)

*EPSY 5350 is required for all certificates.

Elective Courses (15 hours)

Students can select to follow a single track based on their professional goals or can select courses from multiple tracks to fulfill this requirement.

Total: 36 credit hours

Track in Educational Psychology

Students wishing to pursue an educational specialist degree in school psychology will take the above listed core courses in addition to the track-specific courses below. These courses are designed to provide students with an informal focus on educational psychology and better prepare students for an EdS program in school psychology.

Please note, these courses will fulfill some of the requirements for Missouri certification as a school psychologist. In order to complete certification from the Department of Elementary and Secondary Education, students must complete the EdS in school psychology.

Track-Specific Courses

- EPSY 5060 Psychoeducational Assessment I (3 hours)
- EPSY 5370 Counseling (3 hours)
- EPSY 5880 Psychology of Memory, Learning and Problem-solving (3 hours)
- EPSY 5911 Social and Personality Development: School Psychology (3 hours)
- EPSY 5952 Children, Trauma and Crisis Intervention (3 hours)

Total: 36 credit hours

Track in Fostering Resilience in "At Risk" Children and Youth

Students whose chosen track is fostering resilience in "at risk" children will take the above listed core courses in addition to the track-specific courses below. This will result in the eligibility for a Webster University graduate certificate in fostering resilience in "at risk" children and youth, in addition to the MA degree. To gain the certificate, students must pay a second graduation fee.

This track is devoted to "at risk" children and youth. This includes those who grow in adverse circumstances such as poverty, homelessness, wars and disasters, chronic family problems, or exposure to trauma and extreme stress. Common protective factors among "at risk" youth include high-quality relationships with parents and other caring adults as well as high intelligence and social-emotional skills. Other protective factors include effective and nurturing schools, community organizations and cultures. Students gain valuable knowledge and skills for their professional work. Promoting resilience in children and youth can lead to positive adaptation and outcomes for those young people whose lives are threatened by adversity.

Track-Specific Courses

- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5952 Children, Trauma and Crisis Intervention (3 hours)
- EPSY 5890 Psychology of Stress (3 hours)
- EPSY 5370 Counseling (3 hours)
  or EPSY 5290 Family Counseling (3 hours)
  or EPSY 5380 Multicultural Counseling (3 hours)
- EPSY 5911 Social and Personality Development (3 hours)

Total: 36 credit hours

Track in Immigrant and Refugee Children and Families

Students whose chosen track is immigrant and refugee children and families will take the above listed core courses in addition to the track-specific courses below. This will result in eligibility for a Webster University graduate certificate in immigrant and refugee children and families, in addition to the MA degree. To gain the certificate, students must pay a second graduation fee.

The track in immigrant and refugee children and families provides educators with the knowledge and skills necessary to meet the educational, social and emotional needs of children and families who are facing multiple challenges as they migrate to new cultures and countries. Most often, the educators who work with immigrants and refugees are also second language teachers. In addition to language instruction, these teachers share cultural experiences and provide a "welcoming oasis" for newly arrived refugees and immigrants. International experience and the study of a second language are strongly recommended.

Track-Specific Courses

- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5380 Multicultural Counseling (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)
- EPSY 5952 Children, Trauma and Crisis Intervention (3 hours)
- EPSY 5991 Issues in Assessment: Cultural Diversity & Giftedness in Underserved Populations (3 hours)

Total: 36 credit hours

Missouri State Certification in Gifted Education

A valid Missouri teacher's certificate and two years of teaching experience in required for state certification. In addition, the following courses are required for state certification. State certification is issued through Missouri's Department of Elementary and Secondary Education.

- SPED 5860 Psychology of the Exceptional Student (3 hours)
- EPSY 5800 Applied Research (3 hours)
- EPSY 5970 The Gifted Learner (3 hours)
- EPSY 5930 Screening, Assessing and Evaluating Gifted Students (3 hours)
- EPSY 5910 Curriculum and Instruction for the Gifted (3 hours)
- EPSY 5920 Meeting the Affective Needs of Gifted Children (3 hours)
- EPSY 5940 Systems Leadership: Gifted Program Planning and Evaluation (3 hours)
- EPSY 5601 Practicum in Gifted Education (3 hours)

Total: 24 credit hours

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

Admission

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

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

Additional Requirements

Requirements for admission to the MA in applied educational psychology program include:

- Receipt of official transcripts from the baccalaureate-granting institution.
- Undergraduate cumulative GPA of 3.0 or higher.
- Essay.

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

Advancement to Candidacy

After successfully completing 9 credit hours within the major (including one required course) with a B- or better, students are required to apply for advancement to candidacy. When they apply for advancement to candidacy, students write an essay and choose from the thesis track/non-thesis track options. More information about ATC is located in the School of Education policies section.

Sequential MA in Applied Educational Psychology

The sequential master's program in applied educational psychology (MA) requires completion of 24 credit hours of course-work provided that the student has an adequate background in graduate-level courses related to educational psychology.

Completion of an admissions essay and a GPA of 3.0 are required for admission into the sequential degree in applied educational

Degrees

psychology. Students accepted into the sequential applied educational psychology degree should advance to candidacy after they have completed nine hours.

The five required courses (15 hours) for the sequential MA degree are:

- EPSY 5001 Global Citizenship and Applied Educational Psychology (3 hours)
  or EPSY 5350 Intercultural Communications (3 hours)
- EPSY 5600 Practicum in Educational Psychology (3 hours)
  or EPSY 5601 Practicum in Gifted Education (3 hours)
- EPSY 5390 Applied Statistics in Educational Psychology (3 hours)
  or EPSY 5800 Applied Research (3 hours)
- EPSY 5880 Psychology of Memory, Learning and Problem-solving (3 hours)
- EPSY 6250 Thesis (3 hours)
  or EPSY 6001 Integrated Studies in Applied Educational Psychology (3 hours)

The remaining three elective courses (9 hours) should be selected in consultation with the directors of applied educational psychology.

Arts Management and Leadership (MFA)

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

Program Description

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

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

Program Curriculum

- AMLD 5010 Introduction to Arts Management/Planning (3 hours)
- AMLD 5020 Legal Issues in the Arts (3 hours)
- AMLD 5030 Fund-Raising/Development (3 hours)
- AMLD 5040 Leadership Issues and Board Strategies (3 hours)
- AMLD 5050 Community and Cultural Policy (3 hours)
- AMLD 5060 Accounting and Basics in Finance (3 hours)
- AMLD 5070 Marketing for the Arts (3 hours)
- AMLD 5065 Financial Issues in the Arts (3 hours)
- AMLD 5200 Seminar in Arts Leadership (9 hours)
- AMLD 5210 Thesis Project (3 hours)
- AMLD 5220 Completion and Acceptance of Final Thesis (3 hours)
- AMLD 5453 Stakeholder Management Communications (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)

Total: 45 credit hours

Admission

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

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

Additional Requirements

Requirements for admission to the MFA in arts management and leadership program include:

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

Advancement to Candidacy

Admission to the program constitutes advancement to candidacy.

Biomedical Sciences (MS)

This program is offered by the College of Arts & Sciences and is only available at the St. Louis home campus.

Program Description

The graduate program offers a master of science in biomedical sciences degree through which students can pursue multiple career opportunities (medical, dental, veterinary, pharmacology, etc). The program, built on graduate core requirements, is designed with consideration of the individual career goals of the student in health science and research programs.

Education at the graduate level is an expansion of the knowledge attained from undergraduate studies. Graduate education at Webster University encourages the development of theoretical knowledge and critical thinking skills. The sciences are dynamic and require a dedication to continued educational endeavors to stay abreast of current theory and changes presented through research.

The curriculum spans one year of continuous, full-time enrollment starting every Summer term with an annual application deadline of April 15th. 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 (30 Credit Hours)

- CHEM 7500 Biochemistry (3 hours)
- BIOL 7200 Advanced Anatomy and Physiology I (4 hours)
- BIOL 8000 Advanced Anatomy and Physiology II (4 hours)
- BIOL 8100 Advanced Anatomy and Physiology III (4 hours)
- BIOL 7500 Immunology (3 hours)
- BIOL 7600 Cell Biology (3 hours)
- BIOL 7800 Microbiology (3 hours)
- BIOL 8400 Advanced Pathophysiology (3 hours)
- DNAP 7900 Pharmacology I (3 hours)

In addition, the student chooses at least 6 credits of elective courses from the following list:

- DNAP 8700 Pharmacogenomics (2 hours)
- DNAP 6400 Population Health and Epidemiology (2 hours)
- DNAP 7000 Advanced Health Assessment (4 hours)
- DNAP 8220 Health Care Informatics (2 hours)
- DNAP 8420 Organizational and Systems Leadership in Health Care (3 hours)
- DNAP 8240 Health Care Policy Analysis and Advocacy (3 hours)
- DNAP 8430 Health Administration Law and Ethics (3 hours)
- DNAP 8230 Politics and Economics of Health Care (3 hours)
- SCML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership (3 hours)

General Requirements

Academic Performance

Students must earn a minimum cumulative GPA of 3.0 during the course of study and are permitted only one course grade of C.

General Requirements

Due to the 12 month, continuous cohort enrollment completion of the courses will occur in the sequence prescribed by the program for the cohort group in which enrolled; deviations from this sequence, or enrollment without admission to the program require special permission from the program director.

Students in the program are subject to the policies and procedures for graduate studies for Webster University.

Continuous Enrollment

Graduate students enrolled in the MS in biomedical sciences program must maintain continuous enrollment, or request special permission from the program director.

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 MS in biomedical sciences program include:

- Bachelor's degree and minimum 3.0 GPA on a 4.0 scale.
- Completion of at least 16 credit hours of courses in biological sciences, including microbiology, anatomy and physiology, organic chemistry, physics and statistics.
- Official transcripts from **all** universities, colleges and professional schools.
- A one-page Statement of Purpose* explaining why you have chosen to pursue biomedical sciences, including any relevant information you would like the Admissions Committee to consider regarding your career goals.
- Prerequisite Review Worksheet* completed from the electronic application checklist.

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

Application Process

Submit all required documents **by April 15th** for the Summer start.

Advancement to Candidacy

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

Business and Organizational Security Management (MA)

This program is offered by the George Herbert Walker School of Business & Technology. It is available online and at select U.S. campuses, but it is not available at the St. Louis home campus. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

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

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

Learning Outcomes

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

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

Program Curriculum

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

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

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

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

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

54 to 57 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)
- SECR 5000 Security Management (3 hours)
- SECR 5010 Legal and Ethical Issues in Security Management (3 hours)
- SECR 5020 Security Administration and Management (3 hours)
- SECR 5030 Business Assets Protection (3 hours)
- SECR 5060 Emergency Planning (3 hours)
- SECR 5080 Information Systems Security (3 hours)
- SECR 5090 Behavioral Issues (3 hours)
- SECR 6000 Integrated Studies in Security Management (3 hours)

Admission

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

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

Additional Requirements

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

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

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

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

Advancement to Candidacy

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

Communications Management (MA)

This program is offered by the School of Communications. It is available online and at the Geneva campus, but it is not available at the St. Louis home campus.

Program Description

The master of arts (MA) in communications management is intended for students working in any communications-related field, who are seeking to advance to a position with broader managerial responsibilities. For forward-looking communications professionals, this degree is a necessity.

All students entering this program are required to consult with a School of Communications academic advisor prior to registration. Qualifications and required prerequisite courses will be discussed at this time. Qualifications include a strong educational

background or professional experience in a communications-related field. A student may be required to enroll in 6 hours of prerequisite undergraduate course work. The selection of prerequisites will be determined through consultation with an academic advisor. Students must earn a grade of "B" or better in the prerequisite courses before they will be allowed to enroll in graduate courses.

Students may begin the online program in the Fall 1 or Spring 1 terms.

Learning Outcomes

Successful graduates of this program will be able to:

- Apply communications strategically to specific organizational issues or challenges.
- Apply project management skills within a communications framework.
- Recommend solutions to communications problems.
- Develop effective working strategies with creative and technical experts.
- Design strategy and tactics in implementation of communication plans and programs.
- Adapt and integrate new skills as technologies change.

Program Curriculum

This degree offers students the opportunity to earn a master's degree in communications while having the flexibility to choose elective courses from various business and management disciplines.

The course of study for students working toward an MA in communications management is as follows. Any variation from this curriculum should be approved in advance using a program option request form.

Core Courses (21 credit hours)

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

Elective Courses (15 credit hours)

In addition to the seven core courses, MA students can choose five elective courses offered in School of Communications majors. Courses from program curricula outside the School of Communications may be considered, if appropriate and approved in advance using a program option request form. Students taking courses that are from outside of the School of Communications should verify prerequisites with the appropriate school or college.

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

The required courses and electives may be taken as directed studies, subject to the conditions stated in Directed Studies under the Academic Policies section of this catalog and approved by the chair of the Department of Communications and Journalism and the dean of the School of Communications. Students taking courses that are a part of their approved curriculum and that

are from outside of the School of Communications should verify prerequisites with the appropriate school or college.

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.

Counseling (MA)

This program is offered by the College of Arts & Sciences. It is available at the St. Louis home campus, at the Geneva campus and at select U.S. campuses. The emphasis in clinical mental health counseling is also available online. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

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

The MA in counseling professional degree program offers emphases in clinical mental health counseling; school counseling; couples, marriage, family and child counseling; and community counseling. Note that not all emphases are offered at all campuses.

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

The Clinical Mental Health Counseling emphasis, available at the home campus in St. Louis, Missouri and the South Carolina campuses in Charleston, Myrtle Beach and Columbia, is accredited by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Learning Outcomes

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

Degrees

degrees

Core Counseling Learning Outcomes

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

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

Clinical Mental Health Counseling Emphasis Additional Learning Outcomes

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

School Counseling Emphasis Additional Learning Outcomes

This emphasis is only offered at select U.S. campuses. It is not available at the St. Louis home campus.

- Utilize skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career and personal/social development.
- Collaborate with school and community members to plan, design, implement, evaluate and enhance the school and district-wide school counseling program to advance the academic, career and personal/social development of all students.
- Develop collaborative professional relationships throughout the school and community which support the school counseling program as well as the overall mission and improvement plans of the school and district.
- Serve as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the school counseling program and the school district.

(Adapted from the Missouri Department of Elementary and Secondary Education standards for School Counseling students.)

Couples, Marriage, Family, and Child Counseling Emphasis Additional Learning Outcomes

This emphasis is only offered at select U.S. campuses. It is not available at the St. Louis home campus.

- Apply ethical and legal standards in marriage, couple and family counseling.
- Identify and apply preventive, developmental and wellness approaches in working with individuals, couples and families from multicultural and diverse backgrounds.
- Describe how living in a multicultural society impacts clients and apply effective advocacy strategies as related to the work of a couples, marriage, family and child counselor.
- Employ various assessment techniques associated with couples, marriage, family and child counseling to appropriately intervene in meeting the needs of diverse clients.
- Apply evidence-based research literature associated with couples, marriage, family and child counseling to meet the needs of clients living in a diverse society.

Community Counseling Emphasis Additional Learning Outcomes

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

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

Program Curriculum

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

Emphasis in Clinical Mental Health Counseling

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

The Clinical Mental Health Counseling emphasis, available at the home campus in St. Louis, Missouri and the South Carolina campuses in Charleston, Myrtle Beach and Columbia, is accredited by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Required Core Counseling Courses:

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

Additional Required Subject Area Courses:

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

Required Field Experience Courses:

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

(A minimum of 6 credit hours and 600 clinical supervised hours required; 9 credit hours and 900 clinical supervised hours may be required in Florida.)

Recommended Elective Courses:

- COUN 5140 Psychopharmacology (3 hours)
- COUN 5150 Psychopathology (3 hours)
- COUN 5160 Issues in Counseling (3 hours)
- COUN 5545 Blended Family Counseling (3 hours)
- COUN 5670 Counseling of Children (3 hours)
- COUN 5640 Couples, Marriage, and Family Counseling (3 hours)
- COUN 5580 Human Sexuality Theory and Sexual Counseling (3 hours)
- COUN 5820 Consultation and Supervision (3 hours)

No elementary or secondary school settings may be used for practicum or internship hours toward the emphasis in clinical mental health counseling at this time.

In addition to the required subject area courses listed above, students work with a faculty advisor to select electives from the counselor education program curriculum to fulfill the 60 hour requirement for completion of the degree.

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

Emphasis in School Counseling Specialization for Grades K-12

This emphasis is only offered at select U.S. campuses. It is not available at the St. Louis home campus.

This degree emphasis requires satisfactory completion of 60 credit hours of coursework. Some states require completion of all core courses prior to Internship. Note that successful completion of the program may exceed 60 credit hours for some students. Completion of the degree will provide students with the required educational credentials for K-12 school counselor certification in Missouri.

Required Core Counseling Courses:

- COUN 0200 Comprehensive Counseling Student Development (0 hours)
- COUN 5020 Foundations of Counseling: The Helping Relationship (3 hours)
- COUN 5050 Human Growth and Development (3 hours)
- COUN 5100 Social and Cultural Foundations of Counseling (3 hours)
- COUN 5110 Foundations of School Counseling (3 hours)
- COUN 5200 Theories of Counseling (3 hours)
- COUN 5220 Assessment (3 hours)
- COUN 5600 Techniques of Group Counseling (3 hours)
- COUN 5685 Program Development for School Counselors (3 hours)
- COUN 5700 Lifestyle and Career Development (3 hours)
- COUN 5800 Professional Orientation and Ethical Practice (3 hours)
- COUN 5840 School Counseling Methods and Skills (3 hours)
- COUN 5850 Research and Program Evaluation (3 hours)

Required Field Experience Courses:

- EPSY 6105 School Counseling Practicum (1.5 hours per term) (3 hours total)
- EPSY 6501 School Counseling Internship (1.5 hours per term) (6 hours total)

(A minimum of 9 credit hours and 700 clinical supervised hours required.)

Students must select one track from the options below.

Non-teacher track

Courses will be selected based on transcript evaluation by the School of Education and will include courses in teaching methods and practice, classroom management, and psychology of the exceptional child. Students are to meet with their advisor to choose coursework.

Tiered Instruction and Interventions track (online only)

- SPED 5700 Multi-Tiered Systems of Support (3 hours)
- SPED 5701 Universal School-Wide PBIS (3 hours)
- SPED 5702 Secondary Targeted Group Interventions (3 hours)
- SPED 5703 Functional Behavior Assessment and Intervention (3 hours)

Psychoeducational Needs of Immigrant and Refugee Youth track (online or on-ground)

Select any four of the following courses:

- EPSY 5350 Intercultural Communications (3 hours)
- EPSY 5816 Advanced Child Development (3 hours)
- EPSY 5991 Issues in Assessment: Cultural Diversity & Giftedness in Underserved Populations (3 hours)
- EPSY 5490 Seminars in Immigrant and Refugee Experiences (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)

Fostering Resilience in At Risk Children and Youth track

Select any four of the following courses:

degrees

- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5952 Children, Trauma and Crisis Intervention (3 hours)
- EPSY 5816 Advanced Child Development (2-3 hours)
- EPSY 5810 Advanced Adolescent Psychology (3 hours)
- EPSY 5890 Psychology of Stress (3 hours)
- EPSY or COUN course in counseling (3 hours)

**Non-teacher candidates may require additional coursework based upon the regulations in their state. Please consult your state's Board of Education for additional required coursework.

In addition to the required subject area courses listed above, students work with a faculty advisor to select electives to fulfill the 60 hour requirement for completion of the degree.

Seek advisement with the School Counseling Program coordinator or faculty advisor when selecting elective courses, as electives may directly relate to the ability to become certified as a school counselor. Note that certain state licensure and/or certification boards do not allow for courses to be completed through directed study or electronically (online).

Emphasis in Couples, Marriage, Family and Child Counseling

This emphasis is only offered at select U.S. campuses. It is not available at the St. Louis home campus.

This degree emphasis requires satisfactory completion of 60 credit hours of coursework. Some states require completion of all core courses prior to Internship. This degree emphasis is not offered at all extended campuses. Please consult your local campus for information. Note that successful completion of program may exceed 60 credit hours for some students.

Required Core Counseling Courses:

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

Additional Required Subject Area Courses:

- COUN 5230 Psychodiagnostics (3 hours)
- COUN 5540 Family Systems Theory (3 hours)
- COUN 5580 Human Sexuality Theory and Sexual Counseling (3 hours)
- COUN 5640 Couples, Marriage, and Family Counseling (3 hours)

Required Field Experience Courses:

- COUN 6100 Counseling Learning Practicum I (1.5 hours)
- COUN 6200 Counseling Learning Practicum II (1.5 hours)
- COUN 6500 Internship (1.5 hours per term) (6-9 hours)
  (A minimum of 6 credit hours and 600 clinical supervised hours required; 9 credit hours and 900 clinical supervised hours may be required in FL)

No school settings may be used for Practicum or Internship toward the couples, marriage, family and child counseling emphasis.

In addition to the required subject area courses listed above, students work with a faculty advisor to select electives from the counselor education program curriculum to fulfill the 60 credit hours required for the degree.

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

Emphasis in Community Counseling

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

This degree emphasis requires satisfactory completion of 48 credit hours of coursework. Some states require completion of all core courses prior to Internship. Note that successful completion of the program degree may exceed 48 credit hours for some students.

Required Core Counseling Courses:

- COUN 5020 Foundations of Counseling: The Helping Relationship (3 hours)
- COUN 5050 Human Growth and Development (3 hours)
- COUN 5100 Social and Cultural Foundations of Counseling (3 hours)
- COUN 5200 Theories of Counseling (3 hours)
- COUN 5220 Assessment (3 hours)
- COUN 5600 Techniques of Group Counseling (3 hours)
- COUN 5700 Lifestyle and Career Development (3 hours)
- COUN 5800 Professional Orientation and Ethical Practice (3 hours)
- COUN 5850 Research and Program Evaluation (3 hours)
- COUN 5860 MA Counseling Thesis (3 hours)

Required Field Experience Courses:

- COUN 6000 Counseling Learning Practicum (3 hours)
- COUN 6500 Internship (1.5 hours per term) (6-9 hours)
  (A minimum of 6 credit hours and 600 clinical supervised hours required)

In addition to the required subject area courses listed above, students work with a faculty advisor to select up to three electives from the counselor education program curriculum to fulfill the 48 credit hours necessary for completion of the degree. Note that certain licensure boards do not allow for courses to be completed through directed study or electronically (online).

Note that the majority of states in the U.S. call for educational requirements toward professional counseling licensure to include the completion of a 60 credit hour graduate counseling degree. Therefore, students and/or graduates who select the community counseling 48 credit hour emphasis may be required to complete additional graduate coursework should the student/graduate relocate to a state that requires a 60 credit hour counseling master's degree.

General Requirements

The student is subject to the policies and procedures for graduate studies and the specific requirements of the counselor education

program found within this catalog. As stated in the Academic Policies guidelines, all emphases in the MA in counseling professional degree program are excluded from dual major and sequential degree options.

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

Students participating in the MA in counseling professional degree program are required to understand and follow the ACA *Code of Ethics* (2014) and adhere to applicable state laws, regulatory policies, and rules and policies governing professional staff behavior at the field placement setting. Students have the same ethical and professional obligation to clients as those required of professional counselors (ACA, 2014).

Professional Commitment

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

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

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

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

competent counseling and interpersonal skills, formation of the counselor in training, and openness to supervision (ACA, 2014).

Remediation for Student Success Process

The American Counseling Association *Code of Ethics* (2014) requires that all counselor education programs in good standing provide a remediation process for all counselor education students that includes regular and ongoing evaluation of a student's general fit with the counseling profession. Appraisal will occur with faculty review of didactic and clinical competencies, attention to ethical code, openness to supervision, self-awareness and formation, and academic competency. When experiencing challenges in demonstrating academic success, development of appropriate interpersonal and/or counseling skills and openness to clinical supervision, students may be initially required to meet with the course instructor to attempt to remediate student challenges. If unresolved, the instructor may request that the student be referred to the campus Counseling Program Advisory Committee. This Committee will review the reasons for student lack of success and will interview relevant instructors and the student to determine the most appropriate path for student success related to a potential future in the counseling profession. The most appropriate path may include but is not limited to: completion of extra coursework and/or field experience, completion of and/or participation in personal counseling and/or dismissal or time off from the counselor education program prior to completion of the degree program. Hence, successful completion of the MA in counseling professional degree program may require additional coursework beyond the stated number of degree credit hours (48 or 60) for those students requiring remedial coursework. Student openness to and cooperation with the campus Counseling Program Advisory Committee and adherence to ACA *Code of Ethics (2014)* will be integral to the student's continued success within the program. Note: While the campus Counseling Program Advisory Committee may review cases related to academic challenge, it is not intended to mediate grade appeals or dismissals related to academic failure. The committee is in place to work with students who are challenged in one or more areas and are seeking a plan for remediation to remain in good standing or be transitioned out of the program.

Student Handbook

All students admitted to the MA in counseling professional degree program are required to review and sign the MA in Counseling Student Handbook as a requirement of enrollment and position in the program. Students are required to sign the final page of the handbook stating understanding of and agreement with the personal and professional commitment to the MA in counseling professional degree program. The Counseling Student Handbook that is issued each academic year supersedes all previous versions. It is therefore important that students review the Counseling Student Handbook each year and become familiar with the guidelines contained therein.

Background Check

Some states will not issue a professional counseling license to those with a failed background check. If an applicant or student has questions regarding such, it is recommended they check with the state professional counseling licensure board **prior** to applying to the MA in counseling professional degree program. See the Counseling Program coordinator or faculty supervisor for further information. Also note that some field experience sites require completion of a background check prior to accepting students to the field experience. All background checks are at the expense of the student. See the Counseling Program coordinator or faculty supervisor for more information.

Professional Liability Insurance

All students are required to purchase and provide proof of professional liability insurance prior to beginning their field

Degrees

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) or marriage and family therapy (LMFT), graduates must complete further clinical supervised training, pass nationally-normed field related examinations (NCE and/or NCMHCE), pass a jurisprudence exam in some states, and may have to complete additional coursework depending on the state licensure requirements. Required exams, additional focused coursework, and/or number of required clinical supervised training hours following degree completion is dependent on the state/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:

- http://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards
- www.aamft.org

Admission

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

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

Additional Requirements

Requirements for admission to the MA in counseling program include:

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

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

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

Application Process

Applicants can apply to begin the program in either the Fall 1 or Spring 1 terms every year. All applications are reviewed on a rolling basis. For priority consideration, application documents must be post-marked **by July 15th** for the Fall 1 start in that same calendar year or **by December 1st** for the Spring 1 start in the following calendar year.

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

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

- Participate in a group orientation event to discuss: a) career-related interests in the field of professional counseling, b) orientation to the field of professional counseling, and c) orientation to the Webster University MA in counseling program. This orientation event will be scheduled through your campus.
- Sign on the appropriate page in the Counseling Student Handbook provided by the first night of the first class or before.

Non-Degree Admission Applicants

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

Transfer Policies

Course Transfer

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

Core counseling classes considered for transfer must be transferred into the counseling program within eight years of completion and must be equivalent to Webster course content and learning outcomes as evidenced by the actual course syllabus for the course requested for transfer. Syllabi samples and/or templates are not sufficient. Core courses include: COUN 5020, COUN 5050, COUN 5100, COUN 5150, COUN 5200, COUN 5220, COUN 5600, COUN 5610, COUN 5700, COUN 5800 and COUN 5850. Non-core counseling courses considered for transfer can be transferred within ten years of completion. Best education preparation for the field may include advising applicants/students to not transfer related but unsubstantial credits as non-core courses. Practicum and Internship hours cannot be transferred to the degree.

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

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

Non-Counseling Coursework

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

Transfer Between Campuses

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

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

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

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

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

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

Advancement to Candidacy

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

Criminal Justice (MS)

This program is offered by the College of Arts & Sciences. It is available online and at select U.S. campuses, but it is not available at the St. Louis home campus. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The master of science in criminal justice provides students with a multidisciplinary approach to the wider criminal justice system, with particular emphasis on enhancing technical skills, critical thinking skills, decision-making processes, and increasing analytic capabilities to provide students with the ability to explain, predict, and prevent crime and victimization.

Learning Outcomes

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

Program Curriculum

36 Credit Hours

Required Courses

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

Electives

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

Administration of Justice

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

Note: Students completing all four courses qualify to earn a graduate certificate in administration of justice, where the certificate is available. To gain the certificate, students must pay a second graduation fee.

Fraud Investigation

- CRIM 5300 White Collar Crime (3 hours)
- CRIM 5350 Computer Crime and Fraud (3 hours)
- ACCT 5100 Investigation of Financial Fraud (3 hours)
- ACCT 5150 Introduction to Cyber Forensics (3 hours)

Note: Students completing all four courses qualify to earn a graduate certificate in fraud investigation, where the certificate is available. To gain the certificate, students must pay a second graduation fee.

Cybersecurity - Threat Detection

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5210 Cybersecurity Law & Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)

International and Regional Security

- INTL 5590 International Security (3 hours)
- INTL 5550 War and Diplomacy (3 hours)
- INTL 5890 Terrorism in World Politics (3 hours)
- INTL 5560 US Foreign Policy (3 hours)
  or INTL 5570 Comparative Foreign Policy (3 hours)
- INTL 5535 International Disaster Law (3 hours)
- INTL 5585 Food and Water Security (3 hours)
- INTL 5595 Energy Security (3 hours)
- INTL 5860 Issues in International Politics *(with security focus)* (3 hours)
- INTL 5600 Area Studies* (3 hours)
- INTL 5625 Middle East Area Studies* (3 hours)
- INTL 5635 Western European Area Studies* (3 hours)
- INTL 5645 Asian Area Studies* (3 hours)
- INTL 5655 African Area Studies* (3 hours)
- INTL 5665 South and Central Asia Area Studies* (3 hours)
- INTL 5675 Central and Eastern European Area Studies* (3 hours)
- INTL 5685 Latin American Area Studies* (3 hours)

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

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

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

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

48 Credit Hours

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

Required Courses

- CRIM 5000 Ethics and Decision Making in Criminal Justice (3 hours)
- CRIM 5100 Theories of Crime and Justice (3 hours)
- LEGL 5480 Criminal Actions (3 hours)
- NTSC 5000 Introduction to National Security Studies (3 hours)
- NTSC 5100 Research Methods in National Security Studies (3 hours)
- INTL 5590 International Security (3 hours)

- CRIM 6000 Capstone (3 hours)
  or NTSC 6000 Capstone in National Security Studies (3 hours)
  or NTSC 6250 Thesis in National Security Studies* (6 hours)
  and INTL 6900 University Thesis Requirement* (0 hours)

*Students taking NTSC 6250 Thesis in National Security Studies (6 hours) must also register for INTL 6900 University Thesis Requirement (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines, as well as depositing the thesis in the University library. The 6 credit hours for NTSC 6250 are drawn from the 3 credit hours reserved for the NTSC 6000 capstone and 3 elective credit hours in the program.

Electives

- 4 courses from the Criminal Justice Track in the MA in national security studies
- 4 courses from the International and Regional Security Track in the MA in national security studies
- 1 additional course drawn from electives in either the MA in national security studies or the MS in criminal justice

Sequential Degree in Criminal Justice

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

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

Admission

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

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

Advancement to Candidacy

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

Cybersecurity (MS)

This program is offered by the George Hertbert Walker School of Business & Technology. It is available online and at select U.S. campuses, but it is not available at the St. Louis home campus. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

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

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

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

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

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

Learning Outcomes

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

Program Curriculum

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

Core Courses (21 hours)

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5110 Cybersecurity Communications (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5130 Cybersecurity Intelligence/Counter Intelligence (3 hours)
- CSSS 5140 Cybersecurity Strategic Operations (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 6000 Practical Research in Cybersecurity (3 hours)

Elective Courses (15 hours)

Four elective courses (12 hours) chosen from the following:

- CSSS 5210 Cybersecurity Law and Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)
- CSSS 5230 Cybersecurity Forensics (3 hours)
- CSSS 5240 Pre-emptive Deterrence (3 hours)
- CSSS 5250 Use and Protection of Space Assets (3 hours)
- CSSS 5270 Cybersecurity in Cloud Computing (3 hours)
- CSSS 5280 Social Engineering (3 hours)
- CSSS 5290 Cybersecurity Risk Management Framework (3 hours)
- CSSS 5990 Advanced Topics in Cybersecurity** (3 hours)
- CSSS 6500 Cybersecurity Internship (3 hours)

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

One additional elective course (3 hours):

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

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

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

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

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

54 Credit Hours

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

Required Courses

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5110 Cybersecurity Communications (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5130 Cybersecurity Intelligence/Counter-Intelligence (3 hours)
- CSSS 5140 Cybersecurity Strategic Operations (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 6000 Practical Research in Cybersecurity (3 hours)
- NTSC 5000 Introduction to National Security Studies (3 hours)
- INTL 5900 International Security (3 hours)
- NTSC 5100 Research Methods in National Security Studies (3 hours)
- NTSC 6000 Capstone in National Security Studies (3 hours) **or** NTSC 6250 Thesis in National Security Studies* (6 hours) **and** INTL 6900 University Thesis Requirement* (0 hours)

*Students taking NTSC 6250 Thesis in National Security Studies (6 hours) must also register for INTL 6900 University Thesis Requirement (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines, as well as depositing the thesis in the University library. The 6 credit hours for NTSC 6250 are drawn from the 3 credit hours reserved for the NTSC 6000 capstone and 3 elective credit hours in the program.

Electives

- 3 elective courses chosen from the MS in cybersecurity
- 4 electives chosen from the International and Regional Security Track of the MA in national security studies

degrees

Sequential MS in Cybersecurity

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

Transfer credit may not be applied toward the sequential MS.

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

- The student must take a minimum of 27 credit hours to earn the sequential MS in cybersecurity. This includes the 21-hour degree core, as well as two electives. The elective must be selected from the following list:
  - CSSS 5210 Cybersecurity Law and Policy (3 hours)
  - CSSS 5220 Cybersecurity Threat Detection (3 hours)
  - CSSS 5230 Cybersecurity Forensics (3 hours)
  - CSSS 5240 Pre-emptive Deterrence (3 hours)
  - CSSS 5250 Use and Protection of Space Assets (3 hours)
  - CSSS 5270 Cybersecurity in Cloud Computing (3 hours)
  - CSSS 5280 Social Engineering (3 hours)
  - CSSS 5990 Advanced Topics in Cybersecurity (3 hours)
  - CSSS 6500 Internship in Cybersecurity (3 hours)
- The student must meet the core course requirements of the MS in cybersecurity. If the student enrolled in any of the core courses as electives in his or her MA, MS or an equivalent degree program, those courses must be replaced with applicable CSSS electives (see list above).
- Advancement to Candidacy for sequential MS in cybersecurity:
  - Sequential MS in cybersecurity students who received the MA, MBA or MS from Webster University will be advanced to candidacy with initial registration.
  - A student who received the master's degree from another regionally accredited institution will be advanced to candidacy upon approval of the master's degree transcript.

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.

Data Analytics (MS)

This program is offered by the George Herbert Walker School of Business & Technology and is only available at the St. Louis home campus.

Program Description

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

Learning Outcomes

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

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

Program Curriculum

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

Introductory Courses

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

Reinforcement Courses

- CSDA 5230 Data Analytics (3 hours)
- CSDA 5310 Data Visualization (3 hours)
- CSDA 5320 Analytics Applications using Python (3 hours)
- CSDA 5330 Data Mining (3 hours)

Proficiency Courses

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

Subject Specific Courses

- CSDA 6010 Analytics Practicum (3 hours)

Course Substitution

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

BUSN 5200 Basic Finance for Managers

- Students that have completed an undergraduate or graduate degree in finance or accounting **or** who have completed one undergraduate or higher course in finance or accounting from an accredited university in the past five years with a grade of "B" or better may substitute BUSN 5200 with the following:
  - One 3-credit-hour graduate level finance, business accounting or cybersecurity course from Webster

University, provided the prerequisites for that course are met. Students should consult with their academic advisor for substitute course selection and approval.
- Students must meet the stated hours and other core course requirements for the degree.

BUSN 5760 Applied Business Statistics

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

Admission

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

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

Additional Requirements

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

Preliminary Skills and Prerequisite Courses

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

Requirements

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

Advancement to Candidacy

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

Doctor of Education (EdD)

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

Admission to this program is every even year.

Program Description

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

The program duration is approximately three years (maximum is seven): Students take coursework in the first two years and complete a dissertation in the third, except students with an EdS in hand. Students admitted with an EdS in hand are waived 15 credit hours, equivalent to one year of coursework. Students will need special permission from the Dean if the duration of study exceeds seven years.

EdD Emphasis Areas

- Educational Leadership
- Special Education: Dyslexia
- Special Education: Positive Behavioral Interventions and Supports (PBIS)
- Special Education: Severe Developmental Disabilities and Autism
- Special Education: Trauma-Informed Education and Intervention
- Teaching English as a Second Language (TESL)
- Transformative Learning in the Global Community

Note: DESE certification is not covered in the doctorate. Students need to consult with the program directors in other academic programs for DESE certification.

Note: Special Education emphases require requisites which can be taken simultaneously with doctoral courses and/or prerequisites which should taken prior to the program.

Learning Outcomes

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

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degrees

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

Program Requirements

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

Required Courses

- EDOC 7000 Doctoral Module* (12 hours)
- EDOC 7001 Doctoral Writing Seminar (3 hours)
- EDOC 7002 Quantitative Research Methods (3 hours)
- EDOC 7003 Qualitative Research Methods (3 hours)
- EDOC 7004 Prospectus and Dissertation Writing** (3 hours)
- EDOC 7901 Doctoral Apprenticeship (3 hours)
- EDOC 7902 Comprehensive Exam and Prospective Defense (3 hours)
- EDOC 8000 Doctoral Dissertation Research and Writing^ (10 hours)
- EDOC 8020 ProQuest Publication of Dissertation (0 hours)

*Students in an emphasis area take content-area courses which are cross-listed with EDOC 7000, except for students in the emphasis in transformative learning in the global community, who will take the following courses instead of EDOC 7000:

- EDOC 7120 Global Histories and Politics in Education (3 hours)
- EDOC 7130 Transformative Lens in Educational Technologies (3 hours)
- EDOC 7140 Transformative Leadership in Education: Equity and Ethics (3 hours)
- EDOC 7150 Social Justice and Transformative Learning in Global Education (3 hours)

**Students in the emphasis in special education: severe developmental disabilities and autism take SPED 5850 Single-Subject Research Design instead of EDOC 7004

^Students who do not complete dissertation writing with 10 hours of EDOC 8000 will take EDOC 8010 Doctoral Project Completion (1 hour) until completion.

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

Requisites for Emphasis Areas*

Special Education: Dyslexia

- READ 5190 Advanced Studies in Language Development and Acquisition (3 hours)

Special Education: Positive Behavioral Interventions and Supports (PBIS)

- SPED 5700 School-based Prevention/Intervention: RTI/PBIS (3 hours)
- This is a prerequisite and it is offered every even summer

Special Education: Severe Developmental Disabilities and Autism

- SPED 5090 Special Education Practicum (3 hours)

Special Education: Trauma-Informed Education and Intervention

- SPED 5285 Understanding and Responding to Trauma in Schools (3 hours)

*Requisites and prerequisites may change due to enrollment and curriculum updates.

Admission

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

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

Additional Requirements

Requirements for admission to the doctor of education program include:

- Official transcripts from **all** universities, colleges and professional schools.
- Transcripts showing evidence of a bachelor's degree and a master's degree completion.
- Cumulative GPA of 3.0 for graduate coursework.
- Official GRE General Test scores* from the last 5 years including Analytical Writing, Quantitative Reasoning and Verbal Reasoning scores. The Official GRE score report must be provided by ETS.
- Three (3) letters of recommendation*.
- An interview may be required.

These required materials must be electronically uplaoded to the application account.

Application Process

The doctoral program will admit a cohort every even year, depending on the enrollment and availability of courses. Domestic applicants must submit all required documents **by July 1st** for a Fall start. International applicants must submit all required documents **by April 1st** for a Fall start.

Students with an EdS in hand will be waived 15 credit hours and may be admitted with the rest of the cohort, but begin in the odd year. A minimum of 10 admitted students is required to run the EdD in a given year and a minimum of 10 for the emphasis in transformative learning in the global community.

The admission packet will be reviewed, and if considered appropriate, an interview will be scheduled with the Doctoral Admissions Committee. The committee may require the applicant to provide other materials to speak to the readiness of the applicant for the EdD program. Should the committee find weaknesses in certain academic areas, the applicant may be strongly advised to take additional coursework that **will not** count toward the degree requirements. After admission to the

EdD program, students will begin coursework in the Fall term, dependent on prerequisites.

The applicant must successfully complete an interview with the EdD Program Admissions Committee during which the applicant presents their research interest.

Advancement to Candidacy

Doctoral students who completed all coursework requirements except dissertation hours will take the comprehensive examination in a course, EDOC 7902. Students who have passed the comprehensive examination will earn the status of doctoral candidacy. Advancement to candidacy indicates that a student shows the requisite capacity and dedication to complete the program.

Doctor of Nurse Anesthesia Practice (DNAP)

This program is offered by the College of Arts & Sciences and is only available at the St. Louis home 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 is founded in a long tradition with numerous activities directed toward disease prevention, health maintenance, restoration and rehabilitation. Strong moral, ethical and legal codes are fundamental to the practice of nurse anesthesia. These codes are reflected in internal, external, independent and interdependent behaviors.

Education at the graduate level is an expansion of the knowledge attained from undergraduate studies. Graduate education at Webster University encourages the development of advanced skills, theoretical knowledge and critical thinking skills to practice the art and science of anesthesia. The art and science of anesthesia are dynamic and require continued educational endeavors to stay abreast of current theory. Therefore, the nurse anesthetist must recognize the need to enhance one's knowledge and improve one's skills as a lifelong endeavor in the discipline of nurse anesthesia.

The curriculum spans three years of continuous enrollment.

Quality Outcomes

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

- Professional:
  - Discuss and define the Scope of Practice of the CRNA.
  - Discuss current issues pertaining to the practice of nurse anesthesia.
  - Demonstrate professional attributes through attendance and participation in local, state and national professional organizational meetings and events.
  - Demonstrate strong ethics and personal integrity in all professional pursuits to include the delivery of quality and safe anesthesia to the community we serve.
  - Maintain AANA Associate membership until certification is obtained.
  - Demonstrate professional behaviors in the classroom, clinical settings and organizational activities.
  - Discuss role of Advanced Practice Nurse in leadership and healthcare.
  - Contribute to organizational and systems leadership to improve health care delivery.
- Didactic:
  - Develop a strong and comprehensive knowledge base necessary for the safe and effective delivery of anesthesia evidenced by academic progression with a B or better average.
  - Demonstrate requisite knowledge of content learned as evidenced by biannual Self Evaluation Examination (SEE) scores at or above median range or year in program.
  - Propose, develop, complete and defend a research thesis demonstrating a thorough understanding of the research and scientific method.
  - Pass the National Board Certifying Exam for Certified Registered Nurse Anesthetist.
- Clinical:
  - Advocate for patient safety at all times.
  - Perform a thorough preanesthetic assessment and physical examination.
  - Develop an anesthesia care plan based on reported patient health conditions and physical exam.
  - Perform relevant patient and family teaching.
  - Obtain informed consent for anesthesia services.
  - Administer and manage a variety of anesthetic techniques, to include MAC, regional and general anesthetic techniques.
  - Provide advanced airway management skills.
  - Safely emerge patient from the anesthetic and transport to the Post Anesthesia Care Unity (PACU).
  - Demonstrate mastery in the understanding of co-morbidities and the delivery of anesthesia.
  - Transfer care to PACU staff.
  - Recognize and manage any post anesthetic conditions in PACU.
  - Maintain accurate record keeping of anesthetic experience.
  - Interpret and contribute to the development of health care policy.
  - Demonstrate a comprehensive understanding of the role of politics and economics in health care delivery.
  - Demonstrate an understanding of laws pertaining to health care delivery, patient rights, workers rights, etc.
  - Implement the technology of health care informatics into health care delivery.

Clinical Education Partners

Sites for beginning level (first year) clinical experiences may include DePaul Health Center, Des Peres Hospital, St. Clare, and the Veteran's Affairs Medical Center Hospital.

Nurse anesthesia residents may obtain clinical experiences at the intermediate (second year) and advanced (third year) levels at any of our affiliated institutions. They include DePaul Health Center, Des Peres Hospital, St. Clare Hospital, Veteran's Affairs

degrees

Medical Center, Phelps County Regional Medical Center, Missouri Baptist Hospital, St. Anthony's Medical Center, Cardinal Glennon Children's Hospital, Arkansas Children's Hospital, Hedrick Medical Center, Southeast Health, St. Francis Hospital, St. Genevieve Hospital, Jefferson Mercy Hospital, Lake Regional Hospital, St. Louis University Hospital, University of Missouri, Missouri Delta Medical Center, Freeman Hospital West, Alton Memorial, and Christian Northeast Hospital.

Program Curriculum

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

Required Science Courses

- CHEM 7500 Biochemistry (3 hours)
- PHYS 7500 Physics for Anesthesia (2 hours)
- BIOL 7500 Immunology (3 hours)
- BIOL 7200 Advanced Anatomy and Physiology I (4 hours)
- BIOL 8000 Advanced Anatomy and Physiology II (4 hours)
- BIOL 8100 Advanced Anatomy and Physiology III (4 hours)
- DNAP 7510 Biostatistics for Nurse Anesthesia (3 hours)
- BIOL 7600 Cell Biology (3 hours)
- BIOL 7700 Genetics (1 hour)
- DNAP 8700 Pharmacogenomics (2 hours)
- DNAP 6400 Population Health and Epidemiology (2 hours)
- BIOL 7800 Microbiology (3 hours)
- BIOL 8400 Advanced Pathophysiology (3 hours)
- DNAP 7900 Pharmacology I (3 hours)
- DNAP 8000 Advanced Pharmacology II (3 hours)
- DNAP 8010 Advanced Pharmacology III (3 hours)
- DNAP 8020 Advanced Pharmacology IV (3 hours)

Required Nurse Anesthesia Courses

- DNAP 7000 Advanced Health Assessment (4 hours)
- DNAP 7100 Introduction to Anesthesia (3 hours)
- DNAP 7200 Basics of Anesthesia (3 hours)
- DNAP 7300 Principles of Anesthesia I (3 hours)
- DNAP 7400 Principles of Anesthesia II (3 hours)
- DNAP 8100 Anesthesia Concepts I (3 hours)
- DNAP 8200 Anesthesia Concepts II (3 hours)
- DNAP 8300 Anesthesia Concepts III (3 hours)
- DNAP 8400 Anesthesia Concepts IV (3 hours)
- DNAP 8410 Anesthesia and Coexisting Diseases (3 hours)
- DNAP 8500 Current Topics in Anesthesia I (1 hour)
- DNAP 8510 Current Topics in Anesthesia II (1 hour)
- DNAP 8520 Current Topics in Anesthesia III (1 hour)
- DNAP 8530 Current Topics in Anesthesia IV (1 hour)
- DNAP 7500 Translational Research (2 hours)
- DNAP 8220 Health Care Informatics (2 hours)
- DNAP 8420 Organizational and Systems Leadership in Health Care (3 hours)
- DNAP 8240 Health Care Policy Analysis and Advocacy (3 hours)
- DNAP 8430 Health Administration Law and Ethics (3 hours)
- DNAP 8440 Advanced Practice Nurse Role in Leadership and Health Care (3 hours)
- DNAP 8230 Politics and Economics of Health Care (3 hours)

Required Nurse Anesthesia Clinical Simulation Courses

- DNAP 7150 Clinical Simulation Experience I (2 hours)
- DNAP 7250 Clinical Simulation Experience II (2 hours)
- DNAP 7350 Clinical Simulation Experience III (4 hours)
- DNAP 7450 Clinical Simulation Experience IV (3 hours)

Required Nurse Anesthesia Clinical Courses

Beginning Level

- DNAP 7550 Introduction to Clinical Experience (1 hour)

- DNAP 7650 Clinical Experience I (2 hours)
- DNAP 7750 Clinical Experience II (2 hours)
- DNAP 7850 Clinical Experience III (2 hours)

Intermediate Level

- DNAP 8050 Clinical Experience IV (2 hours)
- DNAP 8150 Clinical Experience V (2 hours)
- DNAP 8250 Clinical Experience VI (2 hours)
- DNAP 8350 Clinical Experience VII (2 hours)
- DNAP 8450 Clinical Experience VIII (2 hours)

Advanced Level

- DNAP 8550 Clinical Experience IX (2 hours)
- DNAP 8650 Clinical Experience X (2 hours)

Required Translational Independent Study Courses

- DNAP 7501, DNAP 7502, DNAP 7503, DNAP 7504, DNAP 7505, DNAP 7506, DNAP 7507, DNAP 7508 Translational Research Project I-VIII (8 hours)

Total required: 143 credit hours

Requirements

Academic Performance

Students must earn a minimum cumulative GPA of 3.0 during the course of study and are permitted only one course grade of C.

General Requirements

Enrollment in all nurse anesthesia courses requires admission to the nurse anesthesia program. Completion of the courses will occur in the sequence prescribed by the program for the cohort group in which enrolled; deviations from this sequence, or enrollment without admission to the program require special permission of the Program Director.

Students in the program are subject to the policies and procedures for graduate studies for Webster University and the nurse anesthesia program.

Continuous Enrollment

Graduate students enrolled in the nurse anesthesia program must maintain continuous enrollment, or request special permission from the Program Director. The Webster University nurse anesthesia program is a cohort program which requires continuous enrollment with courses completed in the prescribed succession.

Admission

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

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

Additional Requirements

Requirements for admission to the doctor of nurse anesthesia practice (entry to practice) program include:

- Bachelor's degree in nursing or a bachelor's degree in a non-nursing program from a fully accredited college plus a nursing degree.

- A cumulative GPA of 3.0 on a 4.0 scale for undergraduate studies or evidence of outstanding post-graduation academic achievement.
- Official transcrips from **all** universities, colleges and professional schools.
- Prerequisite courses: organic chemistry (3 hours) **or** biochemistry (3 hours), and physics (3 hours), 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 syllabus and/or course description* for prerequisite coursework taken through an online program.
- Prerequisite Review Worksheet.*
- Current RN license. Out-of-state applicants must obtain a Missouri and Illinois Nursing License once admitted into the program.
- A minimum of one year of experience in an acute care setting as a professional registered nurse. (Two years preferred in an adult ICU setting.)
- Proof of current certifications*: ACLS, BLS and PALS certifications and CCRN score sheet.
- 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.
- Two letters of reference that provide an assessment of professional performance, continuing education and character traits. Request one assessment from an immediate supervisor and one from a professional. References are requested through the application.
- One CRNA Shadow Verification* form.
- Any additional supporting information* the applicant wishes to include, such as copies of certifications, awards, honors and/or publications within the past two years.
- A personal interview.

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

Application Process

Submit all required documents **by September 1st** for the subsequent Summer start.

Completed application files will be reviewed by the Nurse Anesthesia Department.

- Selected students will be invited on campus for a personal interview. Applicants offered an interview must submit a criminal background check prior to the interview.
- Offers of admission will be extended to 24 students for entry into the degree program for the Summer term. Accepted applicants must provide a clean drug screen.
- Students are required to submit a deposit to secure their position in the class.

CRNA Completion Degree

Program Description

The doctor of nurse anesthesia practice (DNAP) CRNA completion degree assists the masters prepared practicing CRNA with the opportunity to bridge their degree to the practice doctorate. The degree is offered in a 100% online platform to accommodate the complicated work schedules of practicing CRNAs. Consistent with the AACN guidelines and approval by the Council on Accreditation of Nurse Anesthesia Programs, the DNAP focuses on equipping the nurse anesthetist with content areas that emphasize the clinical practice-oriented leadership through evidence-based research, quality improvement, intradepartmental collaboration and systems leadership.

Quality Outcomes

Upon completion of the program the graduates should be able to:

- Apply physiological, safety and organizational theories to promote patient safety, enhance quality care and improve nurse anesthesia practice.
- Critically appraise scientific literature and apply results to improve culturally sensitive nurse anesthesia practice and patient care outcomes.
- Effectively collaborate with other health professionals to provide the most appropriate, effective treatment.
- Effectively communicate with patients and family members.
- Demonstrate leadership skills to meet the growing challenges of complex healthcare systems.
- Understand that quality healthcare is steeped in ethics.
- Contribute to ongoing education and training to all members of the healthcare team, families, students in training, etc.
- Demonstrate nurse anesthesia scholarship through a commitment to lifelong learning, leadership activities and interdisciplinary collaboration.

Program Curriculum

- DNAP 7500 Translational Research (2 hours)
- DNAP 8220 Health Care Informatics (2 hours)
- DNAP 8420 Organizational and Systems Leadership in Health Care (3 hours)
- DNAP 8240 Health Care Policy Analysis and Advocacy (2 hours)
- DNAP 6400 Population Health and Epidemiology (2 hours)
- DNAP 8430 Health Administration Law and Ethics (3 hours)
- DNAP 8440 Advanced Practice Nurse Role in Leadership and Health Care (3 hours)
- DNAP 8230 Politics and Economics of Health Care (3 hours)
- DNAP 8500 Current Topics in Anesthesia I (1 hour)
- DNAP 8510 Current Topics in Anesthesia II (1 hour)
- DNAP 8520 Current Topics in Anesthesia III (1 hour)
- DNAP 8530 Current Topics in Anesthesia IV (1 hour)

Required Translational Independent Study Courses

- DNAP 7501, DNAP 7502, DNAP 7503, DNAP 7504, DNAP 7505, DNAP 7506 Translational Research Project I-VI (6 hours)

Total required: 31 credit hours

Requirements

Academic Performance

Students must earn a minimum cumulative GPA of 3.0 during the course of graduate study and are permitted only one course grade of C.

Continuous Enrollment

Graduate students enrolled in the nurse anesthesia program must maintain continuous enrollment, or request special permission from the Program Director. The Webster University nurse anesthesia program is a cohort program which requires continuous enrollment with courses completed in the prescribed succession.

Admission

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

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

Additional Requirements

Requirements for admission to the doctor of nurse anesthesia practice (CRNA completion) program include:

- Master's degree in nurse anesthesia from an accredited institution.
- A cumulative GPA of 3.0 on a 4.0 scale.
- Official transcripts from **all** universities, colleges and professional schools.
- A minimum of one year of practice as a CRNA or verification of a 4-credit hour Advanced Health Assessment course.
- Proof of current CRNA license from NURSYS.com*; report should include all licenses and expirations.
- A current résumé.*
- A letter of reference from a supervisor that can attest to CRNA practice. References are requested through the application.

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

Application Process

Submit all required documents **by November 30th** for the subsequent Summer start.

Completed application files will be reviewed by the Nurse Anesthesia Department.

Transfer Credits

Transfer credits are considered on an individual basis up to 6 credit hours.

Education and Innovation (MA)

This program is offered by the School of Education. It is available online, at the St. Louis home 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

Webster University's master of arts (MA) in education and innovation aims to develop knowledge, skills and creative competencies in educational design and innovation. The program serves community, business and organizational leaders, trainers, educators and other professionals in the public, private and voluntary (not-for-profit) sectors. The program bridges the online or on-campus learning environment and the workplace by cultivating personal transformative learning and professional efficacy. Students develop teamwork and collaboration skills for real-world problem-solving, high-impact instruction and change process management. The program stresses experiential learning designs and technology transfer. Participants in this program learn to foster a "culture of innovation" in multi-faceted learning environments, workplaces and community contexts.

The MA in education and innovation embraces Webster University's mission "to transform students for global citizenship and individual excellence."

The program is available with online courses, or with on-campus and field/travel-based formats.

Learning Outcomes

Candidates completing the MA in education and innovation will be able to:

- GOAL 1: Promote, inspire and cultivate creativity and innovative thinking for learning, service and leadership.
- GOAL 2: Practice instructional methods and technologies for transformative learning, interdisciplinary problem-solving and planet-sustainable solutions to local and global issues.
- GOAL 3: Develop competencies as design team leaders and learning facilitators.
- GOAL 4: Engage in lifelong learning for continuous improvement in professional practice and collaborative leadership.

Summary of Assessment Plan

The assessment plan for the MA in education and innovation will include key assessment of knowledge and competencies in four topical areas, including (a) theory and foundations, (b) methodologies and technologies in design and innovation, (c) instruction and leadership for innovation, and (d) evaluation and research. The MA in education and innovation program assessment principles are drawn from recommendations of the National Advisory Council on Innovation and Entrepreneurship (U.S. Department of Commerce, 2013). Requisite Competencies are assessed in one course in each of the topical areas. An overall program competencies review is included in the capstone course (EDIN 6001 Integrated Studies: Education and Innovation).

Requirements

Core Courses (15 hours)

- EDIN 5001 Foundations of Global Citizenship (3 hours)
- EDIN 5180 Creativity and Innovation (3 hours)
- EDIN 5630 Creative Multimedia Design for Innovative Learning (3 hours)
- 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 (3 hours)

- EDIN 6001 Integrated Studies: Education and Innovation (3 hours)

Total: 33 credit hours

Admission

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

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

Additional Requirements

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

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

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.

Educational Leadership (EdS)

This program is offered by the School of Education. It is available online, at the St. Louis home 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 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 encourages educators to think outside the box, seek solutions to challenges in schooling, to make the world different and find the courage to do what is best for all students.

Schools are a microcosm of society. The problem schools face today whether urban, suburban or rural connect to societal issues. In order to meet the needs of today's students, principals need to be able to navigate in a labyrinth of rapidly shifting demographics and societal issues to find solutions that work for all stakeholders in their school communities. The EdS in educational leadership effectively prepares 21st-century school leaders by providing opportunities for principal candidates to synthesize the traditional aspects of school leadership with critical issues of diversity, self-awareness and reflective practice.

Successful candidates will become educational leaders who have high expectations for all students and are powerful advocates for the inclusion, understanding and encouragement of marginalized student groups. Principal candidates will have opportunities to engage in ongoing dialogue and reflection on issues of social justice, democracy and equity throughout their coursework and

internship experiences. By challenging students to be active participants in difficult conversations about social justice and to immerse themselves in unfamiliar environments, the EdS program encourages aspiring principal candidates to develop a socially responsible leadership mindset transforming them into culturally responsive school leaders who are dedicated to realizing the vision of equity in education and the expectation of success for all learners.

In the educational leadership (EdS) program at Webster University, graduate students are learning to become administrators who are learning focused while developing positive relationships and understanding and appreciating diversity. The curriculum focuses on problem-solving, data-driven decision-making, research based instructional strategies as well as innovation, collaboration and educational culture.

The educational leadership (EdS) program is designed for students who want to develop their leadership skills and earn a post-master's degree. Successful graduates are able to integrate ethics and global perspectives into their professions to optimize the learning environment for teachers, students and their communities. Prepared to become educational leaders, graduates are ready to strive for positive outcomes in the preK-12 setting.

Vision

To develop exemplary leaders for tomorrow's world.

Mission

To provide academic rigor, pragmatic experiences and opportunities for individuals to become courageous leaders who are responsive to the diverse needs of the global community.

Program Goals & Learning Outcomes

Program Goals

- The educational leader/candidate/graduate will demonstrate and model scholarship and lifelong learning skills.
- 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

- Candidates will become culturally responsive leaders who use ethics, communication and critical and creative thinking to solve problems.
- Candidates will become instructional leaders with the skills to combine traditional leadership duties (scheduling, budgeting, supervising) with an unyielding commitment to student learning and teaching.
- Candidates will develop the critical theory leadership skills required to get effective and efficient results across internal and external boundaries.
- Candidates will build community through the development of relationships, collaboration and an understanding and appreciation of the differences that bring richness to school communities.
- Candidates will develop the ability to influence and enthuse others through personal advice and drive, and to access resources to build a solid platform for change.

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Dispositions

The manner in which an individual behaves (his or her dispositions) affects an entire community. The National Educational Leadership Preparation (NELP) Standards stipulate three foundational dispositions that subsume all others. If one acts with integrity, fairness and ethically then one will be able to promote success of all students in the global community.

- Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
- Program completers understand and demonstrate the capacity to evaluate, communicate about and advocate for ethical and legal decisions.
- Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

General Requirements & Certification

The educational leadership (EdS) requires satisfactory completion of 32 credit hours of prescribed curriculum that includes coursework, internships and a capstone/portfolio course. This course includes a formal review of the student's portfolio of documented competencies or other faculty-approved methods of documenting established competencies. Coursework is based upon the requirements as stated by National Educational Leadership Preparation (NELP), the Professional Standards for Educational Leaders (PSEL) and the Missouri Leader Standards for the Missouri Department of Elementary and Secondary Education (DESE). The goal of the program is to increase student leadership knowledge and skills for successful passing of the licensure test issued by the department of education in the state where students reside. Therefore, it is in the students' best interest to confirm certification requirements with the department of education in the state in which they reside or which to obtain certification. Certification requirements vary from state to state.

Students wishing to combine the educational leadership (EdS) with certification must communicate with their advisor and EdS faculty to meet certification requirements and document performance. Students in the educational leadership major can work toward elementary, middle or high school principal certification. After successful completion of state-required assessment activities, students can apply for administrative certification.

Students seeking administrative certification must also hold valid teacher certification for the appropriate grade level or specialty area. Students seeking an out-of-state certificate must contact their state's Department of Elementary and Secondary Education for information on requirements for administrative certificates. Some states require that students must complete the entire educational leadership (EdS) program before certification will be granted.

EdS students are required to demonstrate graduate level writing skills. Students who are unable to do so will be required to seek assistance for every writing assignment at Webster University's Writing Center.

Program Requirements

The following are required courses for the educational leadership (EdS):

- LEAD 6500 Introduction to the Field Experience (1 hour)
- LEAD 6501 Foundations of Educational Leadership (3 hours)
- LEAD 6502 Leadership for Improving Learning (3 hours)
- LEAD 6503 Leadership for Ethics, Equity and Social Justice (2 hours)
- LEAD 6504 Resourceful Leadership (3 hours)
- LEAD 6505 Culture, Collaboration and Diversity (2 hours)
- LEAD 6506 Leadership with Vision (2 hours)
- LEAD 6507 Advanced School Law (3 hours)
- LEAD 6508 Trauma Informed Leadership (2 hours)
- LEAD 6509 Relational and Reflective Leadership (2 hours)
- LEAD 6510 Innovative Leadership (1 hour)
- LEAD 6511 Managerial Leadership (2 hours)
- LEAD 6512 Capstone/Field Experience (2 hours)
- LEAD 6523 Action Research I (2 hours)
- LEAD 6533 Action Research II (2 hours)

Program description materials providing additional information on course requirements for specific certification can be obtained from an EdS advisor.

Students must take LEAD 6523 prior to LEAD 6533.

Students enrolled in the educational leadership (EdS) program and seeking principal certification must pass the appropriate Praxis/licensure exam prior to enrolling in LEAD 6512 and must have the permission of the program coordinator(s).

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 EdS in educational leadership program include:

- Completion of a master's degree in education or a related field, such as social work, business or communications.
- Superior academic ability at the graduate level with at least a 3.25 GPA.
- Official transcripts of previous undergraduate and graduate coursework.
- A letter of recommendation from a faculty member and/or associate.
- Essay.

Application Process

Admission to this program occurs each full semester (Fall, Spring) and in the Summer.

Advancement to Candidacy

The student is advanced to candidacy upon the successful completion of the advancement packet. The timeline for advancing to candidacy is after successful completion of the first 6 hours and before completion of 12 hours. Completing the Advancement to Candidacy packet is the student's responsibility. The packet must be completed at this time in order for the student to continue to take courses.

Requirements for Missouri Special Education Director Certification

Special Education Director is an add-on certification. In Missouri, the Department of Elementary and Secondary Education requires special education teaching certification, completion of the above requirements and the following courses, totaling 9 hours:

- LEAD 6138 Foundations of Special Education Administration (3 hours)
- LEAD 6122 Special Education and Law (2 hours)
- LEAD 6136 Special Education Internship (2 hours)
- LEAD 6006 Advanced Internship (2 hours)

Educational Leadership and Administration (MA)

This program is offered by the School of Education. It is available online and at the St. Louis home campus.

Program Description

The master of arts (MA) in educational leadership and administration is designed to prepare candidates for leadership and administrative positions in a variety of educational settings. This program emphasizes an understanding of the complexities of change in schools, communities and organizations. Participants develop and demonstrate the knowledge, skills and dispositions necessary to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision making, reflective and relational practice, and successful achievement of all students.

The MA in educational leadership and administration is for K-12 teachers who are passionate about schools, teachers and student learning. This program is an excellent way for students to rekindle their passion and to work on school improvement and student learning while meeting their professional development goals.

A challenging curriculum will deepen leadership capabilities, enhance learning and professional growth, and help candidates to think critically about the challenges in education today. Coursework provides opportunities for students to integrate knowledge learned in the field of leadership. Internship hours are required and offer students an opportunity to integrate leadership skills learned in coursework under an approved on-site mentor. Learning opportunities are presented in large and small group discussions, case studies, lectures, scenarios, simulations, problem-based actives, project based learning and field experiences which are integrated into the coursework.

This program meets the standards of the National Educational Leadership Preparation Program (NELP) program for building leaders and the MO Leader Standards. It is approved by the Missouri Department of Elementary and Secondary Education. Skills taught prepare students to assume leadership roles in instruction, management, supervision, school improvement and problem solving.

Webster University does not issue principal certification but provides the coursework leading to certification. Students seeking an out-of-state certificate must contact their state's Department of Elementary and Secondary Education for information on requirements for administrative certificates. Some states require students to complete the entire program at one university before issuing certification.

Students seeking certification must take the appropriate Praxis for their state. Missouri students will take the MOCA 78. All students will take the Missouri Performance Assessment. This assessment is embedded in coursework.

This program is designed to be completed in three semesters and one summer term.

Vision

To make value-added contributions to international, national, state, district and school-level policy for purposeful inclusive leadership practices that lead to equitable learning for all.

Mission

To empower educational leaders to improve teaching and learning using practices, policies and systems that create high-quality and equitable learning environments.

Learning Outcomes

- Successful candidates will be able to create and implement a vision of learning with stakeholders.
- Successful candidates will use positive and appropriate communication, engagement, partnerships and advocacy that foster positive relationships and the success and well-being of students.
- Successful candidates will be able to develop innovative programs supporting teaching and learning including diversity, equity and inclusion, resulting in a professional culture for student achievement.
- Successful candidates will be able to interact and make ethical decisions that support students and staff academically, behaviorally and operationally through data analysis, fiscal management and legal compliance.

Dispositions

The manner in which an individual behaves (his or her dispositions) affects an entire community. The National Educational Leadership Preparation (NELP) Standards stipulate three foundational dispositions that subsume all others. If one acts with integrity, fairness and ethically then one will be able to promote success of all students in the global community.

- Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
- Program completers understand and demonstrate the capacity to evaluate, communicate about and advocate for ethical and legal decisions.
- Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

General Requirements & Certification

The master of arts (MA) in educational leadership and administration requires satisfactory completion of 32 credit hours of prescribed curriculum that includes coursework, internships and a capstone course. This course includes a formal review of the student's portfolio of documented competencies in field experiences as well as other documented established competencies.

Coursework is based upon the requirements as stated by the National Educational Leadership Preparation (NELP) and the Missouri Leader Standards from the Missouri Department of Elementary and Secondary Education (DESE). The goal of the program is to increase student leadership, knowledge and skills for successful passing of the principal licensure test issued by

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the department of education in the state where students reside. Therefore, it is in the students' best interest to confirm certification requirements with the department of education in the state in which they reside or which to obtain certification. Certification requirements vary from state to state.

Students wishing to combine the MA in educational leadership and administration with certification must communicate with their advisor and MA faculty to meet certification requirements and document performance. Students in the educational leadership and administration major can work toward elementary, middle or high school principal certification. After successful completion of state-required assessment activities, students can apply for administrative certification.

Students seeking Missouri administrative certification must also hold valid teacher certification for the appropriate grade level or specialty area. Students seeking an out-of-state certificate must contact their state's Department of Elementary and Secondary Education for information on requirements for administrative certificates. Some states require that students must complete the entire educational leadership and administration (MA) before certification is granted.

MA students are required to demonstrate graduate level writing skills. Students who are unable to do so will be required to seek assistance for every writing assignment at Webster University's Writing Center. The expectation is for students to demonstrate professionalism at all times.

Program Requirements

The following are required courses for the educational leadership and administration (MA):

- LEAD 5500 Field Experience I in Educational Leadership (2 hours)
- LEAD 5501 Foundations of Educational Leadership and Administration (3 hours)
- LEAD 5502 Curriculum, Instruction and Assessment (3 hours)
- LEAD 5503 Ethics for Leaders (3 hours)
- LEAD 5504 School Finance & Facilities (3 hours)
- LEAD 5505 Collaboration & Leadership (3 hours)
- LEAD 5506 Vision, Innovation and Technology (2 hours)
- LEAD 5507 School Law (3 hours)
- LEAD 5508 Educating for Equity and Cultural Competence (3 hours)
- LEAD 5509 Relational Leader, School and Community (2 hours)
- LEAD 5510 Talent Management for Recruitment, Development and Retention of Teachers and Personnel (2 hours)
- LEAD 5511 Practical Statistics & Data-Driven Decision-Making for Educators (2 hours)
- LEAD 5512 Capstone in Field Experience Seminar (2 hours)

Program description materials providing additional information on course requirements for specific certification can be obtained from an MA advisor.

Degree Program Requirements

Complete all coursework while maintaining a GPA of 3.25 or higher.

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 educational leadership and administration program include:

- Possess a baccalaureate degree from an accredited college or university with a minimum GPA of 2.5 on a 4.0 scale.
- Completion of the course Education of the Exceptional Child, or equivalent, for Missouri certification.
- Essay.
- Letter of recommendation from a faculty member or associate.

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

Advancement to Candidacy

The student is advanced to candidacy upon the successful completion of the advancement packet. The timeline for advancing to candidacy is after successful completion of the first 6 hours and before completion of 12 hours. Completing the Advancement to Candidacy packet is the student's responsibility. The packet must be completed at this time in order for the student to continue to take courses.

Requirements for Missouri Initial Principal Certification

- Hold a valid professional initial teaching certificate.
- Have had two years teaching experience.
- Successful completion of all coursework with a GPA of 3.0 or higher.
- Passing the required Praxis (in Missouri this is the required MOCA).
- Passing the Missouri Performance Assessment (required for all students).

NOTE: In Missouri, school counselor certificates, speech-language certificates, etc., are not considered initial teacher certificates. Students pursuing special education administration will be able to work as administrators in these fields, but not as building principals unless the valid professional initial teaching certificate is also held, in addition to two years teaching experience. See the Missouri Department of Elementary and Secondary Education for more information.

Requirements for Missouri Special Education Director Certification

Special Education Director is an add-on certification. In Missouri, the Department of Elementary and Secondary Education requires special education teaching certification, completion of the above requirements and the following courses, totaling 9 hours:

- LEAD 6138 Foundations of Special Education Administration (3 hours)
- LEAD 6122 Special Education and Law (2 hours)
- LEAD 6136 Special Education Internship (2 hours)
- LEAD 6006 Advanced Internship (2 hours)

Educational Technology (MET)

This program is offered by the School of Education. It is available online, at the St. Louis home campus and at Fort Bliss.

Program Description

The master of educational technology (MET) degree enables corporate and military trainers, as well as other professional educators, to develop multiple literacies and to foster creative thinking using technologies. Candidates learn how to develop learner-centered and content-centered projects and assessments. Candidates in this program acquire the 21st century learning skills to creatively apply, assess and reflect on technologies and media in formal and informal learning environments. Candidates view technology and media as vehicles for learning, communication and collaboration.

Themes of the Master of Educational Technology Degree Program

Candidates who pursue the master of educational technology (MET) degree explore technology and multimedia including print, graphics, sound, video and the web. The degree is aligned to International Society for Technology in Education (ISTE) NETS-T standards:

- Practicing, supporting and fostering learning and creativity through technologies.
- Enhancing learning experiences and assessments with digital age tools and processes.
- Modeling authentic digital age work and learning practices through collaboration, professional development and leadership in professional learning communities.
- Practicing and modeling digital citizenship and responsibility with colleagues and with learners.
- Engaging in professional growth and leadership.

Learning Outcomes

Learners completing the MET degree program will be able to:

- Model ethical uses and applications of digital media in work and educational settings. (NETS.T 2008.4)
- Demonstrate effective uses of technology and multimedia (audio, video, text, images, interactive media, etc) for learning, professional growth and productivity. (NETS.T 2008.2; NETS.T 2008.5)
- Demonstrate effective uses of technology and multimedia (audio, video, text, images, interactive media, etc) for collaborative learning and the development of professional learning communities. (NETS.T 2008.3)
- Design, develop, implement and evaluate technology-embedded learning experiences that enhance content mastery, creative thinking, critical thinking and global citizenship. (NETS.T 2008.1)

Program Curriculum

Learners pursuing the master of educational technology (MET) are required to complete 33 credit hours in the curriculum.

All majors take the following courses:

Design & Ethics Core Courses (8 hours)

- EDTC 5460 Curriculum Design Technology Apps (3 hours)
- EDTC 5465 Instructional Design (2 hours)
- EDTC 5900 Technology Ethics & Society (3 hours)

Technology Core Courses (11 hours)

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

- EDTC 5290 Video Production for Teaching and Learning (3 hours)
  or EDTC 5295 Advanced Techniques in Video Production for Teaching and Learning (3 hours)
- EDTC 5550 Web Page Authoring and Design I (2 hours)
- EDTC 5555 Web Page Authoring and Design II (2 hours)

Electives (12 hours)

- At least 6 credit hours must be in EDTC, other than EDTC 5210 and EDTC 5410

Capstone (2 hours)
(Both courses are required)

- EDTC 5995 Final Program Survey (0 hours)
- EDTC 5996 Content Performance Portfolio (2 hours)
  (This course includes a formal review of the student's portfolio of documented competencies or other faculty-approved methods of documenting established competencies.)

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 MET in educational technology program include:

- Receipt of official transcripts from a baccalaureate-granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Essay.

Completed application files will be reviewed by the coordinator of Educational Technology.

Advancement to Candidacy

Upon successful completion of 12 credit hours within the MET, all degree-seeking students are required to apply for advancement to candidacy. For specific details, please see your advisor.

Environmental Management (MS)

This program is offered by the College of Arts & Sciences. It is available online and at the Fort Leonard Wood campus, but it is not available at the St. Louis home 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.

degrees

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 Operations and Project Management (3 hours)
- ENMG 5100 Environmental Law (3 hours)
- ENMG 5200 Environmental Regulations and Compliance Auditing (3 hours)
- ENMG 5300 Environmental Accounting (3 hours)
- ENMG 6100 Management of Land and Water Resources (3 hours)
- ENMG 6110 Management of Air Quality (3 hours)
- ENMG 6120 Waste Management and Pollution Control (3 hours)
- ENMG 6200 Environmental Risk Management and Strategies (3 hours)

In addition, the student completes 9 credit hours of graduate elective courses offered from other programs.

Emphasis in Environmental Sustainability

The emphasis in environmental sustainability is designed to provide environmental managers with specialized coursework in this area. This emphasis area concentrates on the relationship between sustainability and environmental resource management to include managing economic, social and ecological systems with and external to an organizational entity in order for it to sustain both itself and the system it exists within.

Additional Emphasis Learning Outcomes

Upon completion of this emphasis, students will be able to:

- Identify the basic scientific principle of ecology and biodiversity and the way human systems integrate with natural systems.
- Conduct research and present findings on selected environmental sustainability topics.
- Identify the limits of science and law in resolving environmental disputes.
- Review managerial, technological and policy approaches to natural resource management.

- Effectively communicate energy-related legislation and policies to stakeholders.

Emphasis Curriculum

The MS in environmental management with an emphasis in environmental sustainability requires 39 credit hours. The 12 credit hours required for the emphasis in environmental sustainability must include the following courses:

- ENMG 5400 Environmental Sustainability (3 hours)
- ENMG 5410 Environmental Ethics and Decision Making (3 hours)
- ENMG 5420 Natural Resource Management and Sustainability (3 hours)
- ENMG 5430 Energy Policy and Sustainability (3 hours)

Dual Degree Option: MBA/MS in Environmental Management

54 to 57 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)
- ENMG 5000 Environmental Science (3 hours)
- ENMG 5100 Environmental Law (3 hours)
- ENMG 5200 Environmental Regulations and Compliance Auditing (3 hours)
- ENMG 5300 Environmental Accounting (3 hours)
- ENMG 6100 Management of Land and Water Resources (3 hours)
- ENMG 6110 Management of Air Quality (3 hours)
- ENMG 6120 Waste Management and Pollution Control (3 hours)
- ENMG 6200 Environmental Risk Management and Strategies (3 hours)

Note: The MS in environmental management has a program prerequisite of BUSN 5760.

Admission

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

Office of Admission
Webster University
470 E. Lockwood Ave.

St. Louis, MO 63119

Prerequisites

The prerequisites for the program are a bachelor's degree and BUSN 5760 Applied Business Statistics (or 6 credit hours of undergraduate statistics).

Advancement to Candidacy

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

Finance (MS)*

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home 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 science (MS)* in finance is designed to provide a quantitative and comprehensive examination of the finance field. Students will advance through corporate finance, investments, and markets and institutions. Additionally, students will experience significant exposure to supporting coursework in the closely related fields of accounting and economics. A capstone experience will tie together the major finance topics, with a significant focus on mergers and acquisitions, and will expose students to literature, and the analysis thereof, pertinent to the field.

After a comprehensive examination of the field, students may choose their electives to satisfy their specific career goals. Students desiring to take advanced certification, such as the CFA (Chartered Financial Analyst) or CFP (Certified Financial Planner), will want to take advanced courses in Derivatives, Financial Statement Analysis, Advanced Investments and Portfolio Management, while students interested in pursuing careers in other fields may want to take Entrepreneurial Finance, or similar advanced topics offered by the George Herbert Walker School of Business & Technology.

NOTE: The master of science (MS) degree is abbreviated as MSc when completed in Vienna with Austrian accreditation.

The MS in finance is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students can determine the value of financial assets.
- Students can analyze the financial decisions of a corporation.
- Students can evaluate credit and interest rate risk.

Program Curriculum

The master of science in finance requires successful completion of 36 credit hours including 30 required credit hours and 6 credit hours of electives. The following courses are required for the master of science in finance:

- BUSN 6070 Management Accounting (3 hours)
- BUSN 6120 Managerial Economics (3 hours)
- FINC 5000 Finance (3 hours)
- FINC 5100 Financial Modeling (3 hours)

- FINC 5210 Investments (3 hours)
- FINC 5810 Capital Budgeting and Corporate Investments (3 hours)
- FINC 5830 Institutions and Financial Markets (3 hours)
- FINC 5840 International Finance (3 hours)
- FINC 5880 Advanced Corporate Finance (3 hours)
- FINC 6290 Mergers and Acquisitions (3 hours)

Prerequisites

- BUSN 5600 Accounting Theory and Practice (3 hours)
- BUSN 5620 Current Economic Analysis (3 hours)
- BUSN 5760 Applied Business Statistics (3 hours)

Note: Program prerequisites are to be completed before beginning coursework for the master of science in finance for those students who have not completed prerequisite courses (or an appropriate equivalent) within five years of entering the program and having earned a grade of B or better. If the appropriate prerequisite course content was completed longer than five years prior to entering the program, the department will allow a waiver if the student demonstrates a command of the content area by successfully completing a waiver examination. The prerequisite courses BUSN 5600 and BUSN 5620 may not count as electives in the 36-credit-hour master of science in finance.

Dual Degree Option: MBA/MS in Finance

54 to 57 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 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (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)
- BUSN 6070 Management Account (3 hours)
- BUSN 6120 Managerial Economics (3 hours)
- FINC 5000 Finance*^ (3 hours)
  (prerequisites: BUSN 5760 and BUSN 5600)*
- FINC 5100 Financial Modeling (3 hours)
- FINC 5210 Investments (3 hours)
- FINC 5810 Capital Budgeting and Corporate Investments (3 hours)
- FINC 5830 Institutions and Financial Markets (3 hours)
- FINC 5840 International Finance (3 hours)
- FINC 5880 Advanced Corporate Finance (3 hours)
- FINC 6290 Mergers and Acquisitions (3 hours)

*FINC 5000 and BUSN 5760 substitute for MBA 5020.
^FINC 5000 substitutes for MBA 5200.

Prerequisites

- BUSN 5600 Accounting Theory and Practice (3 hours)
- BUSN 5620 Current Economic Analysis (3 hours)
- BUSN 5760 Applied Business Statistics (3 hours)

degrees

Note: Program prerequisites are to be completed before beginning coursework for the master of science in finance for those students who have not completed prerequisite courses (or an appropriate equivalent) within five years of entering the program and having earned a grade of B or better. If the appropriate prerequisite course content was completed longer than five years prior to entering the program, the department will allow a waiver if the student demonstrates a command of the content area by successfully completing a waiver examination.

Admission

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

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

Additional Requirements

Applicants to the MS in finance must have completed a bachelor's degree or higher in a business discipline in a program accredited by ACBSP, AACSB, IACBE, EQUIS or AMBA. An applicant without such a degree wishing to enroll in this program will be required to first complete 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 & Practices
- ACCT 2010 Financial Accounting
- BUSN 2750 Introduction to Statistics
- ECON 2000 Survey of Economics
- MNGT 2500 Marketing
- BUSN 3500 Business & 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.

Forensic Accounting (MS)

This program is offered by the George Herbert Walker School of Business & Technology and is only available at the St. Louis home campus.

Program Description

The master of science (MS) in forensic accounting program is designed to provide students with the skills necessary to be successful in the growing and exciting field of forensic accounting. The curriculum for this degree includes courses in criminal and civil investigation, legal procedure, management of evidence, cyber forensics, substantive law, valuation, economic damages and internal auditing. An important element of the courses is the integration, in the course activities, of a variety of cases and role playing exercises. Another important element is the faculty with their extensive backgrounds in forensic accounting, both from an academic and practical standpoint, who will both challenge and educate the students. Successful graduates of the program will have the ability to conduct successful investigations and be able to effectively communicate in writing and orally both in and out of the courtroom with respect to a variety of criminal and civil financial matters. Graduates of this program will be well prepared for a career in this interesting mix of accounting, investigation, valuation and law known as forensic accounting.

The MS in forensic accounting is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students will be able to identify and apply the law, the rules of procedure and evidence and ethics that relate to forensic accounting.
- Students will be able to identify, investigate and discover fraud and other improper accounting activities.
- Students will be able to, orally and in writing, effectively communicate matters related to forensic accounting.

Program Curriculum

The master of science in forensic accounting requires the successful completion of 36 credit hours, including 33 required credit hours and 3 credit hours of electives. The following courses are required for the master of science in forensic accounting:

- ACCT 5000 Introduction to Forensic Accounting (3 hours)
- ACCT 5010 Legal Procedure, Substantive Law and Professional Ethics in Forensic Accounting (3 hours)
- ACCT 5100 Investigation of Financial Fraud (3 hours)
- ACCT 5150 Introduction to Cyber Forensics (3 hours)
- ACCT 5200 Business Valuation (3 hours)
- ACCT 5250 Special Topics in Litigation Accounting (3 hours)
- ACCT 5350 Analytics for Forensic Accountants (3 hours)
- ACCT 5400 Internal Auditing (3 hours)
- ACCT 5500 Case Studies in Forensic Accounting (3 hours)
- ACCT 5800 Forensic Accounting Practicum (3 hours)
- ACCT 5900 Forensic Accounting 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

Additional Requirements

Requirements for admission to the MS in forensic accounting program include:

- Official transcripts from all of your previously attended colleges and universities (including community colleges and summer courses).
- The applicant must have completed the BS in business administration degree or approved equivalent from an accredited institution.

- The applicant must have the following accounting courses or approved equivalent:
  - Financial Accounting
  - Managerial Accounting
  - Advanced Cost Accounting
  - Intermediate Accounting I
  - Intermediate Accounting II
  - Federal Income Tax
  - Accounting Information Systems
  - Auditing

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.

Gerontology (MA)

This program is offered by the College of Arts & Sciences and is only available online.

Program Description

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

As the population of the United States and other parts of the world ages, the need for individuals in all aspects of society and business with knowledge of aging will only increase. Those who prepare for this change in demographics by developing an expertise relative to gerontological issues and concerns will be quite marketable as professionals. The gerontology curriculum is designed to provide students with the requisite core knowledge regarding aging individuals and the impact of this "age wave" on social, economic and political structures. A degree in gerontology prepares you to understand and provide vital services for the older adult population, including: policy development; case management; community-based services; product design and advertising; administration; health services; human resources; and direct services such as counseling, medical and financial planning.

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

Learning Outcomes

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

- Demonstrate their knowledge of concepts related to healthy aging in terms of physical, psychological, economic and social science domains.
- Demonstrate an integration and synthesis of theoretical approaches to healthy aging in the physical, psychological, economic and social science domains.
- Apply scientific research to specific, real world issues.

Program Curriculum

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

- GERN 5000 Gerontology *(Requisite Course)* (3 hours)
- GERN 5600 Economic Issues for Older Adults (3 hours)
- GERN 5620 Physiology of Aging (3 hours)
- GERN 5630 Psychology of Aging (3 hours)
- GERN 5640 Management of Programs for Older Adults (3 hours)
- GERN 5660 Research and Assessment in Gerontology (3 hours)
- GERN 5670 Social Science Perspectives in Gerontology (3 hours)
- GERN 6000 Integrated Studies in Gerontology (3 hours)

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

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

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

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.

Health Care Management (MA)

This program is offered by the George Herbert Walker School of Business & Technology. It is only available at the Geneva campus and the courses are taught in French.

Program Description

The objective of this curriculum is to provide directors and potential directors of nursing school institutions who are already qualified, trained and experienced, with advanced training in health care management.

degrees

The MA in health care management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques and theories used in the field of health care management.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques and theories used in the field health care management when analyzing complex factual situations.
- Students will be able to effectively integrate (or synthesize) important facts, concepts, principles and theories in the field of health care management when developing solutions to multifaceted health care management problems in complex factual situations.

Program Curriculum

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

- HEAL 5000 Advanced Theories and Concepts in Health Care *(Requisite Course)* (3 hours)
- HEAL 5200 Professional Values and Ethics in Health Care (3 hours)
- HEAL 5210 Program Development in Health Care (3 hours)
- HEAL 5220 Politics and Economics of Health Care (3 hours)
- HEAL 5140 The Law and Health Services (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- HEAL 6000 Integrated Studies in Health Care (3 hours)

Admission

See the Admission section of this catalog for general requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution to:

Office of Admission
Webster University Geneva
Route de Collex 15
CH-1293 Bellevue, Switzerland

Additional Requirements

- This program is taught in French, therefore students must meet francophone requirements.

Advancement to Candidacy

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

Human Resources Development (MA)

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home 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 main objective of the human resources development program is to develop professionals in human resources development who have both a broad conceptual understanding of human resources development and a "working knowledge" of a wide range of individual, group and organization development strategies and tactics. This combination will enhance the careers of students already in human resources development, and increase the likelihood that students wanting to enter the field will be productive in their new careers by leveraging this knowledge base. Another objective of the program is to develop knowledge, skills and abilities that are relevant in a wide variety of different human resources development settings and roles. For example, the program should prepare students to work in corporate offices, boutique training firms, or human resources development consulting firms.

The MA in human resources development is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques and theories used in the field of human resources development.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques and theories in the field of human resources development when analyzing complex factual situations.
- Students will be able to effectively integrate (or synthesize) important facts, concepts, principles and theories in the field of human resources development when developing solutions to multifaceted human resources development problems in complex factual situations.

Program Curriculum

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

- HRDV 5000 Introduction to Human Resources Development *(Requisite Course)* (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- HRDV 5610 Training and Development (3 hours)
- HRDV 5560 Group Development and Change (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- HRDV 5700 Career Management (3 hours)
- HRDV 5750 Research and Assessment Methods in Human Resources Development (3 hours)
- HRDV 6000 Integrated Studies in Human Resources Development (3 hours)

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

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

Dual Degree Option: MBA/MA in Human Resources Development

51 to 54 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 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 Horus)
- 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)
- HRDV 5000 Introduction to Human Resources Development (3 hours)
- MNGT 5590 Organizational Behavior* (3 hours)
- HRDV 5610 Training and Development (3 hours)
- HRDV 5560 Group Development and Change (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- HRDV 5700 Career Management (3 hours)
- HRDV 5750 Research and Assessment Methods in Human Resources Development (3 hours)
- HRDV 6000 Integrated Studies in Human Resources Development (3 hours)

*MNGT 5590 may substitute for MBA 5100.

Admission

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

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

Additional Requirements

Applicants to the human resources development (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.

Human Resources Management (MA)

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home 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 goal of the human resources management degree is to prepare human resource professionals to address the complexities and challenges of managing today's workforce. The program content is designed to provide a comprehensive coverage of the major human resource functions, addressing strategic decisions and operational execution of HR service delivery. The courses involve both practical and theoretical considerations in the development of HR professionals in settings such as business, industry, government and nonprofit organizations and institutions, both nationally and globally.

The MA in human resources management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques and theories used in human resources management.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques and theories used in human resources management when analyzing situations.
- Students will be able to effectively integrate important facts, concepts, principles and theories used in human resources management when developing solutions or analyzing situations.

Program Curriculum

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

- HRMG 5000 Managing Human Resources *(Requisite Course)* (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- HRDV 5610 Training and Development (3 hours)

Degrees

degrees

- HRMG 5700 Employment Law (3 hours)
- HRMG 5800 Staffing (3 hours)
- HRMG 5920 Compensation (3 hours)
- HRMG 5930 Labor-Management Relations (3 hours)
- HRMG 6000 Integrated Studies in Human Resources Management (3 hours)

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

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

Dual Degree Option: MBA/MA in Human Resources Management

51 to 54 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 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)
- HRMG 5000 Managing Human Resources (3 hours)
- MNGT 5590 Organizational Behavior* (3 hours)
- HRDV 5610 Training and Development (3 hours)
- HRMG 5700 Employment Law (3 hours)
- HRMG 5800 Staffing (3 hours)
- HRMG 5920 Compensation (3 hours)
- HRMG 5930 Labor-Management Relations (3 hours)
- HRMG 6000 Integrated Studies in Human Resources Management (3 hours)

*MNGT 5590 may substitute for MBA 5100.

Admission

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

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

Additional Requirements

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

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

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

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

Advancement to Candidacy

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

Human Services (MA)

This program is offered by the College of Arts & Sciences. It is available online, at the St. Louis home 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 human services curriculum is designed to prepare students for professional careers in human and social service agencies. The curriculum incorporates interdisciplinary local and global perspectives and knowledge, which facilitate the interpretation, analysis, synthesis and communication of human services concepts, theories and skills.

Learning Outcomes

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

- Analyze the scope of social and human conditions that promote or inhibit effective human services delivery systems, policies and outcomes.
- Identify core human services ethics, values, systems and skills.
- Evaluate policy or process recommendations to improve the functioning of human service agencies and interventions.
- Apply current research-based knowledge, theories, skills and ethics in a human services context.

Program Curriculum

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

- HUMS 5000 Foundations of Human Services (3 hours)
- COUN 5050 Human Growth and Development (3 hours)
- HUMS 5200 Social Welfare Policy (3 hours)
- NURN 5360 Organization and Systems Leadership (3 hours)
  or MNGT 5590 Organizational Behavior (3 hours)
- GERN 5660 Research and Assessment in Gerontology (3 hours)
  or EPSY 5800 Applied Research (3 hours)
- HUMS 5800 Field Experience I (3 hours)
- HUMS 5850 Field Experience II (3 hours)
- HUMS 6000 Human Services Capstone (3 hours)
- 4 appropriate graduate elective courses (12 hours), determined in consultation with the student's advisor and approved by the department.

Admission

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.

Information Technology Management (MA)

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home 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 technologies, and business processes in support of organizational strategic goals.

The MA in information technology management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques and theories used in the field of information technology management.

- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques and theories used in the field of information technology management when analyzing complex factual situations.
- Students will be able to effectively integrate (or synthesize) important facts, concepts, principles and theories in the field of information technology management when developing solutions to multifaceted information technology management problems in complex factual situations.

Program Curriculum

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

- ITM 5000 Information Technology Management: Overview *(Requisite Course)* (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- ITM 5100 Information and Communications Systems and Networks (3 hours)
- ITM 5200 Project Management of Information Technology (3 hours)
- ITM 5300 Procurement and Contract Management for Information Technology (3 hours)
- ITM 5400 Systems Analysis, Design and Implementation (3 hours)
- ITM 5600 Information and Communications Security (3 hours)
- ITM 6000 Final Project in Information Technology Management (3 hours)

In addition, the student chooses 9 hours of electives, to include ITM 5900 Issues in Information Technology Management or other graduate elective courses offered in the program curricula of the George Herbert Walker School of Business & Technology majors.

Dual Degree Option: MBA/MA in Information Technology Management

51 to 54 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)
- ITM 5000 Information Technology Management: Overview (3 hours)
- ITM 5100 Information and Communications System and Networks (3 hours)
- ITM 5200 Project Management of Information Technology (3 hours)

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- 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)

Admission

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

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

Additional Requirements

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

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

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

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

Advancement to Candidacy

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

International Relations (Global MA)

This program is offered by the College of Arts & Sciences.

Program Description

The global master of arts (GMA) in international relations is designed to develop and deepen student expertise in world politics and international affairs. The intensive, one-year program integrates the study of politics and policy through a rigorous and applied curriculum focused on the intersections of international affairs, such as international political economy, international organizations and human rights. The structure of the GMA in international relations, which includes a four-country, immersive curriculum, provides students with the competence to analyze and develop expertise in complex issues such as terrorism, economic development, transnational migration and political transitions and exposes students to the decision-makers and organizations tasked with responding to the issues. Students develop broad expertise in international relations and gain practical experience by interacting with policy professionals in each country. This program is ideal for current international affairs professionals and those seeking work with a governmental agency, an international organization, a nongovernmental organization or a multinational corporation. This program is also recommended to students who would like to pursue an academic career.

Global Degrees

Students enrolled in a Webster Global degree achieve greater comprehension of global issues through traditional course work but also through lived experience in different nations, interaction with local people and through field visits. Hence, there are several fundamental experiences that distinguish the "Global degree" from a "non-global" degree.

- A Global degree cannot be completed at one Webster University campus alone.
- A Global degree includes study at several Webster University campuses in a minimum of four different countries.
- A Global degree allows students to engage directly in various cultures and develop a global perspective that might not otherwise be achieved.
- A Global degree requires a structured rotation of students among the Webster campuses with a predefined academic curriculum for each campus.
- A Global degree allows for the movement of students between campuses while still achieving all of the requirements for graduation.
- A Global degree is designed so that the time spent in the local culture at each Webster campus complements the academic work in the student's particular area of study.

Participants in a Global degree program move among Webster campuses as a cohort. It allows students to get to know each other and help each other. A Global degree program is not designed for single students moving among campuses. The cohort size will be determined by the academic department offering the Global degree. The integration of location-specific highlights that enhance academic understanding is crucial to a Global degree and should be organized as a part of the students' coursework, normally in professional seminars.

Locations

Students in the global international relations program typically visit four of the following:

- Accra, Ghana
- Athens, Greece
- Bangkok, Thailand
- Geneva, Switzerland
- Leiden, The Netherlands
- St. Louis, The United States
- Vienna, Austria

Students interested in this program may enroll through the St. Louis home campus. For more information, visit www.webster.edu/arts-and-sciences/academics/hprr/global-ma-international-relations.php.

Learning Outcomes

Students who complete this program will be able to:

- Apply practical expertise through exposure to immersive, experiential learning opportunities, such as site visits, partial internships and presenting at academic and/or professional conferences.
- Develop applied international expertise by exploring the intersections of international relations, international organizations and non-governmental organizations.
- Create an original research project via the master's thesis/ capstone project to include in their professional development portfolio.
- Evaluate and analyze critical international events through applied case studies and simulations relevant to international affairs.
- Develop and design a career or professional development plan to aid in their pursuit of employment or enhance their current career positions.

Program Curriculum

The 30 credit hours required for the global master of arts (GMA) in international relations must include the following courses:

- INTL 5000 Introduction to International Relations (3 hours)
- INTL 5100 Research Methods and Perspectives (3 hours)
- INTL 6000 Capstone in International Relations (3 hours)
- INTL 5500 Professional Seminar (3 hours)
- Two courses from the Comparative Politics Cluster (6 hours)
- Four courses from the International Politics Cluster (12 hours)

Students in the Global MA in international relations can apply to complete INTL 6250 Thesis in place of INTL 6000 Capstone in International Relations. Doing so requires 3-6 additional credits.

Comparative Politics Cluster (2 courses)

- INTL 5050 Comparative Politics (3 hours)
- INTL 5570 Comparative Foreign Policy (3 hours)
- INTL 5580 Politics of Development (3 hours)
- INTL 5600 Area Studies (3 hours)
- INTL 5605 Topics in Comparative Politics (3 hours)
- INTL 5625 Middle East Area Studies (3 hours)
- INTL 5635 Western European Area Studies (3 hours)
- INTL 5645 Asian Area Studies (3 hours)
- INTL 5655 African Area Studies (3 hours)
- INTL 5665 South and Central Asia Area Studies (3 hours)
- INTL 5675 Central and Eastern European Area Studies (3 hours)
- INTL 5685 Latin American Area Studies (3 hours)

International Politics Cluster (4 courses)

- INTL 5400 International Political Economy (3 hours)
- INTL 5510 Theories of International Relations (3 hours)
- INTL 5530 International Law (3 hours)
- INTL 5535 International Disaster Law (3 hours)
- INTL 5540 International Organizations (3 hours)
- INTL 5550 War and Diplomacy (3 hours)
- INTL 5560 U.S. Foreign Policy (3 hours)
- INTL 5590 International Security (3 hours)
- INTL 5595 Energy Security (3 hours)
- INTL 5700 Humanitarian Issues in International Politics (3 hours)
- INTL 5800 Globalization (3 hours)
- INTL 5860 Issues in International Politics (3 hours)
- INTL 5870 International Law and Politics of Outer Space (3 hours)
- INTL 5890 Terrorism in World Politics (3 hours)
- HRTS 5000 Introduction to International Human Rights (3 hours)

- INGO 5000 Introduction to International and Nongovernmental Organizations (3 hours)
- INGO 5600 Principles of Negotiations (3 hours)

Approved Electives

With permission of the program director, the following courses can count toward the GMA program:

- INTB 5960 Economic Development (3 hours)
- INGO 5900 Project Management for International and Nongovernmental Organizations (3 hours)
- INGO 5700 Grant Writing, Fundraising and Development for International and Nongovernmental Organizations (3 hours)
- INGO 6500 Internship in International Nongovernmental Organizations (3 hours)
- INTL 5300 Field Work (3-6 hours)
- INTL 5900 Advanced Research Methods (3 hours)

Not all of the courses listed above will be available to students at all locations. If a requisite course is waived, the student must choose an elective course from this major. The required courses and electives listed in this core may be taken as directed studies, subject to the conditions stated in Directed Studies under the Academic Policies section of this catalog.

Admission

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

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

Additional Requirements

Requirements for admission to the GMA in international relations program include:

- Bachelor's degree and minimum 3.0 GPA on a 4.0 scale. Students with a lower GPA may be considered for admission on a case-by-case basis if they show successful academic achievement in their junior and senior years.
- Official transcripts from **all** universities, colleges and professional schools.
- A current résumé* showing education, work and volunteer experience.
- Two letters of recommendation which speak to the applicant's motivation, character and ability to be successful in an intensive, 11-month graduate program that requires significant travel. One recommendation should come from a former or current professor/instructor and should be written in narrative form. Recommendations are requested through the application.
- A phone interview or essay may be required.

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

Application Process

Submit all required documents **by March 1st** for the Fall 1 start.

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,

Degrees

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 Arts & Sciences. It is available online, at the St. Louis home 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.

Webster also offers a Global MA in international relations. Learn more at the Global MA program page (external to the catalog).

Learning Outcomes

Students who complete this program will be able to:

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

Program Curriculum

The 36 credit hours required for the master of arts (MA) 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)
- INTL 5900 Advanced Research Methods** (3 hours)
- INTL 6500 Internship (3 hours)
- Any other graduate elective course (3 hours)

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

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

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

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

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** INTL 6900 University Thesis Requirement* (0 hours)

*Students taking INTL 6250 Thesis or NTSC 6250 Thesis in National Security Studies (6 hours) must also register for INTL 6900 University Thesis Requirement (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines, as well as depositing the thesis in the University library. The six credit hours for INTL 6250 or NTSC 6250 are drawn from the 3 hours reserved for the NTSC 6000 capstone and 3 elective credit hours in the program.

Electives

- 4 additional courses (12 hours) from the International and Regional Security Track in the MA in national security studies
- 4 courses (12 hours) from electives in other tracks in the MA in national security studies
- 2 courses (6 hours) from the Comparative Politics Cluster of the MA in international relations
- 2 elective courses (6 hours) in the MA in international relations

Admission

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

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

Advancement to Candidacy

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

Legal Studies (MA)

This program is offered by the College of Arts & Sciences. It is available online, at the St. Louis home campus and at the Gateway campus.

Program Description

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

MA degree-seeking students with a declared major in legal studies may seek, concurrently with the degree, a certificate in paralegal studies. All of the coursework is applied toward both the degree and the certificate. To gain the certificate, students must pay a second graduation fee.

Learning Outcomes

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

- Utilize critical thinking strategies for legal reasoning and analysis.
- Demonstrate an understanding of the Code of Professional Responsibility to guide professional behaviors and decision-making.

Degrees

degrees

- Integrate the skills and knowledge necessary for understanding legal issues working from both theoretical and practical applications.
- Demonstrate an understanding of the essential goals of legal researching, problem solving and logic as applied to legal writing.
- Evaluate legal information to be used in effective written communication for practical problems encountered in a legal environment.
- Analyze the significant role that legal assistants have in the legal world.
- Apply advanced legal knowledge and skills in legal practice.

Program Curriculum

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

- LEGL 5000 Introduction to Legal Studies (Requisite Course) (3 hours)
- LEGL 5100 Jurisprudence (3 hours)
- LEGL 5300 Ethics for the Legal Professional (3 hours)
- LEGL 5260 Methods of Legal Research and Writing I (3 hours)
- LEGL 5270 Methods of Legal Research and Writing II (3 hours)
- LEGL 5400 Anglo-American Legal History (3 hours)
- LEGL 5450 American Constitutional Law (3 hours)
- LEGL 5470 Civil Actions (3 hours)
- LEGL 5480 Criminal Actions (3 hours)
- LEGL 5490 Advanced Topics in Law (6 hours)
- LEGL 5800 Computerized Legal Research (3 hours)
- LEGL 6000 Research and Writing Project (3 hours)

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

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

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

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

Admission

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.

Management and Leadership (MA)

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home 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

This curriculum is designed for individuals who are seeking a graduate degree with a broad general management and leadership perspective.

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

Learning Outcomes

Graduates of management and leadership program will be able to:

- Demonstrate proficiency with group dynamics, collaboration, interpersonal relations and leading individuals, teams and organizations.
- Analyze and organize proficient solutions for complex business problems and demonstrate logical reasoning and idea generation for making effective business decisions.
- Demonstrate proficiency in the functional areas of business, such as finance, accounting, marketing operations and human resources, as well as the capacity to synthesize and apply this functional knowledge.
- Construct solutions to management problems using facts, concepts, principles and analytical techniques, quantitative skills and theories used in the study of management.

Program Curriculum

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

- MNGT 5000 Management *(Requisite Course)* (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- MNGT 5650 Management and Strategy (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- MNGT 6000 Integrated Studies in Management (3 hours)

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

If the requisite course is waived, the student must choose an elective course from this major or from the program curriculum of another George Herbert Walker School of Business & Technology major. Students pursuing dual majors who have the requisite

course(s) waived will complete only the remaining required courses for the dual majors.

Emphasis Options

Management and leadership has 12 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 (Math & Computer Science)

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5210 Cybersecurity Law and Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)

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 Procurement Management (3 hours)

- BUSN 5700 Advances in Project Management (3 hours)
  (prerequisites: BUSN 5100 and BUSN 5760)

Students completing an emphasis in project management may qualify for a graduate certificate in project management, where the certificate is available. To gain the certificate, students must pay a second graduation fee.

Dual Degree Option: MBA/MA in Management and Leadership

48 to 51 Credit Hours

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

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

- 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 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)
- MNGT 5000 Management (3 hours)
- MNGT 5590 Organizational Behavior* (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)
- MNGT 5650 Management and Strategy (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- MNGT 6000 Integrated Studies in Management (3 hours)

*MNGT 5590 may substitute for MBA 5100.

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

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

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

degrees

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

Advancement to Candidacy

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

Marketing (MS)*

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home campus and at the Vienna* campus.

Program Description

The objective of the marketing core is to provide an opportunity for students to study the dynamic impact of the business environment and human behavior on marketing endeavors. Included in this analysis is an examination of effective marketing practices, procedures and analytics required to produce impactful marketing decisions.

*NOTE: The master of science (MS) degree is abbreviated as MSc when completed in Vienna with Austrian accreditation.

The master of science in marketing is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students will be able to effectively acquire relevant information as well as evaluate and analyze it in order to make impactful strategic marketing decisions.
- Students will be able to effectively manage value creation by developing and evaluating marketing strategies and objectives to foster long-term success and promote meaningful relationships.
- Student will demonstrate personal skills (e.g. communication, personal brand management, ethics) which are important keys to success as a marketing manager.

Program Curriculum

The 36 credit hours required for the master of science in marketing must include the following courses:

- MRKT 5000 Foundations of Marketing Strategic Thinking *(Requisite Course)* (3 hours)
- MRKT 5610 Marketing Channel Management (3 hours)
- MRKT 5720 Promotional Management (3 hours)
- MRKT 5730 International Marketing (3 hours)
- MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5850 Marketing Research (3 hours)

- MRKT 5890 Marketing Statistics (3 hours)
  or BUSN 5760 Applied Business Statistics (3 hours)
- MRKT 5895 Marketing Analytics (3 hours)
- MRKT 5960 Marketing Management (3 hours)
- MRKT 6000 Integrated Studies in Marketing (3 hours)

In addition, the student chooses elective courses offered in this major (e.g. MRKT prefix) or from the following list:

- NPLR 5020 Essentials of Marketing and Resource Development in Nonprofits (3 hours)
- ADVT 5410 Fundamentals of Branding (3 hours)
- CSIS 5420 Data Mining (3 hours)
- BUSN 6160 Integrated Business Processes and ERP (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)

If the requisite course is waived, the student must choose an elective course from the electives listed above. Students pursuing dual majors who have the requisite course(s) waived will complete only the remaining required courses for the dual majors.

Dual Degree Option: MBA/MS in Marketing

54 to 57 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 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)
- MRKT 5000 Foundations of Marketing Strategic Thinking* (3 hours)
- MRKT 5610 Marketing Channel Management (3 hours)
- MRKT 5720 Promotional Management (3 hours)
- MRKT 5730 International Marketing (3 hours)
- MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5850 Marketing Research (3 hours)
- MRKT 5895 Marketing Analytics (3 hours)
- MRKT 5960 Marketing Management (3 hours)
- MRKT 6000 Integrated Studies in Marketing (3 hours)

*MRKT 5000 substitutes for MBA 5300.

Admission

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

Office of Admission
Webster University

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

Additional Requirements

Applicants to the marketing (MS) must have completed a business or business-related undergraduate degree meeting the following criteria:

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

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

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

Advancement to Candidacy

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

Master of Arts in Teaching (MAT) with an Emphasis in Elementary Education

This program is offered by the School of Education and is only available at the St. Louis home 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 initial Missouri teacher certification in the following emphasis areas: elementary education, middle school education, secondary school education, or special education.

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 education, characteristics of students in this age range and principles and foundations underlying best practices.
- Proficient in designing, adapting and modifying effective assessment plans, instructional strategies and curricula and/or intervention plans based on current research regarding cognitive, social and emotional development in elementary school children.
- 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 elementary age students.

Emphasis in Elementary Education

Required Courses

The following 30 hours of courses and 14 hours of field experiences are required to earn the MAT with an emphasis in elementary 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 5170 Classroom and Behavioral Management (3 hours)
- CMAT 5140 Digital Pedagogy and Assistive Learning Technologies (3 hours)

Methods

- CMAT 5270 Methods of Teaching Elementary Reading (3 hours)
- CMAT 5280 ELEM/SPED Teaching Reading and Writing in the Content Areas (3 hours)
- CMAT 5290 ELEM/SPED Differentiated Reading Assessment and Intervention (3 hours)
- SPED 5010 Differentiated Math Instruction (3 hours)
- CMAT 5180 Elementary Arts and Humanities Methods (3 hours)
- CMAT 5190 Elementary STEM Methods (3 hours)

Clinical Experiences

- CMAT 5001 Introductory Teaching Practicum (1 hour)
- CMAT 5090 Practicum: Elementary School (2 hours)
- CMAT 5199 Practicum Seminar (1 hour)
- CMAT 5091 Apprentice Teaching: Elementary School (9 hours)
- CMAT 5096 Apprentice Teaching Seminar (1 hour)

Total: 44 credit hours

Other Certification Requirements

- CMAT 5505 Psychological Foundations of Education (3 hours)
- SPED 5860 Psychology of the Exceptional Student (3 hours)
- SPED 5050 Language Development (3 hours)
- Content courses in Science, Math, and Social Studies as determined in consultation with the advisor

The above courses are required to complete the requirements for Missouri initial teacher certification in elementary education (grades 1-6).

Additional Special Education Content

To gain additional expertise in providing effective instruction to students with disabilities, students must complete the requirements for the emphasis in elementary education (44 hours) plus the following 12 hours of special education content coursework:

- SPED 5240 Psychoeducational Assessment (3 hours)
- SPED 5245 Counseling for Life's Transition (3 hours)
- SPED 5380 Methods for Students with Mild/Moderate Disabilities I (3 hours)
- SPED 5381 Methods for Students with Mild/Moderate Disabilities II (3 hours)

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 elementary 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.

Advancement to Candidacy

Advancement to Candidacy (ATC) represents a significant milestone in a candidate's academic career. Candidates who successfully advance to candidacy have demonstrated mastery of program standards and may continue enrolling in courses to complete their major. In the case of the MAT, ATC means that a student is formally enrolled in the initial teacher certification program.

Advancement to Candidacy occurs provided that a student:

1. Completes 15 hours of graduate credit with grades of B or better (including CMAT 5000).
2. Completes Passport 1.
3. Is accepted into the Teacher Certification program (contact the School of Education Teacher Certification Office for more information).
4. Remains in good academic standing and maintains a cumulative GPA of 3.0.

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

Requirements for Missouri Initial Teacher Certification

Students must make available official academic transcripts to the Coordinator of Teacher Certification in the School of Education in order to complete an evaluation of coursework. Based on this transcript evaluation, the Coordinator of Teacher Certification will identify the exact number of credit hours that an MAT candidate will require to complete initial teacher certification with respect to Missouri Department of Elementary and Secondary Education (DESE) requirements. Prior coursework, such as transfer courses and content area courses, will be identified from the students' transcripts. Using this evaluation, an academic advisor, in conjunction with the Coordinator of Teacher Certification, will prepare a personalized program of study for the student. Students may be required to take more than the required coursework listed for the emphasis area.

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.

Application and Eligibility to Practicum

Application and registration in Practicum must be approved by the student's advisor by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. A grade of B or higher is required for successful completion of the practicum.

Application to Apprentice Teaching

Successful completion of Apprentice Teaching is required to meet the graduation requirements of the emphasis area. Application and registration in Apprentice Teaching and CMAT 5096 Apprentice Teaching Seminar must be approved by the student's advisor and the Office of Field Experience by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. Students who are full time paraprofessionals or teachers in an approved educational setting may be eligible to earn credit for Apprentice Teaching through an assessment process.

Eligibility requirements for acceptance to Apprentice Teaching:

1. Students must have successfully completed all required courses for Missouri initial teacher certification in their chosen emphasis and content area.
2. Students must have successfully completed Practicum with a grade of B or higher.
3. Students must have passed the state required content area exam with a score equal to or greater than the Missouri qualifying score prior to registration in Apprentice Teaching. Students should talk to their advisor or the teacher certification professionals at Webster University in order to understand how DESE changes are accommodated in their personalized program of study.

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

This program is offered by the School of Education and is only available at the St. Louis home 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 in the following emphasis areas: elementary education, middle school education, secondary school education, or special education.

Learning Outcomes

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

- Knowledgeable of the history of middle school education, characteristics of students in early adolescence 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 students in early adolescence.
- 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 students in early adolescence.

Emphasis in Middle School Education

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

- Language Arts (5-9)
- Mathematics (5-9)
- Science (5-9)
- Social Science (5-9)

Required Coursework

The following 30 hours of courses and 14 hours of field experiences are required to earn the MAT with an emphasis in middle 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 5700 Middle School History and Philosophy (3 hours)
- CMAT 5015 Inclusive Practices and Methods for Teaching English Learners (3 hours)

- CMAT 5140 Digital Pedagogy and Assistive Learning Techology (3 hours)

Methods

- CMAT 5170 Classroom and Behavioral Management (3 hours)
- CMAT 5009 Writing Instruction (3 hours)
- CMAT 5380 Teaching Reading and Writing in the Content Areas (3 hours)
- CMAT 5390 Differentiated Reading Assessments and Intervention (3 hours)

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

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

Clinical Experience

Practicum

- CMAT 5001 Introductory Teaching Practicum (1 hour)
- CMAT 5100 Practicum: Middle School Language Arts (2 hours)
  or CMAT 5101 Practicum: Middle School Mathematics (2 hours)
  or CMAT 5102 Practicum: Middle School Science (2 hours)
  or CMAT 5103 Practicum: Middle School Social Science (2 hours)
- CMAT 5199 Practicum Seminar (1 hour)

Apprentice Teaching

- CMAT 5200 Apprentice Teaching: Middle School Language Arts (9 hours)
  or CMAT 5201 Apprentice Teaching: Middle School Mathematics (9 hours)
  or CMAT 5202 Apprentice Teaching: Middle School Science (9 hours)
  or CMAT 5203 Apprentice Teaching: Middle School Social Science (9 hours)
- CMAT 5096 Apprentice Teaching Seminar (1 hour)

Total: 44 credit hours

Other Certification Requirements

- CMAT 5505 Psychological Foundations of Education (3 hours)
- SPED 5860 Psychology of the Exceptional Student (3 hours)
- Content area courses as required for initial state certification (to be determined in consultation with advisor)

Content Areas

Students choose one of the following content areas in which to seek Missouri initial teacher certification. Students must maintain a minimum GPA of 3.0 in their content area in order to be recommended for certification.

Language Arts (24 hours)

- 3 hours of Composition
- 6 hours of American Literature
- 6 hours of World Literature
- 3 hours of Modern Grammar
- 3 hours of Oral/Interpersonal Communication
- 3 hours of Young Adult Literature

Mathematics (24 hours)

- 4-5 hours Calculus I (MATH 1610)
- 4-5 hours Calculus II (MATH 1620)

degrees

- 11-13 hours from the following: (to be determined in consultation with advisor)
  - Statistics
  - Geometry
  - Discrete Mathematics

Science (24 hours)

- 4-5 hours of Biology with lab
- 4-5 hours of Chemistry with lab
- 4-5 hours of Physics with lab **or** Physical Science with lab
- 9-12 hours of coursework addressing:
  - Astronomy
  - Environmental Science
  - Physical Geology
  - Meteorology

Social Science (24 hours)

- 3 hours of Economics
- 3 hours of Geography
- 3 hours of American Government
- 6 hours of American History (to include 18th, 19th, 20th Century)
- 6 hours of World/European History
- 3 hours of Young Adult Literature

All of the above courses are required to complete the requirements for Missouri initial teacher certification in the middle school education program.

Admissions

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 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.

Advancement to Candidacy

Advancement to Candidacy (ATC) represents a significant milestone in a candidate's academic career. Candidates who successfully advance to candidacy have demonstrated mastery of program standards and may continue enrolling in courses to complete their major. In the case of the MAT, ATC means that a student is formally enrolled in the initial teacher certification program.

Advancement to Candidacy occurs provided that a student:

1. Completes 15 hours of graduate credit with grades of B or better (including CMAT 5000).
2. Completes Passport 1.
3. Is accepted into the Teacher Certification program (contact the School of Education Teacher Certification Office for more information).

4. Remains in good academic standing and maintains a cumulative GPA of 3.0.

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

Requirements for Missouri Initial Teacher Certification

Students must make available official academic transcripts to the Coordinator of Teacher Certification in the School of Education in order to complete an evaluation of coursework. Based on this transcript evaluation, the Coordinator of Teacher Certification will identify the exact number of credit hours that an MAT candidate will require to complete initial teacher certification with respect to Missouri Department of Elementary and Secondary Education (DESE) requirements. Prior coursework, such as transfer courses and content area courses, will be identified from the students' transcripts. Using this evaluation, an academic advisor, in conjunction with the Coordinator of Teacher Certification, will prepare a personalized program of study for the student. Students may be required to take more than the required coursework listed for the emphasis area.

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.

Application and Eligibility to Practicum

Application and registration in Practicum must be approved by the student's advisor by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. A grade of B or higher is required for successful completion of the practicum.

Application to Apprentice Teaching

Successful completion of Apprentice Teaching is required to meet the graduation requirements of the emphasis area. Application and registration in Apprentice Teaching and CMAT 5096 Apprentice Teaching Seminar must be approved by the student's advisor and the Office of Field Experience by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. Students who are full time paraprofessionals or teachers in an approved educational setting may be eligible to earn credit for Apprentice Teaching through an assessment process.

Eligibility requirements for acceptance to Apprentice Teaching:

1. Students must have successfully completed all required courses for Missouri initial teacher certification in their chosen emphasis and content area.
2. Students must have successfully completed Practicum with a grade of B or higher.
3. Students must have passed the state required content area exam with a score equal to or greater than the Missouri qualifying score prior to registration in Apprentice Teaching. Students should talk to their advisor or the teacher

Master of Arts in 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 home 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 provided the foundation for teacher preparation leading to Missouri initial teacher certification in the following emphasis areas: elementary education, middle school education, secondary education, or special education.

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.

certification professionals at Webster University in order to understand how DESE changes are accommodated in their personalized program of study.

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)

Degree requirement only for art and world language certifications.

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 hours)
(Based on certification content area)

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

Certification requirement only. May not count toward the degree.

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)

degrees

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 2300 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 & Tehcnology (3 hours)
- 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.

Coursework should include the understanding and appreciation of the world cultures and civilizations. Students must demonstrate proficiency in the areas of listening comprehension, speaking, reading and writing by obtaining a written release from the Department of International Languages & Culture.

Math (36 hours)

- 24 hours to include:
  - Calculus and Analytic Geometry (minimum 9 hours)
  - Algebraic Structures (3 hours)
  - Geometry (3 hours)
  - Computer Science (3 hours)
- Electives from above: 6 hours

- A minimum of twelve (12) semester hours from at least three (3) areas of Mathematics such as the following:
  - History of Mathematics (3 hours)
  - Structure of the Real Number System (3 hours)
  - Number Theory (3 hours)
  - Completion Calculus Sequence (3 hours)
  - Probability and Statistics (3 hours)
  - Computer Science (3 hours)
  - Linear Algebra (3 hours)

Social Science (39 hours)

- 12 hours U.S. History
- 9 hours World History
- 6 hours Political Science (to include U.S. and state government)
- 6 hours Behavioral/Social Sciences (including sociology, anthropology, and psychology)
- 3 hours Economics
- 3 hours Geography

Admission

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 secondary school education program include:

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

Advancement to Candidacy

Advancement to Candidacy (ATC) represents a significant milestone in a candidate's academic career. Candidates who successfully advance to candidacy have demonstrated mastery of program standards and may continue enrolling in courses to complete their major. In the case of the MAT, ATC means that a student is formally enrolled in the initial teacher certification program.

Advancement to Candidacy occurs provided that a student:

1. Completes 15 hours of graduate credit with grades of B or better (including CMAT 5000).
2. Completes Passport 1.
3. Is accepted into the Teacher Certification program (contact the School of Education Teacher Certification Office for more information).
4. Remains in good academic standing and maintains a cumulative GPA of 3.0.

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

Requirements for Missouri Initial Teacher Certification

Students must make available official academic transcripts to the Coordinator of Teacher Certification in the School of Education in order to complete an evaluation of coursework. Based on this transcript evaluation, the Coordinator of Teacher Certification will identify the exact number of credit hours that an MAT candidate will require to complete initial teacher certification with respect to Missouri Department of Elementary and Secondary Education (DESE) requirements. Prior coursework, such as transfer courses and content area courses, will be identified from the students' transcripts. Using this evaluation, an academic advisor, in conjunction with the coordinator of Teacher Certification, will prepare a personalized program of study for the student. Students may be required to take more than the required coursework listed for the emphasis area.

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.

Application and Eligibility to Practicum

Application and registration in Practicum must be approved by the student's advisor by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. A grade of B or higher is required for successful completion of the practicum.

Application to Apprentice Teaching

Successful completion of Apprentice Teaching is required to meet the graduation requirements of the emphasis area. Application and registration in Apprentice Teaching and CMAT 5096 Apprentice Teaching Seminar must be approved by the student's advisor by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. Students who are full time paraprofessionals or teachers in an approved educational setting may be eligible to earn credit for Apprentice Teaching through an assessment process.

Eligibility requirements for acceptance to Apprentice Teaching:

1. Students must have successfully completed all required courses for Missouri initial teacher certification in their chosen emphasis and content area.
2. Students must have successfully completed Practicum with a grade of B or higher.
3. Students must have passed the state required content area exam with a score equal to or greater than the Missouri qualifying score prior to registration in Apprentice Teaching. Students should talk to their advisor or the teacher certification professionals at Webster University in order to understand how DESE changes are accommodated in their personalized program of study.

Master of Arts in 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 home 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 in the following emphasis areas: elementary education, middle school education, secondary school education, or special education.

Learning Outcomes

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

- Knowledgeable of the history of special education, characteristics of students with disabilities and principles and foundations underlying best practices.
- Proficient in designing, adapting and modifying effective assessment plans, instructional strategies and curricula and/or intervention plans based on current research regarding cognitive, social and emotional development in students with disabilities.
- Reflective about their roles as educators to improve learning outcomes, and who collaborate with families and other members of the community in order to advocate for inclusive and equitable educational opportunities for persons with disabilities.
- Capable of recognizing, valuing and responding to the unique individual abilities and differences of students with special needs.

Emphasis in Special Education

The emphasis in special education is designed to provide the foundation for teacher preparation leading to Missouri initial teacher certification in mild/moderate disabilities: cross-categorical (K-12). Coursework is specifically directed toward knowledge of characteristics of learners with special needs, assessment practices, research-based behavior and academic interventions and inclusive practices.

Required Coursework

The following 36 hours of courses and 14 hours of field experiences are required to earn the MAT with an emphasis in special education. Of the 50 total hours required for the MAT, students must complete a minimum of 31 hours in residence, with courses required in residence marked below with an asterisk. Students are advised that Missouri initial teacher certification may require more hours than are listed for the MAT degree. Students must consult an advisor to obtain a personalized program of study. To receive Missouri teacher certification in mild/moderate disabilities: cross-categorical (K-12), students are required to complete 49 hours of courses and 13 hours of field experience.

Foundations

degrees

- CMAT 5000 Teaching in a Diverse Society* (3 hours)
- CMAT 5505 Psychological Foundations of Education^ (3 hours)
- CMAT 5140 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- SPED 5245 Counseling for Life's Transitions* (3 hours)
- SPED 5240 Psychoeducational Assessment* (3 hours)
- SPED 5050 Language Development (3 hours)

^CMAT 5505 meets the requirements for Child Psychology, Adolescent Psychology, and Educational Psychology.

Methods

- CMAT 5015 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- CMAT 5290 ELEM/SPED Differentiated Reading Assessment and Intervention (3 hours)
- SPED 5010 Differentiated Mathematics Instruction (3 hours)
- SPED 5250 Behavior Management for Children with Special Needs* (3 hours)
- SPED 5380 Methods for Students with Mild/Moderate Disabilities I* (3 hours)
- SPED 5381 Methods for Students with Mild/Moderate Disabilities II* (3 hours)

Clinical Experiences

- CMAT 5001 Introductory Teaching Practicum* (1 hour)
- CMAT 5112 Practicum: K-12 Special Education* (2 hours)
- CMAT 5199 Practicum Seminar (1 hour)
- CMAT 5212 Apprentice Teaching: K-12 Special Education* (9 hours)
- CMAT 5096 Apprentice Teaching Seminar* (1 hour)

* Courses must be taken in residence.

Total: 50 credit hours

Other Certification Requirements

- SPED 5860 Psychology of the Exceptional Student (3 hours)
- CMAT 5270 Methods of Teaching Elementary Reading (3 hours)
- 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.

Advancement to Candidacy

Advancement to Candidacy (ATC) represents a significant milestone in a candidate's academic career. Candidates who successfully advance to candidacy have demonstrated mastery of program standards and may continue enrolling in courses to complete their major. In the case of the MAT, ATC means that a student is formally enrolled in the initial teacher certification program.

Advancement to Candidacy occurs provided that a student:

1. Completes 15 hours of graduate credit with grades of B or better (including CMAT 5000).
2. Completes Passport 1.
3. Is accepted into the Teacher Certification program (contact the School of Education Teacher Certification Office for more information).
4. Remains in good academic standing and maintains a cumulative GPA of 3.0.

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

Requirements for Missouri Initial Teacher Certification

Students must make available official academic transcripts to the Coordinator of Teacher Certification in the School of Education in order to complete an evaluation of coursework. Based on this transcript evaluation, the Coordinator of Teacher Certification will identify the exact number of credit hours that an MAT candidate will require to complete initial teacher certification with respect to Missouri Department of Elementary and Secondary Education (DESE) requirements. Prior coursework, such as transfer courses and content area courses, will be identified from the students' transcripts. Using this evaluation, an academic advisor, in conjunction with the coordinator of Teacher Certification, will prepare a personalized program of study for the student. Students may be required to take more than the required coursework listed for the emphasis area.

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

Application and Eligibility to Practicum

Application and registration in Practicum must be approved by the student's advisor by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. A grade of B or higher is required for successful completion of the practicum.

Application to Apprentice Teaching: Special Education

Successful completion of Apprentice Teaching: Special Education is required to meet the graduation requirements of the emphasis area. Application and registration in Apprentice Teaching and CMAT 5096 Apprentice Teaching Seminar must be approved by the student's advisor and the Office of Field Experience by September 15 for Spring placement and by February 15 for

Fall placement. No late applications will be accepted. Students who are full time paraprofessionals or teachers in an approved educational setting may be eligible to earned credit for Apprentice Teaching through an assessment process. Eligible candidates earning credit for Apprentice Teaching through the alternate assessment process (Credit by Examination) must complete this assessment process within one academic year of successfully completing their practicum.

Eligibility requirements for acceptance to Apprentice Teaching:

1. Students must have successfully completed all required courses for Missouri initial teacher certification in their chosen emphasis and content area.
2. Students must have successfully complete Practicum with a grade of B or higher.
3. Students must have passed the state required content area exam with a score equal to or greater than the Missouri qualifying score prior to registration in Apprentice Teaching. Students should talk to their advisor or the teacher certification professionals at Webster University in order to understand how DESE changes are accommodated in their personalized program of study.

Master of Business Administration (MBA)

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

Program Description

The successful organization has a deliberate strategy for maximizing the value it creates. This strategy is effectively communicated to all participants in the business. The internal stakeholders understand their role in implementing the organization's vision and all processes are developed to achieve it. The Walker School of Business & Technology's MBA is developed with this organizational purpose in mind. Its aim is to teach students the business competencies needed to develop and implement value creating ideas and solutions while building the personal skills necessary to achieve their professional aspirations.

Learning Outcomes

This purpose is made clear in the following program learning outcomes:

- Students can analyze a business and identify and evaluate opportunities for value creation.
- Students can apply the core business competencies necessary to increase organizational value.
- Students demonstrate the personal effectiveness competencies necessary to achieve their professional goals and to contribute to the accomplishment of the organization's objectives.

To achieve these outcomes, the Walker School MBA focuses on the role each business process plays in creating value and the **Business Competencies** necessary for students to achieve organizational objectives. The curriculum complements these with **Personal Effectiveness Competencies** necessary for students to accomplish their personal and professional goals. Both sets of competencies are practiced throughout the curriculum in an innovative delivery method that combines online learning with weekly, two-hour application and discussion sessions, either face-to-face or online.

Business Competencies

- Identify and value opportunities for value creation
  - Value creation
  - Strategy
  - Market analysis
  - Pro forma analysis
  - Capital budgeting
  - Quantitative analysis
- Develop an implementation plan
  - Project management
  - Distribution and pricing
  - Product and promotion
  - Customer relations
- Manage business processes
  - Supply chain and logistics
  - Process analysis
  - Leadership
  - Developing and managing teams
  - Developing and managing workers
- Provide decision support
  - Information infrastructure
  - Database management
  - Data analytics
  - Managerial accounting

Personal Effectiveness Competencies

- Effective communication
- Collaborative work
- Efficient organization of work
- Independent learning
- Creative problem solving
- Systematic thinking
- Analytical decision making
- Probabilistic thinking
- Spreadsheet analysis

The MBA is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

General Requirements

The MBA degree-seeking student should consult the Admission, Enrollment and Academic Policies sections of this catalog for policies regarding application, admission, registration and the academic policies of Webster University. Academic policies or exceptions to policies applicable to MBA students are noted under their respective general academic policies.

Curriculum

The MBA curriculum is organized into three parts: Value Creation Foundation, Value Creation Components and Value Creation in Practice. The Value Creation Foundation must be completed before progression to the Value Creation Components which, in turn, must be completed before taking the two Value Creation in Practice classes.

Value Creation Foundation (9-12 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)

Value Creation Components (15 hours)

- MBA 5100 Adding Value through Human Capital (3 hours)

<div style="writing-mode: vertical">Degrees</div>

- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)

Value Creation in Practice (6 hours)

- MBA 5910 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)

Electives (3-6 hours)

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

Walker Joint MBA Program

Students who have completed an ACBSP accredited undergraduate program at Webster within the past 10 years may waive 6 credit hours of electives, reducing the number of required courses to 30 credit hours. The degree can then be completed in as little as one calendar year.

Areas of Emphasis

Requirements for an area of emphasis in the MBA program include the MBA required coursework (33 credit hours) and additional course requirements as identified below for each individual area of emphasis. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

Areas of emphasis for the MBA degree are:

- Corporate Communications
- Corporate Finance
- Cybersecurity
- Digital Marketing Management
- Enterprise Resource Planning
- Health Administration
- Information Technology Management
- International Business
- Marketing
- Project Management

Not all areas of emphasis are offered at every Webster University location. The student should consult individual campuses to verify the areas of emphasis offered.

MBA with an Emphasis in Corporate Communications

42 to 45 Credit Hours

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

- PBRL 5322 Public Relations* (3 hours)
- MEDC 5300 Strategic Communications* (3 hours)
- PBRL 5323 Organizational Communications* (3 hours)
- PBRL 5465 Crisis Management Communications* (3 hours)

*The MEDC 5000 prerequisite will be waived for the MBA emphasis in corporate communications.

MBA with an Emphasis in Corporate Finance

39 to 45 Credit Hours

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

- FINC 5000 Finance* (3 hours)
  (prerequisites: BUSN 5760 and BUSN 5600)
- FINC 5100 Financial Modeling (3 hours)
- FINC 5810 Capital Budgeting and Corporate Investment (3 hours)
- FINC 5880 Advanced Corporate Finance (3 hours)
- FINC 5890 Financial Statement Analysis (3 hours)
- FINC 6100 Corporate Finance Emphasis Exit Exam (0 hours)

*FINC 5000 may substitute for MBA 5200. FINC 5000 and BUSN 5760 may substitute for MBA 5020.

See also:

- Finance (MS)

MBA with an Emphasis in Cybersecurity

42 to 45 Credit Hours

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

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5210 Cybersecurity Law and Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)

See also:

- Cybersecurity (MS)

MBA with an Emphasis in Digital Marketing Management

42 to 45 Credit Hours

The MBA with an emphasis in digital marketing management must include the following courses:

- 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)

See also:

- Marketing (MS)
- Digital Marketing Management (Certificate)

MBA with an Emphasis in Enterprise Resource Planning

39 to 42 Credit Hours

The MBA with an emphasis in enterprise resource planning must include the following courses:

- BUSN 6160 Integrated Business Processes and ERP (3 hours)
- BUSN 6180 Configuration of ERP Systems (3 hours)
- BUSN 6185 Business Intelligence and ERP (3 hours)

MBA with an Emphasis in Health Administration

39 to 42 Credit Hours

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

- HLTH 5000 Organization and Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration* (3 hours)
- HLTH 5140 Health Administration Law (3 hours)

*HLTH 5050 and HLTH 5100 may substitute for MBA 5020.

See also:

- Master of Health Administration (MHA)

MBA with an Emphasis in Information Technology Management

42 to 45 Credit Hours

The MBA with an emphasis in information technology management must include the following courses:

- ITM 5100 Information and Communications Systems and Networks (3 hours)
- ITM 5200 Project Management of Information Technology (3 hours)
- ITM 5300 Procurement and Contract Management for Information Technology (3 hours)
- ITM 5400 Systems Analysis, Design and Implementation (3 hours)

See also:

- Information Technology Management (MA)

MBA with an Emphasis in International Business

42 to 45 Credit Hours

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

- INTB 5000 International Business (3 hours)
- BUSN 5220 Global Supply Chain Management (3 hours)
- MNGT 5710 Cross Cultural Management (3 hours)
- INTB 5680 Globalization (3 hours)
  or INTB 9950 Travel Course - Issues in International Business (3 hours)

MBA with an Emphasis in Marketing

42 to 45 Credit Hours

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

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

*MRKT 5000 may substitute for MBA 5300.

See also:

- Marketing (MS)

MBA with an Emphasis in Project Management

39 to 42 Credit Hours

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

- BUSN 5100 Introduction to Project Management (3 hours)
- BUSN 5300 Project Procurement Management (3 hours)
- BUSN 5700 Advances in Project Management (3 hours)

See also:

- Project Management (Certificate)

Dual Degree Options

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

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

Dual Degree Options with the MBA are:

- MBA/MHA
- MBA/MA in Business and Organizational Security Management
- MBA/MS in Environmental Management
- MBA/MS in Finance
- MBA/MA in Human Resources Development
- MBA/MA in Human Resources Management
- MBA/MA in Information Technology Management
- MBA/MA in International Relations
- MBA/MA in Management and Leadership
- MBA/MS in Marketing
- MBA/MA in Media Communications
- MBA/MA in Procurement and Acquisitions Management
- MBA/MS in Science Management and Leadership

Not all dual degrees are offered at every Webster University location. Students should consult individual campuses to verify the dual degrees offered.

Dual Degree Option: MBA/MHA

63 to 66 Credit Hours

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

*HLTH 5050 and HLTH 5100 substitute for MBA 5020.

See also:

degrees

- Master of Health Administration (MHA)

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

54 to 57 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 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)
- SECR 5000 Security Management (3 hours)
- SECR 5010 Legal and Ethical Issues in Security Management (3 hours)
- SECR 5020 Security Administration and Management (3 hours)
- SECR 5030 Business Assets Protection (3 hours)
- SECR 5060 Emergency Planning (3 hours)
- SECR 5080 Information Systems Security (3 hours)
- SECR 5090 Behavioral Issues (3 hours)
- SECR 6000 Integrated Studies in Security Management (3 hours)

See also:

- Business and Organizational Security Management (MA)

Dual Degree Option: MBA/MS in Environmental Management

54 to 57 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 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)
- ENMG 5000 Environmental Science (3 hours)
- ENMG 5100 Environmental Law (3 hours)
- ENMG 5200 Environmental Regulations and Compliance Auditing (3 hours)
- ENMG 5300 Environmental Accounting (3 hours)
- ENMG 6100 Management of Land and Water Resources (3 hours)
- ENMG 6110 Management of Air Quality (3 hours)
- ENMG 6120 Waste Management and Pollution Control (3 hours)
- ENMG 6200 Environmental Risk Management and Strategies (3 hours)

Note: The MS in environmental management has a program prerequisite of BUSN 5760.

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)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (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)
- BUSN 6070 Management Account (3 hours)
- BUSN 6120 Managerial Economics (3 hours)
- FINC 5000 Finance*^ (3 hours)
  (prerequisites: BUSN 5760 and BUSN 5600)*
- FINC 5100 Financial Modeling (3 hours)
- FINC 5210 Investments (3 hours)
- FINC 5810 Capital Budgeting and Corporate Investments (3 hours)
- FINC 5830 Institutions and Financial Markets (3 hours)
- FINC 5840 International Finance (3 hours)
- FINC 5880 Advanced Corporate Finance (3 hours)
- FINC 6290 Mergers and Acquisitions (3 hours)

*FINC 5000 and BUSN 5760 substitute for MBA 5020.
^FINC 5000 substitutes for MBA 5200.

Prerequisites

- BUSN 5600 Accounting Theory and Practice (3 hours)
- BUSN 5620 Current Economic Analysis (3 hours)
- BUSN 5760 Applied Business Statistics (3 hours)

Note: Program prerequisites are to be completed before beginning coursework for the master of science in finance for those students who have not completed prerequisite courses (or an appropriate equivalent) within five years of entering the program and having earned a grade of B or better. If the appropriate prerequisite course content was completed longer than five years prior to entering the program, the department will allow a waiver if the student demonstrates a command of the content area by successfully completing a waiver examination.

See also:

- Finance (MS)

Dual Degree Option: MBA/MA in Human Resources Development

51 to 54 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 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 Horus)
- 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)
- HRDV 5000 Introduction to Human Resources Development (3 hours)
- MNGT 5590 Organizational Behavior* (3 hours)
- HRDV 5610 Training and Development (3 hours)
- HRDV 5560 Group Development and Change (3 hours)

- HRDV 5630 Organization Development and Change (3 hours)
- HRDV 5700 Career Management (3 hours)
- HRDV 5750 Research and Assessment Methods in Human Resources Development (3 hours)
- HRDV 6000 Integrated Studies in Human Resources Development (3 hours)

*MNGT 5590 may substitute for MBA 5100.

See also:

- Human Resources Development (MA)

Dual Degree Option: MBA/MA in Human Resources Management

51 to 54 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 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)
- HRMG 5000 Managing Human Resources(3 hours)
- MNGT 5590 Organizational Behavior* (3 hours)
- HRDV 5610 Training and Development (3 hours)
- HRMG 5700 Employment Law (3 hours)
- HRMG 5800 Staffing (3 hours)
- HRMG 5920 Compensation (3 hours)
- HRMG 5930 Labor-Management Relations (3 hours)
- HRMG 6000 Integrated Studies in Human Resources Management (3 hours)

*MNGT 5590 may substitute for MBA 5100.

See also:

- Human Resources Management (MA)

Dual Degree Option: MBA/MA in Information Technology Management

51 to 54 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 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)
- ITM 5000 Information Technology Management: Overview (3 hours)
- ITM 5100 Information and Communications System and Networks (3 hours)
- ITM 5200 Project Management of Information Technology (3 hours)
- ITM 5300 Procurement and Contract Management for Information Technology (3 hours)

- ITM 5400 Systems Analysis, Design and Implementation (3 hours)
- ITM 5600 Information and Communications Security (3 hours)
- ITM 6000 Final Project in Information Technology Management (3 hours)

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 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.

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 for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
- MNGT 5000 Management (3 hours)
- MNGT 5590 Organizational Behavior* (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)
- MNGT 5650 Management and Strategy (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)

Degrees

degrees

- MNGT 6000 Integrated Studies in Management (3 hours)

*MNGT 5590 may substitute for MBA 5100.

See also:

- Management and Leadership (MA)

Dual Degree Option: MBA/MS in Marketing

54 to 57 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 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
- MRKT 5000 Foundations of Marketing Strategic Thinking* (3 hours)
- MRKT 5610 Marketing Channel Management (3 hours)
- MRKT 5720 Promotional Management (3 hours)
- MRKT 5730 International Marketing (3 hours)
- MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5850 Marketing Research (3 hours)
- MRKT 5895 Marketing Analytics (3 hours)
- MRKT 5960 Marketing Management (3 hours)
- MRKT 6000 Integrated Studies in Marketing (3 hours)

*MRKT 5000 substitutes for MBA 5300.

See also:

- Marketing (MS)

Dual Degree Option: MBA/MA in Media Communications

51 to 54 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 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)
- MEDC 5000 Media Communications (3 hours)
- MEDC 5310 Media and Culture (3 hours)
- MEDC 5350 Media Organization and Regulations (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5400 Media Production Management (3 hours)
- MEDC 6000 Seminar in Media Communications (3 hours)
- Plus one additional course with MEDC prefix (3 hours)

See also:

- Media Communications (MA)

Dual Degree Option: MBA/MA in Procurement and Acquisitions Management

51 to 54 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 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)
- PROC 5000 Procurement and Acquisitions Management(3 hours)
- PROC 5810 Acquisitions Law (3 hour)
- PROC 5820 Operations Management (3 hours)
- PROC 5830 Pricing (3 hours)
- PROC 5840 Negotiations (3 hours)
- PROC 5850 Logistics (3 hours)
- PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3 hours)

See also:

- Procurement and Acquisitions Management (MA)

Dual Degree Option: MBA/MS in Science Management and Leadership

54 to 57 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 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)
- SCML 5100 Technical Writing for Science (3 hours)
- SCML 5050 Communication for Professional Science Management and Leadership (3 hours)
- SCML 5700 Marketing and Comparative Analysis for Science Management and Leadership (3 hours)
- PATA 5120 Foundations in Intellectual Property Law (3 hours)
- SCML 5800 Project Management (3 hours)
- SCML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership (3 hours)
- SCML 6000 Practical Application in Science Management and Leadership (3 hours)

In addition, all students must also take at least one science elective course from the following list:

- ENMG 5400 Environmental Sustainability (3 hours)
- ENMG 5000 Environmental Science (3 hours)
- ENMG 5420 Natural Resource Management and Sustainability (3 hours)
- ENMG 5430 Energy Policy and Sustainability (3 hours)
- GERN 5000 Gerontology (3 hours)
- GERN 5620 Physiology of Aging (3 hours)

- SPSM 5000 Space Environment (3 hours)
- SPSM 5750 Space Systems Engineering (3 hours)
- SPSM 5760 Space Bio-Astronautics (3 hours)

See also:

- Science Management and Leadership (MS)

Admission

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

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

For information on dual degree and sequential degree options, see the appropriate sections in the Academic Policies section of this catalog.

Advancement to Candidacy

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

Master of Health Administration (MHA)

This program is offered by the George Herbert Walker School of Business & Technology. It is available at the St. Louis home 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

This course of study builds a broad conceptual understanding of the health care industry, and develops specific, focused administrative skills that will help graduates guide health care organizations toward greater efficiency, effectiveness and patient centered care.

The MHA is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

MHA Mission Statement

We exist to educate working professionals to serve as future leaders in healthcare management.

MHA Vision Statement

To be a leading institution of health administration education by providing students with the academic and professional preparation needed to achieve upward career mobility in the various healthcare sectors, mainly in health systems, hospitals and related healthcare organizations. The MHA program aspires to be a nationally recognized graduate healthcare management program accredited by CAHME.

MHA Values Statement

- **Respect**: A culture of respect facilitates highly positive interactions between and among students, staff, faculty and other stakeholders.
- **Knowledge**: Knowledge allows us all, regardless of the role we serve, to maximize our abilities to achieve success.
- **Potential**: With proper guidance and support every individual has the potential to succeed.
- **Diversity and Inclusion**: Diversity in all its forms enriches the educational experience — in the classroom and outside in the work environment.

Learning Outcomes

- 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) must include the following 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 5100 Statistics for Health Administration (3 hours)
- HLTH 5120 Issues in Health Policy (3 hours)
- HLTH 5140 Health Administration Law (3 hours)
- HLTH 5130 Healthcare Strategy and Marketing (3 hours)
- HLTH 5150 Process Improvement in Health Administration (3 hours)
- HLTH 5160 Health Informatics (3 hours)
- HLTH 6000 Integrated Studies in Health Administration (3 hours)

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.

Dual Degree Option: MBA/MHA

63 to 66 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)

degrees

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

*HLTH 5050 and HLTH 5100 substitute for MBA 5020.

Admission

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

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

Additional Requirements

Requirements for admission to the master of health administration (MHA) program include:

- A bachelor's degree from an accredited educational institution recognized by Webster University.
- An undergraduate cumulative GPA of 3.0 on a 4.0 scale or a cumulative GPA of 3.0 for a minimum of 12 credit hours of graduate work. Students who apply with a GPA between a 2.0 and 2.99 can be considered for conditional admission (see below for additional information).
- Official transcripts for **all** universitites, colleges and professional schools.
- One signed letter of recommendation* supporting the applicant's petition for graduate study from a current or former employer or from a faculty member familiar with the student's work who can speak to the student's ability to succeed in the MHA program.
- A résumé* showing a minimum of one year of relevant healthcare work experience.
- A personal statement* of 500 words or less describing the applicant's career goals and rationale for seeking the MHA degree.

***These required materials must be electronically upoaded to the applicant account.**

Completed applications are reviewed on a rolling admission basis.

Conditional Admission

In addition to the above requirements, applicants with an undergraduate cumulative GPA between 2.0 and 2.99 may be admitted on a conditional basis based on a review of the following:

- GPA of a least a 3.0 for the final 60 credit hours of undergraduate coursework, or for major coursework.
- Submittal of an additional paragraph to their personal statement that provides an explanation as to how they will succeed in the MHA program given their undergraduate performance.

Advancement to Candidacy

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

Master of Public Administration (MPA)

This program is offered by the George Herbert Walker School of Business & Technology. It is available online and at select U.S. campuses, but it is not available at the St. Louis home campus. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The master of public administration (MPA) is designed to provide an inter-sectoral developmental framework for those interested in leadership and management in the public service. The program examines the public and non-profit sectors of society in relation to the private sector, with an analysis of management techniques and the leadership experience used in application to public policy decision-making globally. The curriculum seeks to examine in depth the nature of public servants, the tools at their disposal, and various roles in public service organizations.

The MPA is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Evaluate the foundations of public administration globally.
- Compare the public sector to the nonprofit and private sectors.
- Integrate leadership and management practices to public service.
- Analyze ethical and legal underpinnings of public governance.
- Assess transparency and accountability of public entities.
- Debate sustainable, inclusive and civically engaged global societies.

Curriculum

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

- BUSN 5000 Business* (3 hours)
- NPLR 5000 Nonprofit Organizations (3 hours)
- PADM 5000 Public Administration (3 hours)
- PADM 5800 Public Management and Leadership (3 hours)

- PADM 5820 Public Research Design and Analysis (3 hours)
- PADM 5830 Public Law and Ethics (3 hours)
- PADM 5840 Public Budget and Finance (3 hours)
- PADM 5850 Public Data Design and Analysis (3 hours)
- PADM 5870 Public Human Resource Management (3 hours)
- PADM 5890 Public Policy (3 hours)
- PADM 6000 Integrated Studies in Public Administration (3 hours)
  or PADM 9950 Travel in Public Administration (3 hours)

Electives (3-6 hours)

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

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

Areas of Emphasis

Requirements for an area of emphasis in the MPA program include the MPA required coursework (33 credit hours) and additional course requirements as identified below for each individual area of emphasis. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

Areas of emphasis for the MPA degree are:

- Cybersecurity
- Digital Marketing Management

Not all areas of emphasis are offered at every Webster University location. The student should consult individual campuses to verify the areas of emphasis offered.

MPA with an Emphasis in Cybersecurity

42 to 45 Credit Hours

The MPA with an emphasis in cybersecurity must include the following courses:

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5210 Cybersecurity Law and Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)

See also:

- Cybersecurity (MS)

MPA with an Emphasis in Digital Marketing Management

42 to 45 Credit Hours

The MPA with an emphasis in digital marketing management must include the following courses:

- 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)

See also:

- Marketing (MS)
- Digital Marketing Management (Certificate)

Admission

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

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

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.

Mathematics for Educators (MA)

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

Program Description

All of our courses are designed specifically for the mathematics teacher, grades 9-14. The faculty strives to consistently demonstrate outstanding teaching, with the hope that our graduates will be among the most talented and capable teachers in the schools. We want out students to study mathematics in an interesting, growth-producing environment so that they will always be enthusiastic learners and teachers of mathematics.

Learning Outcomes

- Students will develop a deeper understanding of central ideas in mathematics that are relevant to their own teaching.
- Students will increase their power to employ mathematical reasoning and problem-solving techniques.
- Students will experience learning mathematics in ways that stimulate their imagination and intelligence.

Requirements

Students must complete 33 credit hours of graduate mathematics courses with a cumulative GPA of 3.5 or better. There are no specific course 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

degrees

Additional Requirements

Requirements for admission to the MA in mathematics for educators program include:

- Receipt of official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 3.0 or higher.
- Essay.
- A mathematical background equivalent to that of an undergraduate mathematics major.

Completed application files will be reviewed by the director of the Mathematics for Educators program.

Transfer of Credit

Up to 6 credit hours of mathematics courses may be transferred from another university, provided that the courses transferred are part of the host university's graduate degree program in mathematics and that the grades earned for the courses are B or higher.

Advancement to Candidacy

Upon completing 9 credit hours, students are required to Advance to Candidacy for which they write an essay describing what they have learned so far in the program and what they hope to learn in the remaining part of the program.

Final Reflections

During their penultimate semester, and at least one academic year following their Advancement to Candidacy, students need to register for MTHC 5900 Final Reflections. This is a no tuition, zero-credit-hour course in which students write an essay describing how they have changed as a result of participating in the program.

Media Communications (MA)

This program is offered by the School of Communications. It is available online and at Webster University Tashkent, but it is not available at the St. Louis home campus.

Program Description

The master of arts (MA) in media communications is for students who have both an interest and background in communications.

All students entering this program are required to consult with a School of Communications academic advisor prior to registration. Qualifications and required prerequisite courses will be discussed at this time. Qualifications include a strong educational background in their intended area of graduate communications study or professional experience in their area of interest. Students without a strong educational background or experience in the communications field are required to enroll in 6 credit hours of prerequisite course work. The selection of prerequisites will depend on each student's area of academic interest in communications and should be approved by a School of Communications academic advisor.

Students may begin the online program in the Fall 1 or Spring 1 terms.

Learning Outcomes

Successful graduates of this program will be able to:

- Demonstrate understanding of breadth of media communications.
- Examine media within multiple contexts and perspectives.
- Evaluate media as product, process and commentary in local and/or global contexts.
- Construct qualitative and/or quantitative research methodologies.
- Analyze media through appropriate research strategies.
- Create effective written, oral and other media presentations.

Program Curriculum

The 36 credit hours required for the MA in media communications must include the following courses:

Core Courses (21 credit hours)

- MEDC 5000 Media Communications *(Requisite Course)* (3 hours)
- MEDC 5310 Media and Culture (3 hours)
- MEDC 5350 Media Organization and Regulations (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5400 Media Production Management (3 hours)
- MEDC 6000 Seminar in Media Communications (3 hours)
- MEDC Elective (3 hours)
  One additional core course from MEDC electives, as determined through consultation with an academic advisor

Elective Courses (15 credit hours)

In addition to the seven core courses, MA students can choose five elective courses offered in School of Communications majors. Courses from program curricula outside the School of Communications may be considered, if appropriate and approved in advance using a program option request form. Students taking courses that are from outside of the School of Communications should verify prerequisites with the appropriate school or college.

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

The required courses and electives may be taken as directed studies, subject to the conditions stated in Directed Studies under the Academic Policies section of this catalog and approved by the chair of the Department of Communications and Journalism and the dean of the School of Communications. Students taking courses that are a part of their approved curriculum and that are outside of the School of Communications should verify prerequisites with the appropriate school or college.

Dual Degree Option: MBA/MA in Media Communications

51 to 54 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)
- MEDC 5000 Media Communications (3 hours)
- MEDC 5310 Media and Culture (3 hours)
- MEDC 5350 Media Organization and Regulations (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5400 Media Production Management (3 hours)
- MEDC 6000 Seminar in Media Communications (3 hours)
- Plus one additional course with MEDC prefix (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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Migration, Climate Change and the Environment (MA)

This program is offered by the College of Arts & Sciences.

Program Description

The master of arts in migration, climate change and the environment (MAMCE) focuses on the migration, environmental degradation and climate change nexus. It provides tools to better understand and address migration in the context of climate and environmental change.

The MAMCE provides students with an up-to-date and in-depth understanding of modern migration dynamics and policy developments and with an original lens of how migration policy connects to other policy areas.

Students will gain specialized expertise in research methodologies, gathering and analyzing data and evidence on migration and environment, and will acquire the skills required to analyze the role of migration in international environmental law, especially climate change law.

Moreover, the program offers the analytical tools to grasp the complexities of different legal regimes such as international humanitarian law, human rights law and refugee law.

Students will identify the responsibilities of States and also non-State actors such as private companies, vis-à-vis migrants. The program also aims to help students gain insights into what it means in our contemporary world to work with migrants and communities, and to better understand how policy responses are evolving as migration trends are also changing.

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 authories.
- 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)

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degrees

- 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)
- Migration and Environment Electives (6 hours)

*Students taking MIGR 6250 Thesis (6 hours) must also register for MIGR 6900 University Thesis Requirements (0 hours). MIGR 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines as well as depositing the thesis in the University library.

Issues Cluster (2 courses)

- MIGR 5580 Migration and Health (3 hours)
- INTL 5580 Politics of Development (3 hours)
- INTL 5600 Area Studies (3 hours)
- INTL 5700 Humanitarian Issues in International Politics: Refugees and Migration (3 hours)
- INTL 5860 Issues in International Politics: Global Governance and Sustainable Development Goals (3 hours)

Skills Cluster (2 courses)

- MIGR 5500 International Environmental Law (3 hours)
- HRTS 5600 International Human Rights Law and Organizations (3 hours)
- INTL 5400 International Political Economy (3 hours)
- INTL 5530 International Law (3 hours)
- INTL 5535 International Disaster Law (3 hours)
- INTL 5540 International Organizations (3 hours)
- INTL 5545 The UN in International Politics (3 hours)
- INTL 5585 Food and Water Security (3 hours)
- INTL 5595 Energy Security (3 hours)
- INTL 5590 International Security (3 hours)

Migration and Environment Electives (2 courses)

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

- INGO 5600 Principles of Negotiation (3 hours)
- HRTS 5610 International Humanitarian Law (3 hours)
- HRTS 5600 International Human Rights Law and Organizations (3 hours)
- INTL 5300 Field Work (3-6 hours)
- INTL 5500 Professional Seminars (1-3 hours)
- INTL 6500 Internship (3 hours)
- Any other graduate elective course (3 hours)

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

Admission

See the Admission section of this catalog for general requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution to:

Office of Admission
Webster University Geneva
Route de Collex 15
CH-1293 Bellevue, Switzerland

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.

Music (MA)

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

Program Description

Webster University offers the master of arts (MA) in music for students who desire a more general course of study.

The MA in music is offered without an official area of emphasis, although any one or more of several fields within music may be studied through elective courses that meet individual needs and career goals. The area of study will be determined by the student in consultation with the graduate committee and the Director of Graduate Studies in Music.

In contrast to the performance-related master of music (MM), academic studies in music and related fields are emphasized in the MA in music degree program. Performance and creative musical endeavors, however, will be central to the course of study for many students.

Graduates of the MA program will be qualified to teach applied music in the studio, teach music in private or public school (if you have teacher certification), perform with or conduct ensembles, compose or arrange music, pursue doctoral studies in music, or establish an expertise in any one or several additional areas.

The MA program conforms to the guidelines specified by the National Association of Schools of Music for accreditation. Webster University is a full member of the National Association of Schools of Music.

Webster University also offers the master of music (MM) with a major in composition, jazz studies, and performance. The MM in performance is available in three emphasis areas: orchestral instruments; piano, organ, or guitar; voice.

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 music program include:

- An official transcript that documents the awarding of a baccalaureate degree in music from an accredited institution.
- A satisfactory audition/interview before an appointed faculty committee. Guidelines for audition repertoire are available upon request from the Director of Graduate Studies in Music or the specific program director (voice, piano, jazz, instrumental studies, and so forth). Please read the following section on Audition Procedures. Additional information on audition procedures and requirements may be found at the Department of Music website.
- A satisfactory performance on an entrance examination in music history and theory. Remedial studies (without credit)

may be prescribed for students who have deficiencies in either or both of these areas.
- Three letters of recommendation, at least two of which should be from former music teachers.

Audition Procedures

Applicants should follow the guidelines for their instrument or interest area as listed previously. Applicants should discuss audition preparation with the Director of Graduate Studies in Music or specific program director.

Departmental Standards and Policies

Students should consult the Academic Warning, Probation, and Dismissal sections of this catalog for further information. In addition, the Department of Music Handbook, available at the Department of Music website, includes departmental policies on admission to candidacy, degree recitals, theses, applied music, and ensembles, as well as other areas that pertain to MM and MA students. This departmental policy manual constitutes an extension of the Webster University Graduate Studies Catalog.

Ensemble Requirement for Graduate Students

All graduate students in music are required to complete two semesters in a major ensemble. MA students studying jazz studies may fulfill this requirement through the various jazz ensembles. Graduate students studying other areas will choose choir, orchestra, or wind ensemble. Additional performing groups (such as Opera Studio or Jazz Singers) may be chosen for elective credit, or substituted for one semester of major ensemble with the approval of the Department. Specific ensemble requirements are listed with each degree and area of emphasis or study.

Graduate Oral Examinations

The Graduate Oral Examination is required of all students at the graduate level. This examination is based on the student's program of study, and includes topics in music history and literature, music theory, and the area of emphasis or study. Students are expected to demonstrate the ability to integrate and interpret materials and issues in the major field. The exam emphasizes topics dealt with directly in the student's thesis, recital, or other major project presented in fulfillment of the degree requirements.

This is an oral examination conducted by a committee that is appointed by the Director of Graduate Studies, in consultation with the Director of the Area of Study and other members of the faculty. The committee will include a majority of full-time faculty members. The oral examination is usually taken during the last semester of study toward the degree.

Students who fail the oral examination may retake it upon the recommendation of the committee.

Program Requirements

The MA in music will be balanced among four areas: (1) core courses in music theory and history; (2) performance courses; (3) supportive courses in music (area of study); and (4) additional coursework in music or a related field.

Suggested Areas of Study

- Piano Pedagogy/Performance
- Vocal Pedagogy/Performance
- Music Education
- Jazz Studies
- Conducting
- Composition/Arranging
- Music History/Theory
- Collaborative Piano

- Chamber Music
- Other areas as approved by the Director of Graduate Studies

Required Courses

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
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 Concert Choir (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 Ensembles *(Jazz Studies only)* (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

Supportive Courses

- Additional Music Literature course selected from the following (2-3 hours):
    - MUSC 4080 Secondary Choral Methods and Literature (3 hours)
    - MUSC 4150 The Art Song (3 hours)
    - MUSC 4160 Operatic Literature (3 hours)
    - MUSC 4170, MUSC 4175, MUSC 4180 Piano Literature I, II, III (6 hours)
    - MUSC 4185 Piano in Chamber Music Literature (3 hours)
    - MUSC 4190 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 and/or Director of Graduate Studies (at least 6 credit hours of these courses must be academic electives).
- Additional coursework (5-6 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 Director of Graduate Studies and the Chair of the Department of Music.

Oral examination (0 hours)

Total: 32 credit hours

degrees

Suggested Electives

- MUSC 4040 Music of the Twentieth Century (3 hours)
- MUSC 4070 Choral Arranging (2 hours)
- MUSC 4080 Secondary Choral Methods and Literature (3 hours)
- MUSC 4140 Lyric Diction (2 hours)
- MUSC 4150 The Art Song (3 hours)
- MUSC 4160 Operatic Literature (3 hours)
- MUSC 4170, MUSC 4175, MUSC 4180 Piano Literature I, II, III (6 hours)
- MUSC 4185 Piano in Chamber Music Literature (3 hours)
- MUSC 4190 Orchestral Literature (3 hours)
- MUSC 4250, MUSC 4255 Voice Pedagogy I, II (4 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 (6 hours)
- MUSC 4360 The Working Musician (3 hours)
- MUSC 4990 Webster University Opera Studio (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 Director of Graduate Studies in Music. Assistantship stipends do not include tuition remissions. Applications for assistantships must be received by April 1.

Graduate Scholarships

The Department of Music offers a limited number of scholarships to graduate students based on merit. Among these are the Buder Foundation Scholarships, the James Moroney Nigh Endowed Scholarship Fund in Opera, and the TKT Jazz Scholarship. These scholarships are available to graduate students only after the first year of study. For more information, interested applicants should contact the Chair of the Department of Music. Scholarship applications are due by April 1.

Adjunct Teaching Appointments

In addition to graduate assistantships, exceptionally qualified graduate students may be considered for employment as instructors in one of the following areas: academic studies, jazz studies, orchestral instruments, piano, and voice. Employment determination is made by the Chair of the Department of Music with the Director of Graduate Studies in Music in consultation with the director of the specific academic area.

Graduate Student General Financial Aid Information

For information on non-music related sources of financial aid, including work study and loan programs, interested applicants should contact the Webster University Office of Financial Aid.

Music (MM) in Composition

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

Program Description

The composition program at Webster focuses primarily on contemporary concert music. Students are also encouraged to explore many other musical styles and technologies such as jazz, electronic, computer and MIDI applications. Faculty composers work directly with composition majors. Among other opportunities available for the performance of students' works are those provided by the Webster University New Music Ensemble.

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 specific area of study for each student's training will be determined by individual consultation with the major professor and the Director of Graduate Studies in Music.

The MM in composition conforms to the guidelines specified by the National Association of Schools of Music for accreditation. Webster University is a full member of the National Association of Schools of Music.

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

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 MM in composition program include:

- An official transcript that documents the awarding of a baccalaureate degree in music from an accredited institution.
- A satisfactory audition/interview before an appointed faculty committee. Guidelines for audition repertoire are available upon request from the Director of Graduate Studies in Music or the specific program director (voice, piano, jazz, instrumental studies, and so forth). Please read the following section on Audition Procedures. Additional information on audition procedures and requirements may be found at the Department of Music website.
- A satisfactory performance on an entrance examination in music history and theory. Remedial studies (without credit) may be prescribed for students who have deficiencies in either or both of these areas.

- Three letters of recommendation, at least two of which should be from former music teachers.

Audition Procedures

Applicants for the MM in composition must present a portfolio of scores in various genres, as well as recordings of the works from performances, or electronic realizations, if possible. Applicants are also required to perform on their primary instrument.

Departmental Standards and Policies

Students should consult the Academic Warning, Probation, and Dismissal sections of this catalog for further information. In addition, the Department of Music Handbook, available at the Department of Music website, includes departmental policies on admission to candidacy, degree recitals, theses, applied music, and ensembles, as well as other areas that pertain to MM and MA students. This departmental policy manual constitutes an extension of the Webster University Graduate Studies Catalog.

Ensemble Requirement for Graduate Students

All graduate students in music are required to complete two semesters in a major ensemble. Composition majors fulfill this requirement through participation in New Music Ensemble and another major ensemble, such as choir, orchestra, or wind ensemble. Additional performing groups may be chosen for elective credit, or substituted for one semester of major ensemble with the approval of the Department. Specific ensemble requirements are listed with each degree and area of emphasis or study.

Graduate Oral Examinations

The Graduate Oral Examination is required of all students at the graduate level. This examination is based on the student's program of study, and includes topics in music history and literature, music theory, and the area of emphasis or study. Students are expected to demonstrate the ability to integrate and interpret materials and issues in the major field. The exam emphasizes topics dealt with directly in the student's thesis, recital, or other major project presented in fulfillment of the degree requirements.

This is an oral examination conducted by a committee that is appointed by the Director of Graduate Studies, in consultation with the Director of the Area of Study and other members of the faculty. The committee will include a majority of full-time faculty members. The oral examination is usually taken during the last semester of study toward the degree.

Students who fail the oral examination may retake it upon the recommendation of the committee.

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

- MUSC 5010 Composition *(four semesters)* (8 hours)
- MUSC 4950 Webster University Chamber Music Ensembles: New Music Ensemble (1 hour)

Major Ensemble
One semester (1 hour) to be selected from:

- MUSC 4900 Webster University Concert Choir (1 hour)
- MUSC 4920 Webster University Aurelia (1 hour)
- MUSC 4940 Webster University Orchestra (1 hour)

- MUSC 4980 Webster University Wind Ensemble (1 hour)

Supportive Courses

- MUSC 4040 Music of the Twentieth Century* (3 hours)
- MUSC 4360 The Working Musician (3 hours)
- Electives (7 hours)
  Suggested electives include:
- - MUSC 4030 Eighteenth-Century Counterpoint (3 hours)
  - MUSC 4340 Jazz Scoring and Arranging I (3 hours)
  - MUSC 4370 Marketing for Musicians (3 hours)
  - MUSC 5200 Independent Study (1-3 hours)

*Students who completed MUSC 4040, or equivalent, as undergraduates (with grades of B or higher) may choose electives.

Final Project (0 hours)

The student must submit a major composition project (thesis) and present a recital of works completed while at Webster University of at least 45 minutes in length. A recording of the recital music must accompany the submitted thesis manuscript.

Oral Examination (0 hours)

Total: 32 credit hours

Advancement to Candidacy

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

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 Director of Graduate Studies in Music. Assistantship stipends do not include tuition remissions. Applications for assistantships must be received by April 1.

Graduate Scholarships

The Department of Music offers a limited number of scholarships to graduate students based on merit. Among these are the Buder Foundation Scholarships, the James Moroney Nigh Endowed Scholarship Fund in Opera, and the TKT Jazz Scholarship. These scholarships are available to graduate students only after the first year of study. For more information, interested applicants should contact the Chair of the Department of Music. Scholarship applications are due by April 1.

Adjunct Teaching Appointments

In addition to graduate assistantships, exceptionally qualified graduate students may be considered for employment as instructors in one of the following areas: academic studies, jazz studies, orchestral instruments, piano, and voice. Employment determination is made by the Chair of the Department of Music

with the Director of Graduate Studies in Music in consultation with the director of the specific academic area.

Graduate Student General Financial Aid Information

For information on non-music related sources of financial aid, including work study and loan programs, interested applicants should contact the Webster University Office of Financial Aid.

Music (MM) in Jazz Studies

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

Program Description

The Webster jazz studies program centers on the small group performing experience. The MM in jazz studies allows for students to focus on composition or performance. Students who elect to study jazz history may pursue the MA in music. Students work directly with a faculty member on various graduate jazz studies projects.

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 area of study for each student's training will be determined by individual consultation with the major professor and the Director of Graduate Studies in Music.

The MM in jazz studies conforms to the guidelines specified by the National Association of Schools of Music for accreditation. Webster University is a full member of the National Association of Schools of Music.

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

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 MM in jazz studies program include:

- An official transcript that documents the awarding of a baccalaureate degree in music from an accredited institution.
- A satisfactory audition/interview before an appointed faculty committee. Guidelines for audition repertoire are available upon request from the Director of Graduate Studies in Music or the specific program director (voice, piano, jazz, instrumental studies, and so forth). Please read the following section on Audition Procedures. Additional information on audition procedures and requirements may be found at the Department of Music website.
- A satisfactory performance on an entrance examination in music history and theory. Remedial studies (without credit) may be prescribed for students who have deficiencies in either or both of these areas.

- Three letters of recommendation, at least two of which should be from former music teachers.

Audition Procedures

Applicants for the MM in jazz studies should prepare a minimum of three works from memory. Instrumentalists should demonstrate improvisation skills on a 12-bar blues, a standard by Ellington or a similar composer, and a contemporary jazz work. Vocalists should perform two standards from the jazz repertoire. Scat singing may be requested. Percussionists will demonstrate an understanding of swing, Latin, fusion, and other styles. A brief sight-reading demonstration may be required.

Departmental Standards and Policies

Students should consult the Academic Warning, Probation, and Dismissal sections of this catalog for further information. In addition, the Department of Music Handbook, available at the Department of Music website, includes departmental policies on admission to candidacy, degree recitals, theses, applied music, and ensembles, as well as other areas that pertain to MM and MA students. This departmental policy manual constitutes an extension of the Webster University Graduate Studies Catalog.

Ensemble Requirement for Graduate Students

All graduate students in music are required to complete two semesters in a major ensemble. Jazz studies majors fulfill this requirement through participation in jazz ensemble, Jazz Singers, and/or the Jazz Collective. Additional performing groups may be chosen for elective credit, or substituted for one semester of major ensemble with the approval of the Department. Specific ensemble requirements are listed with each degree and area of emphasis or study.

Graduate Oral Examinations

The Graduate Oral Examination is required of all students at the graduate level. This examination is based on the student's program of study, and includes topics in music history and literature, music theory, and the area of emphasis or study. Students are expected to demonstrate the ability to integrate and interpret materials and issues in the major field. The exam emphasizes topics dealt with directly in the student's thesis, recital, or other major project presented in fulfillment of the degree requirements.

This is an oral examination conducted by a committee that is appointed by the Director of Graduate Studies, in consultation with the Director of the Area of Study and other members of the faculty. The committee will include a majority of full-time faculty members. The oral examination is usually taken during the last semester of study toward the degree.

Students who fail the oral examination may retake it upon the recommendation of the committee.

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 Ensembles (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 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 4360 The Working Musician (3 hours)
  - MUSC 5200 Independent Study: Jazz Pedagogy (2 hours)
  - MUSC 5200 Independent Study: Topics in Jazz Improvisation (2 hours)

Students who completed MUSC 4340, or equivalent, as undergraduates (with grades of B or higher) may choose electives.

Final Project (0 hours)

Two recitals or one major arranging project, or one major historical document.

Oral Examination (0 hours)

Total: 32-34 credit hours

Advancement to Candidacy

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

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 Director of Graduate Studies in Music. Assistantship stipends do not include tuition remissions. Applications for assistantships must be received by April 1.

Graduate Scholarships

The Department of Music offers a limited number of scholarships to graduate students based on merit. Among these are the Buder Foundation Scholarships, the James Moroney Nigh Endowed Scholarship Fund in Opera, and the TKT Jazz Scholarship. These scholarships are available to graduate students only after the first year of study. For more information, interested applicants should contact the Chair of the Department of Music. Scholarship applications are due by April 1.

Adjunct Teaching Appointments

In addition to graduate assistantships, exceptionally qualified graduate students may be considered for employment as instructors in one of the following areas: academic studies, jazz studies, orchestral instruments, piano, and voice. Employment determination is made by the Chair of the Department of Music with the Director of Graduate Studies in Music in consultation with the director of the specific academic area.

Graduate Student General Financial Aid Information

For information on non-music related sources of financial aid, including work study and loan programs, interested applicants should contact the Webster University Office of Financial Aid.

Music (MM) in Performance with an Emphasis in Orchestral Instruments

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

Program Description

Those who anticipate careers as orchestral performers will pursue the MM in performance with an emphasis in orchestral instruments. The degree program permits a combination of solo, chamber, and orchestral training. Private instruction is provided by full-time and adjunct faculty artists and by members of the Saint Louis Symphony Orchestra.

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 and the Director of Graduate Studies in Music.

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

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

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 MM in performance program include:

- An official transcript that documents the awarding of a baccalaureate degree in music from an accredited institution.

degrees

- A satisfactory audition/interview before an appointed faculty committee. Guidelines for audition repertoire are available upon request from the Director of Graduate Studies in Music or the specific program director (voice, piano, jazz, instrumental studies, and so forth). Please read the following section on Audition Procedures. Additional information on audition procedures and requirements may be found at the Department of Music website.
- A satisfactory performance on an entrance examination in music history and theory. Remedial studies (without credit) may be prescribed for students who have deficiencies in either or both of these areas.
- Three letters of recommendation, at least two of which should be from former music teachers.

Audition Procedures

Applicants for the MM in performance with an emphasis in orchestral instruments should present a minimum of three works, representing a variety of historical and technical styles. Orchestral instrumentalists should also perform excerpts from standard orchestral literature.

Departmental Standards and Policies

Students should consult the Academic Warning, Probation, and Dismissal sections of this catalog for further information. In addition, the Department of Music Handbook, available at the Department of Music website, includes departmental policies on admission to candidacy, degree recitals, theses, applied music, and ensembles, as well as other areas that pertain to MM and MA students. This departmental policy manual constitutes an extension of the Webster University Graduate Studies Catalog.

Ensemble Requirement for Graduate Students

All graduate students in music are required to complete two semesters in a major ensemble. Orchestral performance majors fulfill this requirement through participation in the orchestra. Additional performing groups may be chosen for elective credit, or substituted for one semester of major ensemble with the approval of the Department. Specific ensemble requirements are listed with each degree and area of emphasis or study.

Graduate Oral Examinations

The Graduate Oral Examination is required of all students at the graduate level. This examination is based on the student's program of study, and includes topics in music history and literature, music theory, and the area of emphasis or study. Students are expected to demonstrate the ability to integrate and interpret materials and issues in the major field. The exam emphasizes topics dealt with directly in the student's thesis, recital, or other major project presented in fulfillment of the degree requirements.

This is an oral examination conducted by a committee that is appointed by the Director of Graduate Studies, in consultation with the Director of the Area of Study and other members of the faculty. The committee will include a majority of full-time faculty members. The oral examination is usually taken during the last semester of study toward the degree.

Students who fail the oral examination may retake it upon the recommendation of the committee.

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

- MUSC 5004 Applied Instrument *(four semesters)* (8 hours)
- MUSC 4940 Webster University Orchestra* (4 hours)
- MUSC 4950 Webster University Chamber Music Ensembles (2 hours)
- Two public recitals (0 hours)

*Students are expected to perform with the Webster University Orchestra every semester they are enrolled in the program. Beyond the required four semesters, MUSC 4940 may be taken without credit.

Supportive Courses

- MUSC 4190 Orchestral Literature (3 hours)
- MUSC 4360 The Working Musician (3 hours)
- Electives (3 hours)
  Suggested electives include:
  - MUSC 4040 Music of the Twentieth Century (3 hours)
  - MUSC 5200 Independent Study (1-3 hours)
  - MUSC 5320 Advanced Instrumental Conducting (1-3 hours)

Oral Examination (0 hours)

Total: 32 credit hours

Advancement to Candidacy

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

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 Director of Graduate Studies in Music. Assistantship stipends do not include tuition remissions. Applications for assistantships must be received by April 1.

Graduate Scholarships

The Department of Music offers a limited number of scholarships to graduate students based on merit. Among these are the Buder Foundation Scholarships, the James Moroney Nigh Endowed Scholarship Fund in Opera, and the TKT Jazz Scholarship. These scholarships are available to graduate students only after the first year of study. For more information, interested applicants should contact the Chair of the Department of Music. Scholarship applications are due by April 1.

Adjunct Teaching Appointments

In addition to graduate assistantships, exceptionally qualified graduate students may be considered for employment as instructors in one of the following areas: academic studies, jazz studies, orchestral instruments, piano, and voice. Employment determination is made by the Chair of the Department of Music

degrees

Performance Courses

- MUSC 5001, MUSC 5004 or MUSC 5005 Applied Piano, Applied Instrument or Applied Organ *(four semesters)* (8 hours)
- Two public recitals (0 hours)

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

- MUSC 4900 Webster University Concert Choir (1 hour per semester)
- MUSC 4920 Webster University Aurelia (1 hour per semester)
- MUSC 4940 Webster University Orchestra (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

Supportive Courses

- Additional Music Literature course selected from the following (2-3 hours):
    - MUSC 4080 Secondary Choral Methods and Literature (3 hours)
    - MUSC 4150 The Art Song (3 hours)
    - MUSC 4160 Operatic Literature (3 hours)
    - MUSC 4190 Orchestral Literature (3 hours)
    - MUSC 4170, MUSC 4175, MUSC 4180 Piano Literature I, II, III (6 hours)
    - MUSC 4185 Piano in Chamber Music Literature (3 hours)
    - MUSC 5800 Advanced Studies in Music: Jazz History (2 hours)
- Electives (11 hours)
  Suggested electives include:
- - MUSC 4010 Composition (1-3 hours)
    - MUSC 4030 Eighteenth-Century Counterpoint (3 hours)
    - MUSC 4160 Operatic Literature (3 hours)
    - MUSC 4170, MUSC 4175, MUSC 4180 Piano Literature I, II, III (6 hours)
    - MUSC 4185 Piano in Chamber Music Literature (3 hours)
    - MUSC 4260, MUSC 4270 Piano Pedagogy I, II (4 hours)
    - MUSC 4360 The Working Musician (3 hours)
    - MUSC 4800 Advanced Topics (2-3 hours)
    - MUSC 4950 Webster University Chamber Music Ensembles (1 hour)
    - MUSC 5200 Independent Study (1-4 hours)

Oral Examination (0 hours)

Total: 32-33 credit hours

Advancement to Candidacy

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

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 Director of Graduate Studies in Music. Assistantship stipends do not include tuition remissions. Applications for assistantships must be received by April 1.

Graduate Scholarships

The Department of Music offers a limited number of scholarships to graduate students based on merit. Among these are the Buder Foundation Scholarships, the James Moroney Nigh Endowed Scholarship Fund in Opera, and the TKT Jazz Scholarship. These scholarships are available to graduate students only after the first year of study. For more information, interested applicants should contact the Chair of the Department of Music. Scholarship applications are due by April 1.

Adjunct Teaching Appointments

In addition to graduate assistantships, exceptionally qualified graduate students may be considered for employment as instructors in one of the following areas: academic studies, jazz studies, orchestral instruments, piano, and voice. Employment determination is made by the Chair of the Department of Music with the Director of Graduate Studies in Music in consultation with the director of the specific academic area.

Graduate Student General Financial Aid Information

For information on non-music related sources of financial aid, including work study and loan programs, interested applicants should contact the Webster University Office of Financial Aid.

Music (MM) in 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 home 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 and the Director of Graduate Studies in Music.

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

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

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 MM in performance program include:

- An official transcript that documents the awarding of a baccalaureate degree in music from an accredited institution.
- A satisfactory audition/interview before an appointed faculty committee. Guidelines for audition repertoire are available upon request from the Director of Graduate Studies in Music or the specific program director (voice, piano, jazz, instrumental studies, and so forth). Please read the following section on Audition Procedures. Additional information on audition procedures and requirements may be found at the Department of Music website.
- A satisfactory performance on an entrance examination in music history and theory. Remedial studies (without credit) may be prescribed for students who have deficiencies in either or both of these areas.
- Three letters of recommendation, at least two of which should be from former music teachers.

Audition Procedures

Applicants for the MM in performance with an emphasis in voice must submit previous recital programs and will be assessed on knowledge of repertoire, diction, and language phonetics. Applicants will perform five works from memory, including oratorio/opera arias and songs from the classical repertoire in four languages. Applicants may be asked to sight-sing or vocalize to assess pitch perception and tone production.

Departmental Standards and Policies

Students should consult the Academic Warning, Probation, and Dismissal sections of this catalog for further information. In addition, the Department of Music Handbook, available at the Department of Music website, includes departmental policies on admission to candidacy, degree recitals, theses, applied music, and ensembles, as well as other areas that pertain to MM and MA students. This departmental policy manual constitutes an extension of the Webster University Graduate Studies Catalog.

Ensemble Requirement for Graduate Students

All graduate students in music are required to complete two semesters in a major ensemble. Performance majors with an emphasis in voice fulfill this requirement through participation in choral ensembles. Additional performing groups may be chosen for elective credit, or substituted for one semester of major ensemble with the approval of the Department. Specific ensemble requirements are listed with each degree and area of emphasis or study.

Graduate Oral Examinations

The Graduate Oral Examination is required of all students at the graduate level. This examination is based on the student's program of study, and includes topics in music history and literature, music theory, and the area of emphasis or study. Students are expected to demonstrate the ability to integrate and interpret materials and issues in the major field. The exam emphasizes topics dealt with directly in the student's thesis, recital, or other major project presented in fulfillment of the degree requirements.

This is an oral examination conducted by a committee that is appointed by the Director of Graduate Studies, in consultation with the Director of the Area of Study and other members of the faculty. The committee will include a majority of full-time faculty members. The oral examination is usually taken during the last semester of study toward the degree.

Students who fail the oral examination may retake it upon the recommendation of the committee.

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

- MUSC 5002 Applied Voice *(four semesters)* (8 hours)
- Two public recitals (0 hours)

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

- MUSC 4900 Webster University Concert Choir (1 hour per semester)
- MUSC 4910 Webster University Chamber Singers (1 hour per semester)
- MUSC 4920 Webster University Aurelia (1 hour per semester)
- MUSC 4990 Webster University Opera Studio *(MM vocal performance majors may count Opera Studio as a major ensemble for one semester, but only if they have a significant role, and only if they take Opera Studio during the fall semester.)*

Supportive Courses

- MUSC 4140 Lyric Diction (2 hours)
- MUSC 4150 The Art Song* (3 hours)
- MUSC 4160 Operatic Literature* (3 hours)
- Electives (5 hours)
  Suggested electives include:
- • MUSC 4250, MUSC 4255 Voice Pedagogy I, II (4 hours)
  - MUSC 4360 The Working Musician (3 hours)
  - MUSC 4800 Advanced Topics (2-3 hours)
  - MUSC 5002 Applied Voice (1-2 hours)
  - MUSC 5200 Independent Study (1-4 hours)

Students who completed these courses as undergraduates (with grades of B or better) may choose electives.

Language Proficiency Requirement

A minimum of 2 years of language study is required. Italian, French, or German is preferred, but Spanish and Russian will be considered as well. Other languages acceptable in consultation with the Director of Vocal Studies. Students can be accepted into the MM program without language study, but they must complete the equivalent of 2 years of language study by the time they finish the degree.

Oral Examination (0 hours)

Total: 32 credit hours

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs,

courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

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 Director of Graduate Studies in Music. Assistantship stipends do not include tuition remissions. Applications for assistantships must be received by April 1.

Graduate Scholarships

The Department of Music offers a limited number of scholarships to graduate students based on merit. Among these are the Buder Foundation Scholarships, the James Moroney Nigh Endowed Scholarship Fund in Opera, and the TKT Jazz Scholarship. These scholarships are available to graduate students only after the first year of study. For more information, interested applicants should contact the Chair of the Department of Music. Scholarship applications are due by April 1.

Adjunct Teaching Appointments

In addition to graduate assistantships, exceptionally qualified graduate students may be considered for employment as instructors in one of the following areas: academic studies, jazz studies, orchestral instruments, piano, and voice. Employment determination is made by the Chair of the Department of Music with the Director of Graduate Studies in Music in consultation with the director of the specific academic area.

Graduate Student General Financial Aid Information

For information on non-music related sources of financial aid, including work study and loan programs, interested applicants should contact the Webster University Office of Financial Aid.

National Security Studies (MA)

This program is offered by the College of Arts & Sciences. It is available online and at select U.S. campuses, but it is not available at the St. Louis home campus. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The multi-disciplinary master of arts in national security studies trains students to become experts in the issues, skills, theories, laws and techniques necessary to work in the rapidly changing field of national security. This degree focuses on preparing students to be innovative and critical thinkers capable of taking on the continually evolving landscape of securing the nation from internal and external threats. All students take coursework that gives them an overview of the actors, institutions, contexts, methods and ethics of national security decision-making while

learning how to conduct research in the field. Then they focus their studies on a particular specialization in one of three tracks: international and regional security, cybersecurity, or criminal justice.

Learning Outcomes

- Identify the major actors, issues, threats, institutions, principles, techniques, laws and terminology in modern national security.
- 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.

Program Curriculum

36 Credit Hours

The 36 credit hours required for the master of arts (MA) degree in national security studies must include the following courses:

- NTSC 5000 Introduction to National Security Studies (3 hours)
- NTSC 5100 Research Methods in National Security Studies (3 hours)
- INTL 5590 International Security (3 hours)
- NTSC 6000 Capstone in National Security Studies (3 hours) **or** NTSC 6250 Thesis in National Security Studies* (6 hours) **and** INTL 6900 University Thesis Requirement* (0 hours)
- Four courses (12 hours) from one of the available program tracks
- Two course electives (6 hours) from other tracks in the program
- Two courses (6 hours) from any graduate courses at Webster University

*Students taking NTSC 6250 Thesis in National Security Studies (6 hours) must also register for INTL 6900 University Thesis Requirement (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines, as well as depositing the thesis in the University library. The six credit hours for NTSC 6250 are drawn from the 3 hours reserved for the NTSC 6000 capstone and 3 elective credit hours in the program.

International and Regional Security Track

- INTL 5535 International Disaster Law (3 hours)
- INTL 5550 War and Diplomacy (3 hours)
- INTL 5890 Terrorism in World Politics (3 hours)
- INTL 5560 US Foreign Policy (3 hours)
  or INTL 5570 Comparative Foreign Policy (3 hours)
- INTL 5585 Food and Water Security (3 hours)
- INTL 5595 Energy Security (3 hours)
- INTL 5600 Area Studies (3 hours)
- INTL 5625 Middle East Area Studies (3 hours)
- INTL 5635 Western European Area Studies (3 hours)
- INTL 5645 Asian Area Studies (3 hours)
- INTL 5655 African Area Studies (3 hours)
- INTL 5665 South and Central Asia Area Studies (3 hours)
- INTL 5675 Central and Eastern European Area Studies (3 hours)
- INTL 5685 Latin American Area Studies (3 hours)

**Students completing this course and three electives from the track qualify for a graduate certificate in international and regional security, where the certificate is available. No more than two area studies courses (INTL 56XX) can count toward the certificate. To gain the certificate, students must pay a second graduation fee.

Cybersecurity Track

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures*** (3 hours)
- CSSS 5130 Cybersecurity Intelligence/Counter-Intelligence*** (3 hours)
- CSSS 5140 Cybersecurity Strategic Operations (3 hours)
- CSSS 5160 Encryption Methods and Techniques*** (3 hours)
- CSSS 5210 Cybersecurity Law and Policy*** (3 hours)
- CSSS 5220 Cybersecurity Threat Detection*** (3 hours)
- CSSS 5240 Pre-Emptive Deterrence (3 hours)
- CSSS 5250 Use and Protection of Space Assets (3 hours)

***Students completing these five courses (with one course counting as an open elective) and CSSS 5230 (also counting as an open elective) qualify for a graduate certificate in cybersecurity - threat detection, where the certificate is available. To gain the certificate, students must pay a second graduation fee.

Criminal Justice Track

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

Students completing these courses qualify for a graduate certificate in administration of justice, where the certificate is available. To gain the certificate, students may pay a second graduation fee.

Not all of the courses listed above will be available to all students at all locations. If a required course is waived, the student must choose an elective course from this major.

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

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

48 Credit Hours

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

Required Courses

- CRIM 5000 Ethics and Decision Making in Criminal Justice (3 hours)
- CRIM 5100 Theories of Crime and Justice (3 hours)
- LEGL 5480 Criminal Actions (3 hours)
- NTSC 5000 Introduction to National Security Studies (3 hours)
- NTSC 5100 Research Methods in National Security Studies (3 hours)
- INTL 5590 International Security (3 hours)
- CRIM 6000 Capstone (3 hours)
  or NTSC 6000 Capstone in National Security Studies (3 hours)
  or NTSC 6250 Thesis in National Security Studies* (6 hours)
  and INTL 6900 University Thesis Requirement* (0 hours)

*Students taking NTSC 6250 Thesis in National Security Studies (6 hours) must also register for INTL 6900 University Thesis Requirement (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines, as well as depositing the thesis in the University library. The six credit hours for NTSC 6250

are drawn from the 3 hours reserved for the NTSC 6000 capstone and 3 elective credit hours in the program.

Electives

- 4 courses from the Criminal Justice Track in the MA in national security studies
- 4 courses from the International and Regional Security Track in the MA in national security studies
- 1 additional course drawn from electives in either the MA in national security studies or the MS in criminal justice

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

54 Credit Hours

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

Required Courses

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5110 Cybersecurity Communications (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5130 Cybersecurity Intelligence/Counter-Intelligence (3 hours)
- CSSS 5140 Cybersecurity Strategic Operations (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 6000 Practical Research in Cybersecurity (3 hours)
- NTSC 5000 Introduction to National Security Studies (3 hours)
- INTL 5590 International Security (3 hours)
- NTSC 5100 Research Methods in National Security Studies (3 hours)
- NTSC 6000 Capstone in National Security Studies (3 hours)
  or NTSC 6250 Thesis in National Security Studies* (6 hours)
  and INTL 6900 University Thesis Requirement* (0 hours)

*Students taking NTSC 6250 Thesis in National Security Studies (6 hours) must also register for INTL 6900 University Thesis Requirement (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines, as well as depositing the thesis in the University library. The six credit hours for NTSC 6250 are drawn from the 3 hours reserved for the NTSC 6000 capstone and 3 elective credit hours in the program.

Electives

- 3 elective courses chosen from the MS in cybersecurity
- 4 electives chosen from the International and Regional Security Track of the MA in national security studies

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)

degrees

- 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** INTL 6900 University Thesis Requirement* (0 hours)

*Students taking INTL 6250 Thesis or NTSC 6250 Thesis in National Security Studies (6 hours) must also register for INTL 6900 University Thesis Requirement (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines, as well as depositing the thesis in the University library. The six credit hours for INTL 6250 or NTSC 6250 are drawn from the 3 hours reserved for the NTSC 6000 capstone and 3 elective credit hours in the program.

Electives

- 4 additional courses (12 hours) from the International and Regional Security Track in the MA in national security studies
- 4 courses (12 hours) from electives in other tracks in the MA in national security studies
- 2 courses (6 hours) from the Comparative Politics Cluster of the MA in international relations
- 2 elective courses (6 hours) in the MA in international relations

Sequential Degree in National Security Studies

Students can complete a sequential degree in national security studies by completing 27 credit hours, including:

- NTSC 5000 Introduction to National Security Studies (3 hours)
- NTSC 5100 Research Methods in National Security Studies (3 hours)
- INTL 5590 International Security (3 hours)
- NTSC 6000 Capstone in National Security Studies (3 hours)
  or NTSC 6250 Thesis in National Security Studies* (6 hours) **and** INTL 6900 University Thesis Requirement* (0 hours)
- 4 courses (12 hours) in one of the available tracks in the MA in national security studies
- 1 elective (3 hours) from any course in the MA in national security studies

*Students taking NTSC 6250 Thesis in National Security Studies (6 hours) must also register for INTL 6900 University Thesis Requirement (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines, as well as depositing the thesis in the University library. The six credit hours for NTSC 6250 are drawn from the 3 hours reserved for the NTSC 6000 capstone and 3 elective credit hours in the program.

Admission

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

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

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.

New Media Production (MA)

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

Program Description

In the current dynamic media environment, the demand is for practitioners who are able to produce content on various digital platforms using the latest equipment and methods. This degree is designed to teach students how to succeed in that changing media environment and to give them the production skills necessary to communicate stories with impact.

Learning Outcomes

- Students will demonstrate proficiency on multiple digital platforms and possess multiple digital skill sets as part of a modern production process and should be able to perform those skills in a professional environment.
- Students will develop proficiency in using various media platforms as part of the storytelling process.
- Students will demonstrate a mastery of storytelling techniques.
- Students will demonstrate knowledge of various approaches to employing multimedia storytelling to the social media environment.

Program Curriculum

The 36 credit hours required for the MA in new media production must include the following courses:

Core Courses (21 credit hours)

- NPRO 5000 New Media Tools (3 hours)
- NPRO 5100 Written Storytelling (3 hours)
- NPRO 5200 Audio Storytelling (3 hours)
- NPRO 5300 Visual Storytelling (3 hours)
- ADVT 5100 Strategic Principles of Advertising and Marketing Communications (3 hours)
- NPRO 6000 New Media Thesis Project (6 hours)

Elective Skills Courses (15 credit hours)

Students are required to take five courses listed as skills courses for this degree from the following list of available electives (15 credit hours). The 15 hours of course work may come only from the following list of approved electives:

- AUDI 5220 Podcast Production and Promotion (3 hours)
- FTVP 5310 Fundamentals of Video Cameras and Lighting (3 hours)
- FTVP 5330 Digital Graphics and Motion Graphics Production (3 hours)
- FTVP 5331 Video Editing and Webisode Creation (3 hours)
- INTM 5630 Digital Design and Information Graphic Production (3 hours)
- INTM 5640 Multimedia Production for Websites and Mobile Applications (3 hours)
- MEDC 5600 Introduction to Interactive Communications (3 hours)
- NPRO 5650 Special Topics in New Media Production (3 hours)

- NPRO 5900 New Media Project Production (3 hours)
- PHOT 5060 Digital Images and Storytelling (3 hours)

Students may substitute appropriate 4000-level courses for electives in this program with the approval of the student's academic advisor and by submitting a program option request prior to registration to be approved in writing by the department chair and the dean of the School of Communications.

All students entering this program are required to consult with a School of Communications academic advisor to create a program plan to chart progress through the curriculum in this degree program.

The required and elective courses listed may be taken as directed studies, subject to the conditions stated in Directed Studies under the Academic Policies section of this catalog and approved by the department chair and the Dean of the School of Communications.

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.

Nonprofit Leadership (MA)

This program is offered by the Walker School of Business & Technology and is only available at the St. Louis home campus.

Program Description

The goal of the nonprofit leadership degree is to prepare nonprofit professionals to deal with the complexities and challenges of managing a nonprofit organization in today's "new normal" business environment. The program content is designed to promote a holistic, business-focused, nonprofit management thinking process among students and develop real-world nonprofit business skills that emphasize both the organization's mission and the business of leading a self-sustaining nonprofit organization. Courses deliver both practical and theoretical considerations to address the needs of nonprofit professional and the organizations in which they work. The degree requires satisfactory completion of 24 credit hours of required courses and 12 credit hours of graduate electives for a total of 36 credit hours.

Program Learning Outcomes

Students completing master of arts in nonprofit leadership will be able to:

- Articulate the important terminology, facts, concepts, principles, analytic techniques and theories used in the field of nonprofit leadership.

- Analyze complex factual situations using the important facts, concepts and theories of the nonprofit leadership field to help diagnose best practices, problems and opportunities facing nonprofit organizations.
- Integrate theories and models to develop solutions to complex issues and problems facing leaders of nonprofit organizations and then demonstrate the effectiveness of their solutions using either quantitative or qualitative criteria.

Program Curriculum

The 36 credit hours required for the master of arts (MA) must include the following courses for a major in nonprofit leadership:

- NPLR 5000 Nonprofit Organizations (3 hours)
- NPLR 5010 Governance and Executive Leadership in Nonprofits (3 hours)
- NPLR 5020 Essentials of Marketing and Resource Development in Nonprofits (3 hours)
- BUSN 5210 Financial Management and Budgeting in Nonprofits (3 hours)
- NPLR 5210 Social Enterprises and Social Entrepreneurship (3 hours)
- NPLR 5810 Alliances, Partnerships and Mergers Among Nonprofits (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- NPLR 6210 Integrated Studies in Nonprofit Leadership (3 hours)

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

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 nonprofit leadership (MA) must have completed a business or business-related undergraduate degree meeting the following criteria:

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

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

- Successfully complete BUSN 5000.
  - Note: BUSN 5000 will count as an elective in the program. This option is **only** available for students who are required to take BUSN 5000.

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- 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.

Nursing (MSN)

This program is offered by the College of Arts & Sciences. It is available at the St. Louis home campus and at select St. Louis-area corporate partner sites.

Program Description

The master of science in nursing (MSN) program is designed for registered nurses with a BSN who wish to pursue advanced knowledge necessary for the professional roles of nurse educator or nurse leader.

The program requires the completion of 36 credit hours with an educator or leader track. Courses are scheduled in an eight-week format. The MSN is designed to be a year-round part-time program that students complete in 2.5 years.

The master's nursing program at Webster University located in Saint Louis, Missouri is accredited by the Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 400
Atlanta, GA 30326
404-975-5000
www.acenursing.org

The most recent accreditation decision made by the ACEN Board of Commissioners for the master's nursing program is continuing accreditation.

View the public information disclosed by the ACEN regarding this program at http://www.acenursing.us/accreditedprograms/programSearch.htm

Learning Outcomes

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

- Evaluate organization and systems leadership skills necessary for quality health care.
- Examine the application of quality and safety principles within an organization.
- Analyze evidence and research for improvement of practice.
- Evaluate information and health care technologies.
- Apply knowledge of policy and advocacy strategies to influence health and health care.
- Examine the impact of inter professional collaboration on quality care.
- Apply prevention and population health concepts to implement culturally relevant care.
- Integrate advanced knowledge and skills in a practice role.

Program Curriculum

The following core courses must be completed for the MSN:

- NURN 5005 Collaboration and Communication (3 hours)
- NURN 5050 Policy and Politics in Nursing (3 hours)
- NURN 5210 Strategies to Facilitate Learning (3 hours)
- NURN 5340 Population Health (3 hours)
- NURN 5360 Organization and Systems Leadership (3 hours)
- NURN 5370 Quality and Safety in Healthcare (3 hours)
- NURN 5380 Pathophysiology and Application 1 (3 hours)
- NURN 5390 Pathophysiology and Application 2 (3 hours)
- NURN 5550 Translating Evidence to Practice (3 hours)

In addition, students must complete one of the following tracks:

Educator Track

Students selecting this option must complete the following courses:

- NURN 5220 Curriculum Development and Evaluation (3 hours)
- NURN 5230 Practicum in the Nurse Educator Role I (3 hours)
- NURN 5240 Practicum in the Nurse Educator Role II (3 hours)

Leader Track

Students selecting this option must complete the following courses:

- NURN 5420 Financial Issues for Nurse Leaders (3 hours)
- NURN 5440 Practicum in the Nurse Leader Role I (3 hours)
- NURN 5450 Practicum in the Nurse Leader Role II (3 hours)

Requirements

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

Continuous Enrollment

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

Practicum Evaluation

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

Admission

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

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

Additional Requirements

Requirements for admission to the master of science in nursing (MSN) program include:

- A bachelor of science in nursing (BSN) from an accredited program (NLNAC, ACEN, CCNE, or NLN CNEA).
- A minimum cumulative undergraduate GPA of 3.0 on a 4.0 scale.
- Completion of an undergraduate statistics course with a grade of C or better.
- Official transcripts from **all** universities, colleges and professional schools.
- Current, unencumbered licensure as a registered nurse in the United States and eligible for licensure in Missouri.*
- A minimum of one year of nursing practice as an RN within the last three years.
- Three academic and/or professional recommendations using the MSN Recommendation Form* found in the application (at least two recommendations must be from a supervisor, manager or administrator with whom the applicant has worked in the past 3 years).
- A curriculum vitae or résumé* describing the scope, responsibilities and function of all work experience.
- A 300- to 500-word brief essay* describing the educational and professional objectives for graduate study.
- An interview with a nursing faculty member upon request.
- Successful and satisfactory completion of a drug screen and criminal background check, plus submission of other required documents including, but not limited to, a health history; a complete vaccination/immunization profile (influenza, HepB, TDap/Td, MMR, and varicella); annual TB test/screen; evidence of American Heart Association CPR certification; a copy of current personal health insurance card; and signed student contract are required for full admission.

*These required materials must be electronically uploaded to the application account. A screenshot of the licensure report from the Nursys QuickConfirm website must be uploaded to the application file.

Admission to the MSN program is based on intellectual capacity, academic record, professional performance, clarity of goals, initiative and other qualities appropriate to graduate study in nursing. These qualities are difficult to measure in absolute terms, and the decision to offer admission is based on appraisal of the total application record. Special consideration may be given to applicants who excel in some criteria but do not meet all minimum requirements.

Application Process

Non-cohort applicants and SSM cohort applicants are invited to apply to begin the program in the Fall 1 (August) term each year. All documents must be received **by the first Monday in August** of the same year the applicant wishes to start.

BJC cohort applicants are invited to apply to begin the program in the Fall 1 (August) or Spring 1 (January) term each year. All documents must be received **by the first Monday in August** of the same year of the Fall 1 term that they wish to start, **or by the first Monday in December** if they wish to start the following Spring 1 term.

Advancement to Candidacy

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

Organizational Development and Change (MA)

This program is offered by the Walker School of Business & Technology. It is available online, at the St. Louis home campus and at the Henderson Hall campus.

Program Description

The purpose of the MA in organizational development and change is to provide graduates with the organizational development theories, competencies, evaluation methods and development opportunities to effectively lead change as a manager, internal change leader or external consultant.

Learning Outcomes

- Students will possess an advanced understanding of the field of organizational development and change and be able to apply the principles and methods to complex organizational situations.
- Students will demonstrate evidence of competency development in all of the major skill sets of of organizational development and change.
- Students will create and possess a personal and professional development plan to guide ongoing achievement in the field of organizational development and change.

Program Curriculum

The 36 credit hours required for the master of arts (MA) must include the following courses for a major in organizational development and change:

- 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 Developments (3 hours)
- ORDV 5400 Designing, Building, and Leading Effective Teams (3 hours)
- ORDV 5450 Managing Communication During Change (3 hours)
- ORDV 5600 Leveraging Diversity and Inclusion (3 hours)
- ORDV 5700 Designing and Facilitating Organizational Development Interventions (3 hours)
- ORDV 5800 Achieving Breakthrough Results (3 hours)
- ORDV 5900 Organizational Development in Emerging Situations (3 hours)
- ORDV 5950 Organizational Development in a Global Context (3 hours)
- ORDV 6000 Capstone Project in Organizational 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

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Additional Requirements

Applicants to the organizational development and change (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.

Procurement and Acquisitions Management (MA)

This program is offered by the Walker School of Business & Technology. It is available online and at select U.S. campuses, but it is not available at the St. Louis home campus. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The curriculum is designed to provide a broad theoretical and applied background in the managerial disciplines required to manage effectively the development, procurement, contracting and channeling of material, services and major systems.

The MA in procurement and acquisitions management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Program Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques and theories used in the field of procurement and acquisitions management.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques and theories used in the field of procurement and acquisitions management when analyzing complex factual situations.

- Students will be able to effectively integrate (or synthesize) important facts, concepts, principles and theories in the field of procurement and acquisitions management when developing solutions to multifaceted procurement and acquisitions management problems in complex factual situations.

Program Curriculum

The 36 credit hours required for the master of arts (MA) in procurement and acquisitions management must include the following courses:

- PROC 5000 Procurement and Acquisitions Management *(Requisite Course)* (3 hours)
- PROC 5810 Acquisitions Law (3 hours)
- PROC 5820 Operations Management (3 hours)
- PROC 5830 Pricing (3 hours)
- PROC 5840 Negotiations (3 hours)
- PROC 5850 Logistics (3 hours)
- PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3 hours)

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

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

Dual Degree Option: MBA/MA in Procurement and Acquisitions Management

51 to 54 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)
- PROC 5000 Procurement and Acquisitions Management (3 hours)
- PROC 5810 Acquisitions Law (3 hour)
- PROC 5820 Operations Management (3 hours)
- PROC 5830 Pricing (3 hours)
- PROC 5840 Negotiations (3 hours)
- PROC 5850 Logistics (3 hours)
- PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3 hours)

Admission

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

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

Additional Requirements

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

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

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

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

Advancement to Candidacy

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

Psychology (MA) with an Emphasis in Counseling Psychology

This program is offered by the College of Arts & Sciences and is only available at select international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The mission of the MA in psychology with an emphasis in counseling psychology program is to provide its participants with the knowledge and skills necessary to become competent in counseling psychology through academic and experiential learning. The program aims at educating future psychologists who have sound knowledge of the theory and practice of counseling psychology, who are competent consumers and creative producers of social science research, who are competent in counseling practice, and who are ethical and sensitive to the cultures, values and worlds of various clients.

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

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

- To qualify as a professional psychologist in Austria, students must have both a bachelor and master degree in psychology. To qualify as a psychotherapist in Austria, students must 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.

degrees

- Administer and interpret various widely-used psychological tests.
- Construct the appropriate research design, collect data and implement the necessary statistical techniques to answer research questions relevant to counseling psychology which add to the discipline.
- Demonstrate practical counseling skills that can be applied to individuals and groups to address a broad range of issues and settings.
- Integrate theory, experience, behavioral observation and analysis to systematically enhance counseling knowledge and skills.
- Evaluate the appropriateness of various counseling approaches to the different cultures, values and world-views of various clients and thereby choose appropriate approaches.

Curriculum

48 Required Credit Hours

The 48 credit hours required to complete the MA in psychology with an emphasis in counseling psychology program are distributed as follows:

- PSYC 5000 Bases of Counseling Psychology (3 hours)
- PSYC 5100 Approaches to Counseling and Therapy (3 hours)
- PSYC 5200 Advanced Developmental Psychology (3 hours)
- PSYC 5300 Psychopathology (3 hours)
- PSYC 5400 Research Design (3 hours)
- PSYC 5500 Assessment (3 hours)
- PSYC 5600 Group Processes and Group Therapy (3 hours)
- PSYC 5700 Psychopharmacology (3 hours)
- PSYC 5800 Ethical and Legal Foundations (3 hours)
- PSYC 5900 Applied Statistics and Research Methods (3 hours)
- PSYC 6000 Special Topics in Counseling Psychology (3 hours)
- PSYC 6100 Master's Thesis (6 hours)
- PSYC 6200 Practice and Supervision (3 hours)
- PSYC 6300 Internship (6 hours)

Special Requirements

The student is subject to the policies and procedures for graduate studies found within this catalog. As stated in the Academic Policies guidelines, the MA in psychology with an emphasis in counseling psychology is excluded from dual major and sequential degree options. Courses in the program are available only to those admitted to the MA in psychology with an emphasis in counseling psychology program unless permission is granted by the instructor and/or the department. All non-degree seeking students must meet program prerequisites. Seek advisement for appropriate course selection.

Admission

See the Admission section of this catalog for general requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution to the appropriate campus:

Athens Students:
Admissions Office
Webster University
9 Ipitou Street
Athens 105 57
Greece

Leiden Students:
Admissions Office
Webster University
Boommarkt 1

2311 EA Leiden
The Netherlands

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

Additional Requirements

Requirements for admission to the 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.

Public Relations (MA)

This program is offered by the School of Communications. It is available online and at the Fort Belvoir campus, but it is not available at the St. Louis home campus.

Program Description

The master of arts (MA) in public relations is intended for students who have an interest in public relations.

The degree balances the practical application of public relations skills with the theory that informs the field. The program will give students insights into how entrepreneurship, ethical frameworks and globalization provide key components shaping the current practice of public relations. The program is designed to give students the insights necessary to pursue a career in public relations or a related field.

Students may begin the online program in the Fall 1 or Spring 1 terms.

Learning Outcomes

Successful graduates of this program will be able to:

- Design and perform public relations research and understand research findings in order to solve an organization's communications problems.
- Demonstrate strategic-level analysis and critical thinking with an understanding of the effects of globalization and while following ethical models.
- Review trends and anticipate implications for future communications needs and challenges.
- Develop an understanding of how entrepreneurship, team-building and leadership affect the practice of public relations.

Program Curriculum

The 36 credit hours required for the MA in public relations must include the following courses:

Core Courses (27 credit hours)

- MEDC 5000 Media Communications *(Requisite Course)* (3 hours)
- MEDC 5310 Media and Culture (3 hours)
- PBRL 5322 Public Relations (3 hours)
- PBRL 5342 Writing for Public Relations (3 hours)
  or PBRL 5344 Speech Writing (3 hours)
- MEDC 5350 Media Organization and Regulations (3 hours)
- MEDC 5360 International Communications (3 hours)
- PBRL 5380 Strategic Communication Applications (3 hours)
- MEDC 5460 Media Research (3 hours)
- MEDC 6000 Seminar in Media Communications (3 hours)

Elective Courses (9 credit hours)

In addition to the nine core courses, MA students can choose three elective courses in School of Communications majors. Courses from program curricula outside the School of Communications may be considered, if appropriate and approved in advanced using a program option request form. Students taking courses that are from outside of the School of Communications should verify prerequisites with the appropriate school or college.

Students may substitute appropriate 4000-level courses for electives in this program with the approval of the student's advisor and the director of Graduate Studies for the School of Communications.

All students entering this program are required to consult with a School of Communications academic advisor to create a program plan to chart progress through the curriculum of the degree program.

The required courses and electives may be taken as directed studies, subject to the conditions stated in Directed Studies under the Academic Policies section of this catalog and approved by the director of Graduate Studies and the dean of the School of Communications.

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.

Reading (MA)

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

Program Description

The nationally recognized master of arts in reading is designed for pre-K-12th grade teachers who desire to increase their expertise in teaching reading or want to become a reading specialist or literacy coach. This program consists of coursework required by the Missouri Department of Elementary and Secondary Education (DESE) for the Reading Specialist Certification. Students completing the 33 credit hours for the MA in reading may qualify to earn a graduate certificate in dyslexia, where the certificate is available. To gain the certificate, students must pay a second graduation fee. The program is aligned with the International Literacy Association's Standards for the Preparation of Literacy Professionals (2017) and with the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading (2018).

Learning Outcomes

The following are learning outcomes for this major:

- Develop a strong knowledge base in foundations of literacy and the reading process.
- Learn about and be able to demonstrate and use best literacy practices drawn from theory and research.
- Become proficient in using a wide range of methods and materials, including visual media and technology, to meet needs of diverse learners.
- Employ formal and informal assessments to identify strengths and needs of all learners and to inform teaching of whole group, small group and individual students.
- Become effective in creating positive literacy environments to motivate and engage all learners.
- Collaborate with teachers, school leaders, families and the community to enrich or reform practices.
- Serve as a coach or supervisor to support excellence in teaching reading and as a leader to develop and support reading initiatives.
- Engage in self-reflection and assessment for ongoing professional development.

Requirements

All reading majors take the following required courses:

Core Courses

- READ 5190 Advanced Studies in Language Development and Acquisition (3 hours)
- READ 5235 Understanding Diverse Reading Profiles, Including Dyslexia (3 hours)
- SPED 5270 Advocating for Persons with Disabilities (3 hours)
- SPED 5240 Psychoeducational Asessment (3 hours)

degrees

Reading Coursework

- READ 5950 Diagnosis and Correction of Reading Disabilities (3 hours)
- READ 5412 Instructional Methods for Diverse Reading Profiles, Including Dyslexia (3 hours)
- READ 5777 Literacy Coaching (3 hours)
- READ 5940 Literacy Strategies K-12 (3 hours)

Clinical Coursework

- READ 5970 Practicum in Diagnosis of Reading Problems (3 hours)
- READ 5980 Practicum in Remediation (3 hours)

Electives (Choose One)

- COMM 5340 Language Arts Seminars: Children's Writing (3 hours)
- Any EDTC course with the approval of the director (3 hours)
- Any additional course required for certification
  - CMAT 5505 Psychological Foundations of Education (3 hours)
  - CMAT 5170 Classroom and Behavioral Management (3 hours)
  - SPED 5860 Psychology of the Exceptional Child (3 hours)

If candidates have extensive experience and prior graduate coursework in a specific area, advisors may approve alternatives. Students may transfer up to 6 credit hours of prior graduate work not used for another degree. A total of 33 credit hours are required for completion of the program. A sequential MA in reading is offered as a second master's degree consisting of 21 hours of reading coursework.

Special Reading Certification

A valid Missouri teacher's certificate and two years of classroom teaching experience are needed before special reading certification, K-12, can be granted through Missouri's Department of Elementary and Secondary Education. This MA in reading includes 27 hours of required coursework for a reading specialist certification:

- Three reading methods courses (READ 5412, READ 5235, READ 5940) (9 hours)
- Diagnosis and Correction of Reading Disabilities (READ 5950) (3 hours)
- Advanced Studies in Language Development and Acquisition (READ 5190) (3 hours)
- Advocating for Persons with Disabilities (SPED 5270) (3 hours)
- Psychoeducational Assessment (SPED 5240) (3 hours)
- Practicum in Diagnosis of Reading Problems (READ 5970) (3 hours)
- Practicum in Remediation (READ 5980) (3 hours)

Additional courses are required by DESE for the reading specialist certification, but may be taken as an undergraduate or at the graduate level.

- Child Psychology (3 hours)
- Adolescent Psychology (3 hours)
- Psychology of the Exceptional Child (3 hours)
- Behavior Management Techniques (3 hours)

One of these may be taken as an elective in the Webster program.

Following admission and after an initial meeting with the director of the reading program, students interested in pursuing special reading certification should have their transcripts evaluated by the Webster University Certification Office for prior coursework.

Reading faculty members serve as mentors/advisors throughout the program.

After successfully completing 12 credit hours within the major, all MA degree-seeking students are required to be advanced to candidacy.

Admission

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

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

Additional Requirements

Requirements for admission to the MA in reading program include:

- Receipt of official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.

Advancement to Candidacy

Automatic advancement to candidacy (ATC) is based on 12 credit hours of 3.0 GPA graduate level READ courses.

STEM Education (MA)

This program is offered by the School of Education. It is available online and at the St. Louis home campus.

Program Description

The master of arts (MA) in STEM education provides students with expertise in teaching in the STEM fields of coding and robotics. Candidates learn how to develop learner-centered and content-centered projects and assessments. They also acquire STEM learning skills in coding. The program uses robotics to teach the STEM pedagogy.

Themes of the Master of Arts in STEM Education Degree Program

Candidates who pursue the master of arts in STEM education learn coding and assemble robots for use in teaching STEM concepts. The degree is aligned with the International Society for Technology in Education (ISTE) NETS-T standards for educators, which are:

- "Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
- Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
- Educators inspire students to positively contribute to and responsibly participate in the digital world.
- Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
- Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

- Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.
- Educators understand and use data to drive their instruction and support students in achieving their learning goals."

Learning Outcomes

Those completing the MA in STEM education will:

- Be competent at teaching students how to code.
- Be competent in integrating robots into the curriculum.
- Know how to develop curriculum related to the STEM fields appropriate for the classroom.

Program Curriculum

Students pursuing the master of arts (MA) in STEM education are required to complete 33 credit hours. In particular, they take the following courses:

Design Core Courses (11 hours)

- EDTC 5460 Curriculum Design Technology Apps (3 hours)
- EDTC 5465 Instructional Design (2 hours)
- EDTC 5747 Professional Development in Educational Technologies (3 hours)
- EDTC 5637 Systemic Change Theory and Technology (3 hours)

Technology Core Courses (10 hours)

- EDTC 5250 Coding for Learners (2 hours)
- EDTC 5255 Physical and Virtual World Coding (2 hours)
- EDTC 5334 Constructivism and Technology (3 hours)
- EDTC 5705 STEM Pedagogy and Instruction (3 hours)

Technology Choice Courses (6 hours)

Choose 1 of 3:

- EDTC 5701 Operations and Methods of Teaching Robotics: Sensors (3 hours)
- EDTC 5702 Operations and Methods of Teaching Robotics: Robotic Arms (3 hours)
- EDTC 5703 Operations and Methods of Teaching Robotics: Drones and UAVs (3 hours)

Choose 1 of 2:

- EDTC 5770 Using Mobile Apps for Learning (3 hours)
- EDTC 5775 Developing Mobile Apps for Learning (3 hours)

Electives (6 hours)

At least 6 credit hours must be in courses with the EDTC prefix. While not required, it is recommended that you choose EDTC 5740 Designing Educational Technology Facilities for Educators (3 hours) or from one of the two sets of courses listed above.

Required (0 hours)

- EDTC 5995 Final Program Survey (0 hours)

Sequential Degree in STEM Education

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

Design Core Courses (11 hours)

- EDTC 5460 Curriculum Design Technology Apps (3 hours)
- EDTC 5465 Instructional Design (2 hours)
- EDTC 5747 Professional Development in Educational Technologies (3 hours)

- EDTC 5637 Systemic Change Theory and Technology (3 hours)

Technology Core Courses (10 hours)

- EDTC 5250 Coding for Learners (2 hours)
- EDTC 5255 Physical and Virtual World Coding (2 hours)
- EDTC 5334 Constructivism and Technology (3 hours)
- EDTC 5705 STEM Pedagogy and Instruction (3 hours)

Technology Choice Courses (6 hours)

Choose 1 of 3:

- EDTC 5701 Operations and Methods of Teaching Robotics: Sensors (3 hours)
- EDTC 5702 Operations and Methods of Teaching Robotics: Robotic Arms (3 hours)
- EDTC 5703 Operations and Methods of Teaching Robotics: Drones and UAVs (3 hours)

Choose 1 of 2:

- EDTC 5770 Using Mobile Apps for Learning (3 hours)
- EDTC 5775 Developing Mobile Apps for Learning (3 hours)

Required (0 hours)

- EDTC 5995 Final Program Survey (0 hours)

Admission

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

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

Additional Requirements

Requirements for admission to the MA in STEM education program include:

- Receipt of official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Essay.

Completed application files are reviewed by the coordinator of Educational Technology.

Advancement to Candidacy

Upon successful completion of 12 credit hours within the MA in STEM education, degree seeking students need to apply for advancement to candidacy. For specific details, please see your advisor.

School Counseling (MA)

This program is offered by the College of Arts & Sciences. It is available online and at the Rolla Metropolitan campus.

Program Description

The mission of the Webster University graduate school counseling degree program is to provide high-quality learning experiences to students, helping them become expert professional school

counselors who strive for individual excellence and contribute to an enhanced quality of life in local, national and global societies. Curriculum is culturally inclusive, training students with a strong base of knowledge and skills to practice effectively in a variety of careers in the field of mental health and human service, educational institutions, private practice, and government, business and industrial settings. It is designed to provide students with the necessary knowledge, practice and skills for working with individuals, children, families and groups in a variety of mental health and educational settings.

Students who require prerequisite courses may have to complete more credit hours.

Learning Outcomes

The student learning outcomes for the MA in school counseling support the development of students as competent counselors in training. Upon completion of the program, students will be able to:

- Develop a professional orientation and identity as a counselor by applying sound ethical, legal, advocacy and supervisory practices which lead to success as a school counselor.
- Identify the cultural context of relationships, issues and trends in a multicultural society that impact the counseling process.
- Synthesize theories of human growth and development to develop culturally responsive counseling practices.
- Apply theories and models of career development to related life factors in multicultural contexts appropriate to an individual's work, family and lifestyle.
- Develop an empirically based approach to counseling that emphasizes wellness and prevention by integrating theory and best practices.
- Apply theoretical and experiential understandings of group approaches to counseling to develop targeted interventions within a multicultural society.
- Apply individual and group approaches to assessment and evaluation in a multicultural society.
- Utilize statistical concepts, research methods, needs assessment and program evaluation skills commonly used in the counseling profession.
- Utilize skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career and personal/ social development.
- Collaborate with school and community members to plan, design, implement, evaluate and enhance the school and district-wide school counseling program to advance the academic, career and personal/social development of all students.
- Develop collaborative professional relationships throughout the school and community which support the school counseling program as well as the overall mission and improvement plans of the school and district.
- Serve as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the school counseling program and the school district.

(Adopted from the Missouri Department of Elementary and Secondary Education standards for School Counseling students.)

Prerequisites

Students who do not possess a bachelor's degree in education from a state-approved educator preparation program will be required to show proof of satisfactory coursework in teaching methods and practice, classroom management, and psychology of the exceptional child. Alternatively, students may add the following coursework to their plan of study:

- CMAT 5020 Inquiry Methods for STEM and Social Studies (3 hours)
- COMM 5187 Secondary Techniques and Curriculum (3 hours)
- EPSY 5170 Behavioral Management (3 hours)
- SPED 5860 Psychology of the Exceptional Student (3 hours)

Program Curriculum

This degree requires satisfactory completion of 48 credit hours of coursework. Note that successful completion of the program may exceed 48 credit hours for some students. Completion of the degree will provide students with the required educational credentials for both K-8 and 7-12 school counselor certifications in Missouri.

Required Core Courses

- COUN 0200 Comprehensive Counseling Student Development (0 hours)
- COUN 5020 Foundations of Counseling: The Helping Relationship (3 hours)
- COUN 5050 Human Growth and Development (3 hours)
- COUN 5100 Social and Cultural Foundations of Counseling (3 hours)
- COUN 5110 Foundations of School Counseling (3 hours)
- COUN 5200 Theories of Counseling (3 hours)
- COUN 5220 Assessment (3 hours)
- COUN 5600 Techniques of Group Counseling (3 hours)
- COUN 5685 Program Development for School Counselors (3 hours)
- COUN 5700 Lifestyle and Career Development (3 hours)
- COUN 5800 Professional Orientation and Ethical Practice (3 hours)
- COUN 5840 School Counseling Methods and Skills (3 hours)
- COUN 5850 Research and Program Evaluation (3 hours)

Required Field Experience Courses:

- EPSY 6105 School Counseling Practicum *(1.5 hours per term)* (3 hours total)
- EPSY 6503 Elementary School Counseling Internship *(1.5 hours per term)* (3 hours total)
- EPSY 6502 Secondary School Counseling Internship *(1.5 hours per term)* (3 hours total)

Required Elective:

Students will work with their advisor to select an appropriate elective from COUN, SPED or EPSY

- Elective (3 hours)

General Requirements

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

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

Students participating in the MA in school counseling professional degree program are required to understand and follow the American School Counselor Association (ASCA) *Ethical Standards for School Counselor* (2016) and the American

Counseling Association (ACA) *Code of Ethics* (2014), as well as adhere to applicable state laws, regulatory policies, and rules and policies governing professional staff behavior at the field placement setting. Students have the same ethical and professional obligation to clients as those required of professional counselors (ASCA, 2016).

Professional Commitment

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

This degree is a professional degree that is regulated by state licensure boards, the ACA *Code of Ethics* (2014) and the ASCA *Ethical Standards for School Counselors* (2016). As such, students will be required to commit to the above mentioned academic, interpersonal and counseling skill development various coursework including a minimum of 6 terms of clinical field experience. The clinical field experience is intensive, requiring a total of 700 supervised clinical hours. It is imperative that applicants and students understand the time commitment required to develop and evidence counseling and interpersonal skills, openness to supervision, and academic success related to the clinical field experience and program in general.

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

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

Remediation for Student Success Process

The ACA *Code of Ethics* (2014) requires that all counselor education programs in good standing provide a remediation process for all counselor education students that includes regular and ongoing evaluation of a student's general fit with the counseling profession. Appraisal will occur with faculty review of didactic and clinical competencies, attention to ethical code, openness to supervision, self-awareness and formation, and academic competency. When experiencing challenges in demonstrating academic success, development of appropriate interpersonal and/or counseling skills and openness to clinical supervision, students may be initially required to meet with the

course instructor to attempt to remediate student challenges. If unresolved, the instructor may request that the student be referred to the campus Counseling Program Advisory Committee. This Committee will review the reasons for student lack of success and will interview relevant instructors and the student to determine the most appropriate path for student success related to a potential future in the counseling profession. The most appropriate path may include but is not limited to: completion of extra coursework and/or field experience, completion of and/or participation in personal counseling and/or dismissal or time off from the counselor education program prior to completion of the degree program. Hence, successful completion of the MA in school counseling professional degree program may require additional coursework beyond the stated number of degree credit hours for those students requiring remedial coursework. Student openness to and cooperation with the campus Counseling Program Advisory Committee and adherence to both the ASCA *Ethical Standards for School Counselors* (2016) and the ACA *Code of Ethics (2014)* will be integral to the student's continued success within the program. Note: While the campus Counseling Program Advisory Committee may review cases related to academic challenge, it is not intended to mediate grade appeals or dismissals related to academic failure. The committee is in place to work with students who are challenged in one or more areas and are seeking a plan for remediation to remain in good standing or be transitioned out of the program.

Student Handbook

All students admitted to the MA in school counseling professional degree program are required to review and sign the Counseling Student Handbook as a requirement of enrollment and position in the program. Students are required to sign the final page of the handbook stating understanding of and agreement with the personal and professional commitment to the MA in school counseling degree program. The Counseling Student Handbook that is issued each academic year supersedes all previous versions. It is therefore important that students review the Counseling Student Handbook each year and become familiar with the guidelines contained therein.

Background Check

Some states, such as Missouri, will not issue a professional school counseling certificate or license to those with a failed background check. If an applicant or student has questions regarding such, it is recommended they check with the state professional school counseling licensure/certification board **prior** to applying to the MA in school counseling professional degree program. See the counseling program coordinator or faculty supervisor for further information. Also note that all students will be required to to successfully pass a background check for substitute teacher certification as part of the field experience application process. All background checks are at the expense of the student. See the counseling program coordinator or faculty supervisor for more information.

Field Experience

All students will complete a school-based field experience as part of their degree. Students outside of the St. Louis metropolitan area will be responsible for finding a school placement in coordination with their advisor. Students in the St. Louis metropolitan area will go through the School of Education's placement process.

All field experience students are required to have a substitute teacher certification in their state of practice. Alternatively, students may provide another active school personal certification for their state of practice.

degrees

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 School Counselor Association's website www.schoolcounselor.org.

Path to Certification

To attain certification or licensure in the field of professional school counseling in Missouri, graduates must pass both the Missouri School Counselor Content Exam and School Counselor Performance Evaluation. Students wishing to get certified/licensed in another state should consult that state's professional school counseling board.

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 school counseling program include:

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

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

Application Process

Applicants can apply to begin the program in either the Fall 1 or Spring 1 terms every year. All applications are reviewed on a rolling basis. For priority consideration, applications and all requirements must be post-marked **by July 15th** for the Fall 1 startin the same calendar year or **by December 1st** for the Spring 1 start in the following calendar year.

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

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

- Participate in a group orientation event to discuss: a) career-related interests in the field of professional counseling, b) orientation to the field of professional counseling, and c) orientation to the Webster University MA in school counseling program.
- Sign on the appropriate page in the Counseling Student Handbook provided by the first night of the first class or before.

Non-Degree Admission Applicants

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

Transfer Policies

Course Transfer

A maximum of twelve (12) credit hours from a graduate school counseling program at a university with acceptable accreditation (see Transfer of Credit in the Academic Policies section of this catalog) may be accepted toward the MA in school counseling. There will be no course substitutions once a student has transferred 12 credit hours.

Core counseling classes considered for transfer must be transferred into the counseling program within eight years of completion and must be equivalent to Webster course content and learning outcomes as evidenced by the actual course syllabus for the course requested for transfer. Syllabi samples and/or templates are not sufficient. Core courses include: COUN 5020, COUN 5050, COUN 5100, COUN 5110, COUN 5200, COUN 5220, COUN 5600, COUN 5700, COUN 5800 and COUN 5850. Non-core counseling courses considered for transfer can be transferred within ten years of completion. Best education preparation for the field may include advising applicants/students to not transfer related but unsubstantial credits as non-core courses. Practicum and Internship hours cannot be transferred to the degree.

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

Non-specialty accredited coursework not completed at Webster University may not adequately prepare students for nationally-normed exams. Students/applicants receiving approval for

transfer of counseling coursework transfer the coursework content at their own risk.

Non-Counseling Coursework

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

Transfer Between Campuses

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

Current Webster University professional counseling students may request to be considered for inter-campus transfer prior to starting field experience coursework. Students must be in good standing in the program to be considered for transfer (no students on academic probation or in remediation will be considered for transfer). Non-Webster students shall follow the aforementioned admission process for consideration for admittance into the program. The process for transfer between Webster University campuses shall include:

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

Additional documentation may be requested at the discretion of the counseling program coordinator.

Advancement to Candidacy

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

School Psychology (EdS)

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

Vision

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

Mission

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

Conceptual Framework

The conceptual framework for this program comes from *the National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services.* This model emphasizes the importance of problem-solving and scientific methodology in school psychology practice. The blueprint describes a vision of collaboration, education and social justice in which scientist-practitioners contribute to making this world worthy of its children. Webster University shares the vision of the National Association of School Psychologists that "all children and youth thrive in school, at home, and throughout life."

Goals and Outcomes (ISPA, 2009)

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

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

Domains of School Psychologists

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

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

Program Description

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

psychology is 39 hours. The EdS degree in school psychology is designed to accommodate three main categories of students:

1. Students who have just completed the master's degree in applied educational psychology at Webster University.
2. Students who have completed a master's degree from Webster University in a closely related field such as: applied educational psychology, educational psychology, clinical psychology, counseling psychology, school psychology, school counseling, or special education.
3. Students who currently have School Psychological Examiner Certification and wish to pursue an EdS.

The EdS degree in school psychology is designed to attract students from diverse cultural, linguistic, ethnic/racial and socioeconomic backgrounds. As suggested by the NASP position statement on the recruitment of culturally and linguistically diverse school psychologists, the program emphasizes diversity, cultural awareness and cultural sensitivity and offers flexible training options.

General Requirements

The entire preparation for becoming a school psychologist includes a master's degree in applied educational psychology, or in a closely related field, followed by 39 hours of post-master's work in school psychology curriculum and professional experiences. Students may complete the first year of the curriculum on a part-time basis, however, practicum during the second year involves spending two days a week in a school setting, with a certified school psychologist. The internship is a year-long, full-time supervised experience. Thus, full-time employment is not possible during the practicum and internship years.

School Psychology Portfolio

Work from both the master's degree and the EdS degree is included in the School Psychology Portfolio. The portfolio is aligned with DESE's requirements for Missouri educator certification as a school psychologist and the International School Psychology Association's (ISPA) goals, standards and indicators identified in the ISPA Guidelines for the Preparation of School Psychologists. The portfolio will be developed throughout the EdS program. The portfolios are used for both formative and summative evaluations in school psychology. Students share and discuss their portfolios with their advisors and program faculty. More information on the portfolio and the portfolio's scoring rubric can be found on the School of Education website and the Applied Educational Psychology Programs page on World Classroom.

Field Experiences and Internship

School psychology preparation includes a planned program of field experiences, practicum courses and a year-long internship. Each year of the program provides students with increasingly complex professional responsibilities. These experiences provide graduate students who are studying school psychology with opportunities to apply their knowledge of assessment models and methods, data collection and data analysis to specific school-related concerns. Students gain experience with program evaluation, consultation, mental health promotion and the full professional work of school psychologists. The final hours of EdS courses are taken during the year-long internship in school psychology. This supervised internship is equivalent to one (1) academic year, or a minimum of 1,200 hours and is accompanied by the course, School Psychology Internship.

EdS Program Coursework

The goals and "learning outcomes" for this program originate from the International School Psychology Association and the school psychology coursework is organized around the 2009 six goals

of ISPA. The 39-hour, post-master's EdS degree builds on the student's master's degree and offers the culminating experiences and coursework needed for educator certification as a school psychologist.

Goal 1 - Core Knowledge in Psychology and Education

- EPSY 5918 Data-based Decision-making in Education and Multi-Tiered Systems of Support (3 hours)
- EPSY 5170 Behavior Management (3 hours)

Goal 2 - Professional Practice Preparation

- EPSY 6103 School Psychology Practicum I (3 hours)
- EPSY 6107 School Psychology Practicum II (3 hours)
- EPSY 6500 School Psychology Internship (6 hours)

Goal 3 - Professional Skills and Abilities in Assessment and Interventions

- EPSY 6036 Psychoeducational Assessment II (3 hours)
- EPSY 6037 Mental Health in Schools: Assessment and Intervention (3 hours)
- EPSY 5991 Issues in Assessment: Cultural Diversity & Giftedness in Underserved Populations (3 hours)

Goal 4 - Interpersonal Skills, Collaboration and Consultation

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

Goal 5 - Research Methods and Statistical Skills

- Courses to fulfill this goal are taken as part of the MA degree.

Goal 6 - Knowledge of Ethics and Establishment of Professional Values

- EPSY 6200 Seminar in School Psychology: Professional School Psychology (2 hours)
- EPSY 6201 School Psychology: International and Multicultural Perspectives (2 hours)
- ESPY 6202 School Psychology: Case Studies of Exceptional Children and Youth (2 hours)

Track in International Children's Rights

In keeping with the core values and goals of this graduate program, the track in international children's rights acknowledges the fundamental human rights of all children and provides advanced knowledge and skills so that professionals can promote children's well-being, learning, development and safety. The track is twelve hours and students can include the courses listed below.

Choose 12 hours from the following:

- EPSY 5951 Child Rights for School Professionals (1 hour)
  (May be repeated for credit)
- EDUC 5210/EPSY 5210 Annual Human Rights Conference (1 hour)
  (May be repeated for credit)
- SPED 5319 Disabilities and Ethics (3 hours)
- EPSY 5952 Children, Trauma and Crisis Intervention (3 hours)
- EPSY 5991 Issues in Assessment: Cultural Diversity & Giftedness in Underserved Populations (3 hours)
- EPSY 6201 School Psychology: International and Multicultural Perspectives (2 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/

degrees

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 EdS in school psychology program include:

- A master of arts in applied educational psychology or a master's degree in a closely related field such as clinical psychology, counseling psychology, school counseling, or special education.
- Official transcripts of previous undergraduate and graduate coursework.
- A cumulative graduate GPA of 3.0 or higher.
- Essay.
- A current résumé.
- Three letters of recommendation from faculty and/or associates.

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

Admissions decisions are based on each candidate's:

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

School Psychologist Certification

Graduate students who successfully complete all of the program requirements for the MA in applied educational psychology with the track in educational psychology, the EdS in school psychology, and a passing score on the school psychologist Praxis test are eligible for Missouri school psychologist certification. Upon admission to the EdS program, students will receive the required courses needed for certification. In addition, students may be eligible to become nationally certified school psychologists. Please also see the current program handbook for school psychology. Following admission into the EdS school psychology program, students are required to notify the Webster University certification office of their intent to pursue school psychologist certification.

Below is a list of the courses required for certification. While these courses are part of the degree, there are additional courses needed to obtain the degree. The degree is needed for certification.

- EPSY 5001 Global Citizenship and Applied Educational Psychology (3 hours)
  or EPSY 5350 Intercultural Communications (3 hours)
- EPSY 5390 Applied Statistics in Educational Psychology (3 hours)
- EPSY 5800 Applied Research (3 hours)
- EPSY 5816 Advanced Child Development (3 hours)
  or EPSY 5810 Advanced Adolescent Psychology (3 hours)
- EPSY 5060 Psychoeducational Assessment I (3 hours)
- EPSY 5370 Counseling (3 hours)
- EPSY 5880 Psychology of Memory, Learning and Problem-solving (3 hours)

- EPSY 5911 Social and Personality Development: School Psychology (3 hours)
- EPSY 5952 Children, Trauma and Crisis Intervention (3 hours)
  or EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5918 Data-based Decision-making in Education and Multi-Tiered Systems of Support (3 hours)
- EPSY 5170 Behavior Management (3 hours)
- EPSY 6103 School Psychology Practicum I (3 hours)
- EPSY 6107 School Psychology Practicum II (3 hours)
- EPSY 6500 School Psychology Internship (6 hours)
- EPSY 6036 Psychoeducational Assessment II (3 hours)
- EPSY 6037 Mental Health in Schools: Assessment and Intervention (3 hours)
- EPSY 5991 Issues in Assessment: Cultural Diversity & Giftedness in Underserved Populations (3 hours)
- EPSY 6300 School Consultation in a Global Society (3 hours)
- EPSY 5941 Systems Leadership: School Psychology Planning and Evaluation (3 hours)
- EPSY 6200 Seminar in School Psychology: Professional School Psychology (2 hours)
  or EPSY 6201 School Psychology: International and Multicultural Seminar (2 hours)
  or EPSY 6202 School Psychology: Case Studies of Exceptional Children and Youth (2 hours)

Science Management and Leadership (MS)

This program is offered by the College of Arts & Sciences, and is only available online.

Program Description

The master of science (MS) in science management and leadership is designed for professional scientists and engineers who are advancing in their careers in management and leadership roles. The program is intended to provide these professionals with competencies in science writing, project management, leadership, regulatory affairs and quality systems, intellectual property, business law, finance, marketing, communications and ethics. The program will provide opportunities for mentoring and networking experiences.

Learning Outcomes

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

- Compose and present written and verbal information clearly and effectively to a variety of audiences.
- Discuss the role of ethical standards in business and leadership.
- Demonstrate the ability to work in teams, resolve conflict and lead to achieve common goals.
- Formulate the role of marketing, finance and budgeting in the process of product development for science-based operations.
- Formulate the role of intellectual property in science-based operations.
- Construct and evaluate project plans in accordance with regulatory and qualitative affairs standards for science-based operations.

Program Curriculum

The 36 credit hours required for the MS in science management and leadership must include the following courses:

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- SCML 5100 Technical Writing for Science (3 hours)
- SCML 5050 Communication for Professional Science Management and Leadership (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- SCML 5590 Ethics and Social Responsibility in Science Management and Leadership (3 hours)
- PATA 5120 Foundations in Intellectual Property Law (3 hours)
- SCML 5700 Marketing and Comparative Analysis for Science Management and Leadership (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- SCML 5800 Project Management (3 hours)
- SCML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership (3 hours)
- SCML 6000 Practical Application in Science Management and Leadership (3 hours)

In addition, the student chooses the remaining required credit hours from elective courses offered in this major and/or from the program curricula of other majors. All students must take at least one science elective course from the following list as part of their two elective choices:

- ENMG 5400 Environmental Sustainability (3 hours)
- ENMG 5000 Environmental Science (3 hours)
- ENMG 5420 Natural Resource Management and Sustainability (3 hours)
- ENMG 5430 Energy Policy and Sustainability (3 hours)
- GERN 5000 Gerontology (3 hours)
- GERN 5620 Physiology of Aging (3 hours)
- SPSM 5000 Space Environment (3 hours)
- SPSM 5750 Space Systems Engineering (3 hours)
- SPSM 5760 Space Bio-Astronautics (3 hours)

Dual Degree Option: MBA/MS in Science Management and Leadership

54 to 57 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)
- SCML 5100 Technical Writing for Science (3 hours)
- SCML 5050 Communication for Professional Science Management and Leadership (3 hours)
- SCML 5700 Marketing and Comparative Analysis for Science Management and Leadership (3 hours)
- PATA 5120 Foundations in Intellectual Property Law (3 hours)
- SCML 5800 Project Management (3 hours)

- SCML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership (3 hours)
- SCML 6000 Practical Application in Science Management and Leadership (3 hours)

In addition, all students must also take at least one science elective course from the following list:

- ENMG 5400 Environmental Sustainability (3 hours)
- ENMG 5000 Environmental Science (3 hours)
- ENMG 5420 Natural Resource Management and Sustainability (3 hours)
- ENMG 5430 Energy Policy and Sustainability (3 hours)
- GERN 5000 Gerontology (3 hours)
- GERN 5620 Physiology of Aging (3 hours)
- SPSM 5000 Space Environment (3 hours)
- SPSM 5750 Space Systems Engineering (3 hours)
- SPSM 5760 Space Bio-Astronautics (3 hours)

Sequential Degree in Science Management and Leadership

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

The student must complete the 30 credit hours of required core courses to earn the sequential MS in science management and leadership, and must include with the required 30 hours a science elective from the list above. If the student has previously completed or received credit for any of these courses, appropriate substitutes must be approved by the SCML program director.

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 MS in science management and leadership program include:

- Bachelor's degree and a minimum cumulative GPA of 3.0 on a 4.0 scale. Students with a cumulative GPA of at least 2.75 can be reviewed for conditional admission.
- Official transcripts from **all** universities, colleges and professional schools.
- A one-page Statement of Purpose* outlining the student's interest in the field of science/engineering and choice to pursue an SCML degree, including any relevant information the student would like the Admissions Committee to consider regarding their career goals.

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

Completed applications will be reviewed by the SCML Admissions Committee.

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements and approval by the SCML Admissions Committee. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit with a cumulative GPA of 3.0 or higher. All students are required to complete SCML 5100 Technical Writing for Science prior to advancement to candidacy. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Graduation from the SCML program requires successful completion of a capstone project during SCML 6000 and approval of the capstone presentation by a committee of at least three members, including the capstone instructor and two other appropriate subject matter members. Committee members may be selected by the student, subject to approval by the capstone instructor. Enrollment in SCML 6000 mandates all other required SCML courses have been completed or are being taken simultaneously with SCML 6000, and is subject to approval by the SCML program director.

Space Systems Operations Management (MS)

This program is offered by the George Herbert Walker School of Business & Technology. It is available online and at the Colorado Springs Metropolitan, but it is not available at the St. Louis home campus.

Program Description

The master of science (MS) degree-seeking student should consult the Admission, Enrollment, and Academic Policies sections for policies regarding application, admission, registration and the academic policies of Webster University.

In addition to the required core courses and the elective courses, the following options may be components of the student's degree program: master of arts (MA) degree professional seminars, internship, thesis or project, and credit transferred into the degree program. The student is limited to 3 credit hours of professional seminars and two issues courses.

Students may not apply for dual majors because of the technical nature of the MS degree program.

The MS in space systems operations management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Program Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques and theories used in the field of space systems operations management.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques and theories used in the field of space systems operations management when analyzing complex factual situations.
- Students will be able to effectively integrate (or synthesize) important facts, concepts, principles and theories in the field of space systems operations management when developing solutions to multifaceted space systems operations management problems in complex factual situations.

Emphasis Areas

The MS in space systems operations management is designed to prepare individuals for positions in the public and private sectors of the space industry.

The space systems **engineering and technical management** emphasis enables the student to understand the environment, technology and complexities of space operations and to apply quantitative and qualitative approaches to planning, executing and managing programs in the global environment of the space industry.

The space systems **acquisitions and program management** emphasis prepares individuals to handle space-related contracts and unique aspects of space systems acquisitions including software, hardware, personnel resources, budgeting and risk mitigation.

Program Curriculum

The 39 credit hours required for the MS degree must include the following core courses for a major in space systems operations management with an emphasis in space systems engineering and technical management or with an emphasis in space systems acquisitions and program management:

Core Courses

Engineering and Technical Management

- SPSM 5000 Space Environment *(Requisite Course)* (3 hours)
- SPSM 5730 Space Operations Research (3 hours)
- SPSM 5740 Space Systems Dynamics-Orbital Mechanics (3 hours)
- SPSM 5750 Space Systems Engineering (3 hours)
- SPSM 5770 Space Operations Management (3 hours)
- SPSM 6000 Practical Research in Space Operations (3 hours)

Acquisitions and Program Management

- SPSM 5000 Space Environment *(Requisite Course)* (3 hours)
- SPSM 5600 Space Systems Acquisition Law (3 hours)
- SPSM 5650 Space Systems Contracting (3 hours)
- SPSM 5730 Space Operations Research (3 hours)
- SPSM 5950 Space Systems Project Management (3 hours)
- SPSM 6000 Practical Research in Space Operations (3 hours)

Five elective courses chosen from the following for either emphasis

- SPSM 5700 Space Commanding Systems (3 hours)
- SPSM 5710 Space Communications Systems (3 hours)
- SPSM 5760 Space Bio-Astronautics (3 hours)
- SPSM 5800 GPS-Space Radio Navigation Systems (3 hours)
- SPSM 5900 Space Commercialization (3 hours)
- SPSM 5910 Space Systems Integration (3 hours)
- SPSM 5930 Space Systems Law and Policy (3 hours)
- SPSM 5940 Space Decision Support Systems (3 hours
- SPSM 5990 Issues in Space Operations (3 hours)

In addition, the student chooses two elective courses (6 credit hours) from this major or from the program curricula of other George Herbert Walker School of Business & Technology majors.

Admission

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:

degrees

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

Additional Requirements

Applicants to the space systems operations management (MS) must have completed a business or business-related undergraduate degree meeting the following criteria:

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

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

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

Advancement to Candidacy

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

Special Education (MA)

This program is offered by the School of Education. It is available online and at the St. Louis home campus.

Program Description

The master of arts (MA) in special education provides practicing educators, related professionals and other qualified individuals opportunities to study and research special education practices and services. Current issues and emerging trends are explored on a global level, with a strong focus on social justice and ethical themes at the local, national and/or international level. The program emphasizes developmentally oriented theory and research in the areas of cognitive and socio-emotional development, and students are expected to use this knowledge to design and promote evidence-based interventions and instructional practices to enhance pupil learning. Candidates explore opportunities for collaboration and advocacy within their educational settings that are designed to improve the quality of life of individuals with disabilities in general. The program of study recognizes the rapidly changing dimensions of special education and promotes the philosophy of integrated and inclusive learning experiences for all children and youth.

The program offers students opportunities to individualize professional development by specializing in unique areas of study. The emphasis areas are designed to provide flexibility within a structured sequence of coursework. Students may choose to specialize in applied behavior analysis, dyslexia, mild/moderate disabilities, multi-tiered systems of support (MTSS), severe developmental disabilities and autism, or trauma-informed education and intervention.

The master of arts in special education program does not lead to initial teacher certification in special education. For more information about initial teacher certification in special education (mild/moderate disabilities), please refer to the Teacher Certification section under the
MAT with an emphasis in special education section of this catalog.

Learning Outcomes

Graduates of this program are able to:

- Use valid and reliable assessment practices to minimize bias.
- Use their knowledge of general and specialized curricula to improve programs, supports and services at classroom, school, community and system levels.
- Facilitate the continuous improvement of general and special education programs, supports and services at the classroom, school and system levels for individuals with exceptionalities.
- Conduct, evaluate and use inquiry to guide professional practice.
- Provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.
- Use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
- Collaborate with stakeholders to improve programs, services and outcomes for individuals with exceptionalities and their families.

Program Curriculum

The MA special education majors are required to complete a minimum of 33 credit hours, 24 of which must be in special education. Students considering graduate study at the doctoral level are encouraged to complete six (6) credits of field research and complete a thesis for a program total of 36 credit hours.

Required Coursework:

The following courses are required, with a minimum grade of B- in each course, for all special education majors:

Global Citizenship, Teacher Leadership, and Policy

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

Learner Development, Curriculum and Program Outcomes

- SPED 5500 Socio-emotional Development: Children with Special Needs (3 hours)
  or SPED 5660 Cognitive Development: Children with Special Needs (3 hours)
- Emphasis area (5000-level) coursework (9 hours)

Assessment

One course from the following list based on emphasis area:

- SPED 5040 Assessment of Reading Disabilities, including Dyslexia (3 hours)
- SPED 5240 Psychoeducational Assessment (3 hours)
- SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities and Autism (3 hours)
- SPED 5413 Intensive Academic Intervention (3 hours)

- SPED 5315 Identification and Assessment of Children with Emotional and Behavioral Disorders (3 hours)
- SPED 5703 Functional Behavior Assessment and Intervention (3 hours)

Professional and Ethical Practice

One course from the following list:

- SPED 5270 Advocating for Persons with Disabilities (3 hours)
- SPED 5275 Reflective Teaching and Mentoring (3 hours)
- SPED 5319 Disability and Ethics (3 hours)
- SPED 5330 Legal Issues in Special Education (3 hours)
- SPED 5903 Ethics and Professional Issues in Applied Behavior Analysis (3 hours)

Collaboration

One course from the following list:

- SPED 5290 Co-Teaching and Collaborative Practices for the 21st Century Classroom (3 hours)
- SPED 5704 Systems Leadership: Staff Development & Coaching (3 hours)
- SPED 5880 Integrating Resources: Community, School and Family (3 hours)

Research and Inquiry

- SPED 5800 Applied Research Methods (3 hours)
  or SPED 5850 Single-Subject Research Design (3 hours)
- SPED 6000 Applied Field Research (3 hours)
  or SPED 6250 Thesis *(for graduate students interested in doctoral studies)* (6 hours)

Elective

- 3 hours in consultation with advisor

Total: 33 credit hours

Emphasis in Applied Behavior Analysis

This emphasis is only available online.

Applied Behavior Analysis (ABA) is a type of intervention that focuses on improving specific behaviors, such as academics and adaptive behavior. The emphasis in applied behavior analysis prepares candidates with the knowledge and concepts needed to engage in applied behavior analysis in schools, community agencies, residential centers and family settings to enhance the skills and abilities of persons with Autism Spectrum Disorder, significant disabilities and other developmental disabilities.

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

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

The following coursework is required for an emphasis in applied behavior analysis:

- SPED 5703 Functional Behavioral Assessment and Interventions* (3 hours)
- SPED 5850 Single-Subject Research Design* (3 hours)
- SPED 5890 Introduction to Applied Behavior Analysis (3 hours)
- SPED 5900 Concepts and Principles of Behavior Analysis (3 hours)
- SPED 5901 Behavior Change Procedures (3 hours)
- SPED 5902 Supervision and Staff Performance (3 hours)
- SPED 5903 Ethics and Professional Issues in Applied Behavior Analysis* (3 hours)

*Core course requirement

Emphasis in Dyslexia

The emphasis in dyslexia is intended for certified educators who are interested in acquiring the foundational knowledge necessary for understanding what dyslexia is, how to recognize this problem early in a child's academic career, and how to provide appropriate, intensive instruction to help students with reading disabilities to achieve academic success. Each of the six courses required for this emphasis are aligned with the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading.

The following courses are required for an emphasis in dyslexia:

- READ 5190 Advanced Studies in Language Development and Acquisition (3 hours)
- SPED 5040 Assessment of Reading Disabilities, including Dyslexia* (3 hours)
- SPED 5235 Understanding Diverse Reading Profiles, including Dyslexia (3 hours)
- SPED 5412 Instructional Methods for Diverse Reading Profiles, including Dyslexia (3 hours)
- SPED 5270 Advocating for Persons with Disabilities* (3 hours)
- SPED 5090 Special Education Practicum: Dyslexia (3 hours)

*Core course requirement

Emphasis in Mild/Moderate Disabilities

The emphasis in mild/moderate disabilities is intended for certified educators who are interested in developing expertise in teaching students with mild/moderate (cross-categorical) disabilities. While the emphasis does not lead to an initial teacher certificate in mild/moderate disabilities, the program of study offers currently certified teachers an opportunity to acquire the foundational knowledge in preparation for an endorsement in mild/moderate disabilities: cross-categorical.

The following coursework is required for an emphasis in mild/moderate disabilities:

- SPED 5240 Psychoeducational Assessment* (3 hours)
- SPED 5380 Methods for Students with Mild/Moderate Disabilities I (3 hours)
- SPED 5381 Methods for Students with Mild/Moderate Disabilities II (3 hours)

*Core course requirement or substitute

Two courses (6 credits) from the following:

- SPED 5010 Differentiated Mathematics Instruction (3 hours)
- SPED 5020 Assistive Technology for Students with Special Needs (2-3 hours)
- SPED 5040 Assessment of Reading Disabilities, including Dyslexia (3 hours)
- SPED 5050 Language Development (3 hours)
- SPED 5090 Special Education Practicum (3 hours)
- SPED 5245 Counseling for Life's Transitions (3 hours)

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- SPED 5250 Behavior Management for Children with Special Needs (3 hours)

Emphasis in Multi-Tiered Systems of Support (MTSS)

This emphasis is only available online.

The emphasis in targeted to educators and other qualified professionals who are interested in pursuing careers as statewide, regional or district-wide multi-tiered systems of support (MTSS) developers and consultants. The focus is on building capacity of school districts, regional consortia and state agencies to plan and implement tiered prevention systems to improve social behavior and learning outcomes for K-12 students.

Students pursuing the emphasis in multi-tiered systems of support (MTSS) are expected to have a professional affilliation with a private or public educational organization in order to fully benefit from the coursework.

The following coursework is required for an emphasis in multi-tiered systems of support:

- SPED 5700 Multi-Tiered Systems of Support (3 hours)
- SPED 5701 Universal School-Wide PBIS* (3 hours)
- SPED 5702 Secondary Targeted Group Interventions (3 hours)
- SPED 5703 Functional Behavior Assessment and Intervention (3 hours)

*Core course requirement or substitute

Emphasis/Certification Endorsement in Severe Developmental Disabilities and Autism

The emphasis in severe developmental disabilities and autism offers a concentrated program of study in the assessment and instruction of children and youth with severe developmental disabilities and autism. The program builds on the knowledge base of special educators who are qualified to teach students with mild and moderate disabilities, and extends the capabilities of special educators to provide individualized and appropriate educational opportunities to all children.

In order to apply for the advanced certification endorsement program in severe developmental disabilities and autism, the applicant must hold a valid Missouri teacher's certificate in mild/moderate disabilities: learning disabilities, mental retardation, behavior disorders, physical and other health impairments, or cross-categorical disabilities.

The following coursework is required for an emphasis in severe developmental disabilities and autism:

- SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities and Autism* (3 hours)
- SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities and Autism (3 hours)
- SPED 5313 Augmentative and Alternative Communication for Students with SDD and Autism (3 hours)
- SPED 5090 Special Education Practicum: Severe Developmental Disabilities (3 hours)

* Core course requirement or substitute

Emphasis in Trauma-Informed Education and Intervention

The emphasis in trauma-informed education and intervention is designed for practicing teachers, school-based mental health specialists, counselors and other related services professionals who are interested in expanding their expertise in advocating and working with children who require specialized, targeted or one-to-one services. This offers an advanced program of study in the identification, assessment and evaluation, psychoeducational intervention and instruction of children and youth who have experienced trauma as well as severe emotional and behavioral disorders.

The following coursework is required for an emphasis in trauma-informed education and intervention:

- SPED 5500 Socio-emotional Development: Children with Special Needs* (3 hours)
- SPED 5315 Identification and Assessment of Children with Emotional and Behavioral Disorders* (3 hours)
- SPED 5285 Understanding and Responding to Trauma in Schools (3 hours)
- SPED 5317 Psychoeducational Interventions, Curriculum, and Strategies for Students with Emotional and Behavioral Disorders (3 hours)

*Core course requirement

Two courses (6 credits) from the following:

- SPED 5220 Topics in Education *(topic appropriate to emphasis)* (1-3 hours)
- SPED 5250 Behavior Management for Children with Special Needs (3 hours)
- SPED 5314 Children and Youth with Emotional and Behavioral Disorders (3 hours)
- SPED 5350 Enhancing Self-Regulated Learning and Social Competency for Students with Exceptionalities (3 hours)
- SPED 5331 Working with Difficult Students (3 hours)
- COUN 5160 Issues in Counseling: Psychodrama Therapy (1-3 hours)
- EDIN 5620 Mindfulness (3 hours)
- EDIN 5622 Restorative Justice: Learning Communities (3 hours)
- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5890 Psychology of Stress (3 hours)
- EPSY 5952 Children, Culture and Violence (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 MA in special education program include:

- 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.

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 as a Second Language (MA)

This program is offered by the School of Education. It is available online, at the St. Louis home 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 as a second language (MA in TESL) at Webster University is designed for individuals who seek to develop the English skills of non-native speakers living either overseas or in the United States. The program allows candidates to develop a solid theoretical background in critical aspects such as culture, language structure, first and second language acquisition theory, curriculum and materials development, teaching methodology, assessment and research, while preparing them to become effective language teachers.

The MA in TESL 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, Athens, Bangkok,*** Webster University at Astana International University, Webster University Tashkent, Webster University at Uzbekistan State University of World Languages, and Webster University at Samarkand State Institute of Foreign Language campuses. The K-12 ELL education emphasis is available online and at St. Louis home campus.

As part of the MA in TESL – the K-12 ELL education emphasis, we 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 TESL 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 TESL with an emphasis in ESL/EFL education or the MA in TESL 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 oustide 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 TESL emphases within 5 years from the start of their TESL coursework.

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

***Students completing their degree at the Bangkok campus are required to complete a minimum of 36 credit hours for the MA in TESL. There are two options: (1) complete all requirements for the MA in TESL in addition to TESL 5750 Special Institute: Final Writing Project, or (2) complete all requirements for the MA in TESL in addition to TESL 6250 Thesis for a total of 12 credit hours for the thesis.

Learning Outcomes

Program Goals – The following program goals are built on a conceptual framework of knowledge, implementation and reflection.

Candidates will demonstrate knowledge of:

- The English language system, its components (i.e., phonology, morphology, syntax, semantics, etc.) and issues of linguistic variation (i.e., dialects, discourse, slang, humor, etc.).
- The major theories, key concepts and research in first and second language acquisition (SLA).
- Modern and traditional teaching approaches, as well as the legal processes and policies that have influenced the English as a Second Language field.
- Multicultural aspects and personal variables (i.e., background experiences, values, beliefs, gender) that affect the process of language acquisition and cultural integration.
- Effective learning and communication strategies.
- Curriculum design and appropriate materials/textbooks.
- Current and historical aspects of assessment design and implementation, as well as their implication for various stakeholders.

Candidates will practice in their classroom:

- Various standards-based instructional strategies to support effective educational practices that value individual and cultural differences.
- Standards-based curriculum designed on modern teaching theories and meaningful, authentic content and language materials (i.e., experiences that model social and academic contexts by integrating all language skills – listening, speaking, reading and writing).
- Multiple culturally-informed, valid, reliable, authentic, pragmatic and non-biased assessment techniques that measure learning progress and teacher/program/content effectiveness.
- Technology-centered activities that promote content and language learning, following a constructivist model that allows ample language input and practice.

degrees

Candidates will reflect on:

- The roles educators take in collaboration with colleagues, school administrators, paraprofessionals, parents and community members to advocate for the needs of their community of learners and their direct access to resources.
- Personal growth through on-going participation in personal development activities.
- Effectiveness of instructional and assessment approaches in the classroom with the view of achieving equitable education for their ELL students.
- Curriculum appropriateness in compliance with national and regional standards, as well as program expectations and student diverse needs, preparedness, resources and ability.
- The need to support and encourage ELL students and families in their journey of social, cultural and linguistic accommodation.

ESL/EFL Education Emphasis

33 Credit Hours

Required Courses (24 credit hours)

- TESL 5230 Second Language Acquisition* (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods* (3 hours)
- TESL 5220 Curriculum Development in Second Language Classrooms* (3 hours)
- TESL 5350 Language and Culture* (3 hours)
- TESL 5030 Language History, Planning and Policy* (3 hours)
- TESL 5311 Principles and Practices of Language Testing* (3 hours)
- TESL 5710 Grammar for ESL/EFL Teachers
  or TESL 5720 Teaching English Pronunciation* (3 hours)
- TESL 5040 Practicum in ESOL (taken at the end of the program)* (3 hours)

*Course contains a key assessment for data collection purposes.

Electives (9 credit hours)

- TESL 5710 Grammar for ESL/EFL Teachers (3 hours)
- TESL 5720 Teaching English Pronunciation (3 hours)
- TESL 5730 Materials Development in Language Classrooms (3 hours)
- TESL 5750 Special Institute in TESL (3 hours)
- TESL 5200 Independent Study (3 hours)
- TESL 6250 Thesis (3-12 hours)
  and TESL 6900 University Thesis Requirement (0 hours)
- COMM 5199 Teaching Writing
  or COMM 5280 Written Communication (3 hours)
- COMM 5440 Integrated Language Arts (3 hours)
- COMM 5340 Language Arts Seminars: Teaching Language and Language Issues (3 hours)
- COMM 5344 Introduction to Linguistics (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)
- EPSY 5490 Seminar in Immigrant and Refugee Experiences (3 hours)
- EDTC 5630 Advanced Topics in Classroom Technologies (3 hours)

International Education Emphasis

33 Credit Hours

Required Courses (24 credit hours)

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

- TESL 5030 Language History, Planning, and Policy* (3 hours)
- TESL 5311 Principles and Practices of Language Testing* (3 hours)
- TESL 5710 Grammar for ESL/EFL Teachers (3 hours)
- TESL 5040 Practicum in ESOL* (3 hours)

*Course contains a key assessment for data collection purposes.

Electives (9 credit hours)

- TESL 5730 Materials Development in Language Classrooms (3 hour)
- TESL 5740 English for Academic Purposes (3 hours)
- TESL 5750 Special Institute in TESL (3 hours)
- TESL 5760 English for Specific Purposes (3 hours)
- TESL 5200 Independent Study (3 hours)
- TESL 6250 Thesis (3-12 hours)
  and TESL 6900 University Thesis Requirements (0 hours)

K-12 ELL Education Emphasis

33 Credit Hours

Required Courses (24 credit hours)

- TESL 5230 Second Language Acquisition* (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods* (3 hours)
- TESL 5220 Curriculum Development in Second Language Classrooms* (3 hours)
- TESL 5350 Language and Culture* (3 hours)
- TESL 5030 Language History, Planning, and Policy* (3 hours)
- TESL 5311 Principles and Practices of Language Testing* (3 hours)
- TESL 5730 Materials Development in Language Classrooms (3 hours)
  or COMM 5270 Visual Communications
  or COMM 5530 Technology and Teaching (3 hours)
- TESL 5040 Practicum in ESOL* (3 hours)

*Course contains a key assessment for data collection purposes.

Electives (9 credit hours)

- COMM 5199 Teaching Writing
  or COMM 5280 Written Communication (3 hours)
- COMM 5440 Integrated Language Arts (3 hours)
- COMM 5340 Language Arts Seminar: Teaching Language and Language Issues (3 hours)
- TESL 5710 Grammar for ESL/EFL Teachers (3 hours)
- TESL 5720 Teaching English Pronunciation (3 hours)
- TESL 5730 Materials Development in Language Classrooms (3 hours)
- TESL 5750 Special Institute in TESL (3 hours)
- TESL 5200 Independent Study (3 hours)
- TESL 6250 Thesis (3-12 hours)
  and TESL 6900 University Thesis Requirements (0 hours)
- COMM 5820 Foundations in Reading Instruction (3 hours)
- EPSY 5490 Seminar in Immigrant and Refugee Experiences (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)
- SPED 5318 Global Issues in Special Education (3 hours)
- EDTC 5630 Advanced Topics in Classroom Technologies (3 hours)

Missouri ELL Certification

21 Credit Hours

All students pursuing the Missouri ELL certification or the Webster TEFL certificate will be considered degree-seeking students and

will have the option to pursue one of the MA in TESL tracks within 5 years from the start of their TESL coursework.

Required courses (21 credit hours)

- TESL 5230 Second Language Acquisition (3 hours)
- TESL 5220 Curriculum Development in Second Language Classrooms (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods (3 hours)
- TESL 5350 Language and Culture (3 hours)
- TESL 5030 Language History, Planning, and Policy (3 hours)
- TESL 5040 Practicum in ESOL (3 hours)
- TESL 5311 Principles and Practices of Language Testing (3 hours)

Admission

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

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

Additional Requirements

Requirements for admission to the MA in teaching English as a second language program include:

- Receipt of official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Non-native speakers need to pass TOEFL, paper-based score of 575 and above (International students – see graduate catalog).
- Native speakers two semesters of a foreign language (with a grade of B or better) is strongly recommended.

Advancement to Candidacy

Students must complete 12-15 hours or core TESL coursework at the beginning of their program of study and maintain a minimum of a 3.0 GPA (B average).

Required Coursework for Advancement to Candidacy (6-9 credit hours)

- TESL 5230 Second Language Acquisition
- TESL 5220 Curriculum Development in Second Language Classrooms
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods

Other Coursework toward Advancement to Candidacy (3-6 credit hours)

- TESL 5350 Language and Culture
- TESL 5030 Language History, Planning, and Policy
- TESL 5311 Principles and Practices of Language Testing

The candidacy requirements are the same for both the K-12 ELL education emphasis and the ESL/EFL education emphasis.

Administration of Justice

Graduate Certificate
12 Credit Hours

This program is offered by the College of Arts & Sciences. It is available online and at select U.S. campuses, but it is not available at the St. Louis home campus. Please see the Campus Locations and Offerings section of this catalog for a full list of campuses where this program is offered.

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

Program Description

The graduate certificate in the administration of justice allows students to develop advanced knowledge of crime control systems and cultivate technical, critical thinking and analytical skills. The program emphasizes organizational and leadership structures within the criminal justice system.

Learning Outcomes

Upon completing this certificate in the administration of justice, students will be able to:

- Articulate ethical implications of decision making in the criminal justice system.
- Explain the interdependence of institutions in the criminal justice system and broader social, legal and socioeconomic environments.
- Articulate the ways issues of diversity affect the operation of criminal justice organizations and actors, including differences by race, ethnicity, sexual orientation, sex, gender, age and so on.
- Demonstrate effective written and oral communication skills.

Requirements

The 12 credit hours required for the graduate certificate in administration of justice are the following four courses:

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

*Students completing the certificate are exempt from the requirement to complete the prerequisite for LEGL 5450.

Admission

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

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Webster University
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St. Louis, MO 63119

Advanced Research

Graduate Certificate
12 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology. It is only available at the Geneva campus and the courses are taught in French.

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

Program Description

The certificate in advanced research is a 12 credit hour program of study designed for those who hold leadership positions in healthcare; who have completed a master's degree, or who are completing a master degree in health care management; and who are interested in developing skills in advanced research. Students will develop a research proposal, gain IRB approval for that research proposal, conduct their research project and make a contribution to the field of healthcare management by developing a research article based on the research conducted.

Requirements

The 12 credit hours required for this certificate include the following courses:

- HLTH 5100 Statistics for Health Administration (3 hours) **or** HEAL 5000 Advanced Theories and Concepts in Health Care (3 hours)
- HRDV 5750 Research and Assessment Methods in Human Resources Development (3 hours)
- BUSN 6140 Business Research Analysis (3 hours)
- HEAL 6550 Advanced Research in Healthcare (3 hours)

Admission

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 advanced research certificate program include:

- Master's degree in health care field or current master's student status.
- Official transcripts from **all** universities, colleges and professional schools.
- Leadership experience in health care.
- A résumé describing scope, responsibilities and work experience.
- Personal interview.
- This program is taught in French, therefore students must meet francophone requirements.

Applied Behavior Analysis

Advanced Graduate Certificate

21 Credit Hours

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

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

Program Description

This 21-credit online advanced graduate certificate (ACG) program prepares candidates with the knowledge and concepts needed to engage in applied behavior analysis in schools, community agencies, residential centers and family settings to enhance the skills and abilities of persons with Autism Spectrum Disorder, significant disabilities and other developmental conditions.

The program provides training in functional behavior assessment, analysis and intervention within the context of ethically guided and evidence-based practices. Candidates are introduced to the conceptual foundations of applied behavior analysis, research methodology, principles and practices of behavioral instruction, support and intervention, and the ethical and professional guidelines needed for effective and efficacious services.

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

Learning Outcomes

Successful completers will:

- Demonstrate a thorough understanding and knowledge of the concepts and principles that underlie applied behavior analysis.
- Demonstrate a thorough understanding of the principles involved in functional behavior observation, assessment and analysis.
- Demonstrate a thorough understanding of the principles that govern the application of behavior analysis to alleviate the behavioral challenges and problems experienced by persons with disabilities or socio-emotional challenges.
- Understand the ethical and legal principles and responsibilities in the application of behavior principles.
- Master the foundational concepts and skills needed to apply to sit for the Board Certified Behavior Analyst® Examination offered through the Behavior Analyst Certification Board (BACB).

Requirements

All coursework must be completed with a grade of B- or better.

- SPED 5703 Functional Behavioral Assessment and Intervention (3 hours)
- SPED 5850 Single-Subject Research Design (3 hours)
- SPED 5890 Introduction to Applied Behavior Analysis (3 hours)
- SPED 5900 Concepts and Principles of Behavior Analysis (3 hours)
- SPED 5901 Behavior Change Procedures (3 hours)

- SPED 5902 Supervision and Staff Performance (3 hours)
- SPED 5903 Ethics and Professional Issues in Applied Behavior Analysis (3 hours)

Admission

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

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

Additional Requirements

Requirements for admission to the applied behavior analysis advanced graduate certificate program include:

- Students seeking this advanced graduate certificate must have earned a recognized master's degree with a graduate cumulative GPA of 3.0.

Applied Gerontology Enhancement and Specialization

Graduate Certificate
12 Credit Hours

This program is offered by the College of Arts & Sciences and is only available online.

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

Program Description

The certificate in applied gerontology enhancement and specialization (AGES) is offered to those who currently work, have worked or will work in the field of gerontology and have attained a bachelor's or master's degree. This certificate will develop and enhance the managerial and administrative skills of the practitioner and provide students with the knowledge to effectively meet the needs of the aging population in a variety of career settings.

Students enrolled in the MA degree program in gerontology are not eligible to receive the applied gerontology enhancement and specialization certificate.

Requirements

The 12 credit hours required for the graduate certificate in applied gerontology enhancement and specialization include the following courses:

- GERN 5600 Economic Issues for Older Adults (3 hours)
- GERN 5640 Management of Programs for Older Adults (3 hours)
- GERN 5670 Social Science Perspectives in Gerontology (3 hours)
- GERN 5690 Issues in Gerontology* (3 hours)

*GERN 5690 course topics vary

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

Artificial Intelligence

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology, and is only available at the St. Louis home 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

Artificial Intelligence (AI) is a rapidly-evolving branch of computer science focusing on analyzing data and making appropriate and effective decisions based on this analysis. 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.

Learning Outcomes

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

- 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 artifical 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.

Requirements

The 18 hours for the certificate in artificial intelligence requires the following courses:

- CSDA 5210 Databases and Data Warehouses (3 hours)
- CSAI 5210 Artificial Intelligence with Python (3 hours)
- CSDA 5230 Data Analytics (3 hours)
- CSDA 5320 Analytics Application using Python (3 hours)
- CSAI 5220 Machine Learning (3 hours)
- CSAI 5320 Deep Learning - Image, Video and Audio (3 hours)

Program Assessment

At the end of the final course, the program learning outcomes will be assessed through a detailed final exam.

Admission

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

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

Additional Requirements

Requirements for admission to the artificial intelligence certificate program include:

Preliminary Skills and Prerequisite Courses

To ensure adequate preparation in both information technology and business, an applicant to this artificial intelligence certificate program must have basic business knowledge and basic information technology knowledge. The Walker School of Business & Technology accepts individuals who have successfully graduated from undergraduate computer science, information systems, mathematics, business administration, management or similar degree programs and possess the basic business, mathematics and information technology knowledge.

Requirements

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

Corporate Entrepreneurship

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology and is only available at the St. Louis home campus.

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

Program Description

The graduate certificate in corporate entrepreneurship at the Walker School of Business & Technology is designed to provide prospective corporate entrepreneurs with knowledge, skills and competencies needed to understand, develop, analyze and implement entrepreneurial initiatives within their companies. Corporate entrepreneurship is more than just new product development; it includes innovations in services, channels, brands and intellectual property models. The courses explore how corporate entrepreneurs can employ existing resources and use innovation practices to function as an entrepreneur within a firm. In addition, the courses will provide a process by which a corporate entrepreneur within a proven company can create, nurture, launch and achieve success in a new venture that is distinct from the existing company but leverages present company assets, market position, capabilities or human and material resources.

Learning Outcomes

Upon successful completion certificate, students will be able to:

- Explain constructs that guide the corporate entrepreneurship process and methods.
- Conduct an entrepreneurial assessment of for-profit and not-for-profit corporations.
- 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 at the St. Louis home 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 to foster creativity and innovation processes within a variety of settings (e.g. workplace, 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 official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5.

Completed application files will be reviewed by the School of Education.

Cybersecurity - Information Assurance

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home campus and at the Melbourne Metropolitan 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 focuses on expanding the student's knowledge and understanding of the cybersecurity challenges and issues facing corporate and governmental organizations. Courses in the certificate provide an understanding of current cybersecurity threats, phraseology and terminology, various roles, responsibilities, and processes applied in protecting an organization's digital content, as well as evaluation of transmission media, storage systems, networks, risk management and national critical infrastructure. The primary goal of this certificate program is to support IT/CS professionals seeking to expand their understanding of the cybersecurity discipline and to apply that knowledge to their profession.

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

Learning Outcomes

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

Requirements

- CSSS 5110 Cybersecurity Communications (3 hours)

- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5140 Cybersecurity Strategic Operations (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 5270 Cybersecurity in Cloud Computing (3 hours)
- CSSS 5290 Cybersecurity Risk Management Framework (3 hours)

NOTE: CSSS 5000 is not a prerequisite requirement for this certificate.

Admission

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

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

Cybersecurity - Threat Detection

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home 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.

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

Program Description

This certificate focuses on expanding the student's knowledge and understanding in the areas of forensics and threat detection techniques and processes. Courses in the certificate provide an understanding of types of information and data threats, as well as analyzing those threats, and conducting forensic investigations post-attack. The primary goal of this certificate program is to support IT/CS professionals seeking to specialize in threat detection and forensic aspects of cybersecurity.

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

Requirements

- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5130 Cybersecurity Intelligence/Counter-intelligence (3 hours)
- CSSS 5210 Cybersecurity Law & Policy (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)
- CSSS 5230 Cybersecurity Forensics (3 hours)

NOTE: CSSS 5000 is not a prerequisite requirement for this certificate.

Admission

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

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

Digital Marketing Management

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home campus and at the Geneva campus.

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

Program Description

The graduate certificate in digital marketing management is for students who have a background in marketing and are interested in obtaining specific expertise in the growing field of digital marketing. Students will be equipped with the critical skills to be proficient in executing effective digital marketing strategy.

Learning Outcomes

Students will be able to:

* Create digital marketing strategies that align with larger marketing objectives.
* Critically analyze the appropriateness of each of the major digital marketing channels (i.e. paid, organic, affiliate, social, email and mobile applications etc.) against marketing strategies.
* Develop, evaluate and execute a comprehensive digital marketing strategy and plan.
* Measure and evaluate digital marketing efforts.
* Describe the latest digital marketing technologies.
* Articulate the ethical impact of digital marketing efforts.

Requirements

The 18 hours required for this certificate include the following courses:

* MDST 4110 Digital Media and Culture (3 hours)
* MRKT 5720 Promotional Management (3 hours)
* MRKT 5740 Management of Digital Marketing (3 hours)
* MRKT 5895 Marketing Analytics (3 hours)
* MRKT 5750 Management of Social Media (3 hours)
* MRKT 5790 Digital Marketing Strategy (3 hours)

Note: Courses listed above may require additional prerequisites.

Admission

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

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

Dyslexia

Graduate Certificate
18 Credit Hours

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

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

Program Description

The graduate certificate in dyslexia is intended for certified educators who are interested in acquiring the foundational knowledge necessary for understanding what dyslexia is, how to recognize this problem early in a child's career, and how to provide appropriate, intensive instruction to help students with reading disabilities to achieve academic success. Each of the six courses required for this certificate are aligned with the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading.

Learning Outcomes

Completers of this program are able to:

* Understand the foundations of language acquisition.
* Develop knowledge of diverse reading profiles, including dyslexia.
* Understand the differences among and purposes for screening, progress-monitoring, diagnostic and outcome assessments.
* Understand the procedures and principles for accurate assessment and interpretation of assessments.
* Understand and apply the essential principles of Structured Literacy Instruction in the areas of phonological and phonemic awareness, phonics and word recognition, fluency, vocabulary and reading comprehension.
* Understand and apply the major skill domains that contribute to written expression.
* Understand professional dispositions and practices.

Requirements

The 18 credit hours required for the graduate certificate in dyslexia include the following courses, which must all be taken at Webster University in the following sequence:

* READ 5190 Advanced Studies in Language Development and Acquisition (3 hours)
* SPED 5235 Understanding Diverse Reading Profiles, including Dyslexia (3 hours)
* SPED 5040 Assessment of Reading Disabilities, including Dyslexia (3 hours)

- SPED 5412 Instructional Methods for Diverse Reading Profiles, including Dyslexia (3 hours)
- SPED 5270 Advocating for Persons with Disabilities (3 hours)
- SPED 5090 Special Education Practicum: Dyslexia* (3 hours) **or** READ 5980 Practicum in Remediation* (3 hours)

*As approved by advisor.

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 dyslexia certificate program include:

- Undergraduate cumulative GPA of 2.5 or higher.
- Receipt of transcripts from the baccalaureate granting institution.

Educational Services 1750

Graduate Certificate
26 Credit Hours

This program is offered by the School of Education.

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 educational services 1750 certificate is a 26 credit hour program designed to provide students seeking professional positions in the government or civilian sector. The courses selected address the required areas for specialized study as defined in the requirements for the GS 1750 occupational series.

Requirements

The 26 credit hours required for this certificate include the following courses:

- EDTC 5032 Introduction to Assessment Using Technology (2 hours)
- EDTC 5290 Video Production for Teaching and Learning (3 hours)
- EDTC 5334 Constructivism and Technology (3 hours)
- EDTC 5460 Curriculum Design Technology Apps (3 hours)
- EDTC 5465 Instructional Design (2 hours)
- EDTC 5633 Adult Learning and Technology (2 hours)
- EDTC 5637 Systemic Change Theory & Technology (3 hours)
- EDTC 5745 Instructional Technology Planning and Management (2 hours)
- EDTC 5840 Designing an Online Curriculum (3 hours)
- EDTC 5900 Technology, Ethics and Society (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

Environmental Sustainability

Graduate Certificate
12 Credit Hours

This program is offered by the College of Arts & Sciences and is only available online.

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

Program Description

This certificate in environmental sustainability concentrates on the relationship between sustainability and environmental resource management to include managing economic, social and ecological systems within and external to an organizational entity in order for it to sustain itself and the system it exists within.

Students may pursue the certificate by itself or integrate their certificate studies with their MS degree program. Students enrolled in the MS in environmental management with an emphasis in sustainability are not eligible to receive the environmental sustainability certificate.

Requirements

The 12 credit hours required for the graduate certificate in environmental sustainability include the following courses:

- ENMG 5400 Environmental Sustainability (3 hours)
- ENMG 5410 Environmental Ethics and Decision Making (3 hours)
- ENMG 5420 Natural Resource Management and Sustainability (3 hours)
- ENMG 5430 Energy Policy and Sustainability (3 hours)

Admission

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

Fostering Resilience in "At Risk" Children and Youth

Graduate Certificate
18 Credit Hours

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

"At-risk" children and youth include those who grow up in adverse circumstances such as poverty, homelessness, wars and disasters, chronic family problems or exposure to trauma and extreme stress. Common protective factors among "at risk" youth include high quality relationships with parents and other caring adults as well as high intelligence and social-emotional skills. Other protective factors include effective and nurturing schools, community organizations and cultures. In this 18-hour graduate certificate, students gain valuable knowledge and skills for their professional work. Promoting resilience in children and youth can lead to positive adaptation and outcomes for those young people whose lives are threatened by adversity.

See also:

- Applied Educational Psychology (MA)
- School Psychology (EdS)
- Immigrant and Refugee Children and Families (Certificate)

Learning Outcomes

- Demonstrate and apply knowledge of psychology to children and youth to promote social/emotional well being of "at-risk" children and youth.
- Use assessment and progress data collected in schools or community settings to make evidence-based decisions regarding effective interventions and practices for "at-risk" children and youth.
- Value individual differences in the cultural, socioeconomic, ethnic, linguistic and national/international backgrounds of "at-risk" children and youth.
- Develop self-assessment skills and the ability to reflect on roles educators and mental health professionals can take as leaders of change in the 21st century.
- Collaborate effectively with others in designing, developing and guiding decision-making at the individual, group, school or community level.
- Engage in professional growth and leadership.

Requirements

- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5952 Children, Trauma and Crisis Intervention (3 hours)
- EPSY 5890 Psychology of Stress
- EPSY 5370 Counseling (3 hours)
  or EPSY 5290 Family Counseling (3 hours)
  or EPSY 5380 Multicultural Counseling (3 hours)
- EPSY 5350 Intercultural Communications (3 hours)
- EPSY 5911 Social and Personality Development: School Psychology (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

Fraud Investigation

Graduate Certificate
12 Credit Hours

This program is offered by the College of Arts & Sciences. Please see the Campus Locations and Offerings section of this catalog to see a full list of campuses where this program is offered.

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

Program Description

The graduate certificate in fraud investigation provides students with a focused approach to the criminal justice system, with particular emphasis on enhancing technical skills, critical thinking skills, decision-making processes, and increasing analytic capabilities in regards to conducting investigations that includes, but not limited to: computer crime and fraud; white collar crime; corporate crime; political corruption; financial fraud and financial crimes.

Learning Outcomes

Upon completion of the graduate certificate in fraud investigation, students will be able to:

- Recognize the types of fraud and the causes and effects of fraud, within the broader social, legal and socioeconomic environments, and its impact nationally and internationally.
- Describe how to conduct an investigation concerning theft, concealment, conversion activities, financial statement fraud, asset misappropriation, corruption, consumer tax, bankruptcy, divorce and e-commerce fraud activities.
- Identify and critically analyze current counter measures associated with crimes of fraud, analyzing policies at the national and international level, that pertains to cries of fraud.
- Demonstrate effective written and oral communication skills.

Requirements

- CRIM 5300 White Collar Crime (3 hours)
- CRIM 5350 Computer Crime and Fraud (3 hours)
- ACCT 5100 Investigation of Financial Fraud (3 hours)
- ACCT 5150 Introduction to Cyber Forensics (3 hours)

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

Gerontology

Graduate Certificate
18 Credit Hours

This program is offered by the College of Arts & Sciences and is only available online.

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

Program Description

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

Students may pursue the certificate by itself or integrate their certificate studies with an MA degree program. Students enrolled in the MA in gerontology are not eligible to receive the gerontology certificate.

Requirements

The 18 credit hours required for the graduate certificate in gerontology include the following courses:

- GERN 5000 Gerontology *(Requisite Course)* (3 hours)
- GERN 5600 Economic Issues for Older Adults (3 hours)
- GERN 5620 Physiology of Aging (3 hours)
- GERN 5630 Psychology of Aging (3 hours)
- GERN 5640 Management of Programs for Older Adults (3 hours)
- GERN 5670 Social Science Perspectives in Gerontology (3 hours)

Admission

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

Government Contracting

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology. It is available online and at select U.S. campuses, but is not available at the St. Louis home campus.

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 graduate certificate in government contracting is designed for contracting practitioners new to government contracting who want to enhance their skills and understanding of contracting acquisition management. The program emphasizes both theory and practice, allowing students to learn the underlying principles and use of the current tools in the field.

Webster University, in a strategic partnership with the Defense Acquisition University (DAU), provides classes for Department of Defense (DoD) workers in the Acquisitions, Technology and Logistics workforce. **For important information regarding the certificate in government contracting program equivalencies with DAU CON courses, visit the Webster/DAU Partnership website**.

For additional details, please contact the Office of Admission. Email: admissions@webster.edu

Requirements

The curriculum requires 18 credit hours of specialized courses in contracting, acquisitions management, pricing, negotiations and procurement law. These government contracting certificate courses are equivalent to certain Defense Acquisition University (DAU) courses and can be used to meet the educational certification requirements of the Defense Acquisition Workforce Improvement Act (DAWIA).

Specifically, the 18 credit hours required for the graduate certificate in government contracting must include the following courses:

- GCON 5000 Fundamentals of Government Contracting (3 hours)
- GCON 5100 Government Contracting Life Cycle (3 hours)
- GCON 5300 Business Decisions for Government Contracting (3 hours)
- GCON 5500 Decision Making in Government Contracting (3 hours)
- GCON 5700 Sources Selection and Administration of Government Contracts (3 hours)
- GCON 5900 Negotiation and Administration of Contracts (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

Healthcare Leadership

Graduate Certificate

18 Credit Hours

This program is offered by the College of Arts & Sciences. It is only available at the Geneva campus and the courses are taught in French.

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

Program Description

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

Requirements

The 18 credit hours required for this certificate include the following courses:

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

Admission

See the Admission section of this catalog for general requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution to:

Office of Admission
Webster University Geneva
Route de Collex 15
CH-1293 Bellevue, Switzerland

Additional Requirements

Requirements for admission to the healthcare leadership certificate include:

- Bachelor's degree required.
- Official transcripts from **all** universities, colleges and professional schools.
- Minimum of one year of healthcare education experience.
- A current résumé describing scope, responsibility and function of work experience.
- Personal interview.
- This program is taught in French, therefore students must meet francophone requirements.

Immigrant and Refugee Children and Families

Graduate Certificate
18 Credit Hours

This program is offered by the School of Education and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The graduate certificate in immigrant and refugee children and families is for educators who are interested in learning more about working with immigrant and refugee populations. This eighteen credit hour certificate is for those who wish to make an even greater contribution at their workplace. Graduate students are encouraged to assume advocacy roles, to participate in professional organizations, and to contribute to professional conferences and publications.

See also:

- Applied Educational Psychology (MA)
- School Psychology (EdS)
- Fostering Resilience in "At Risk" Children and Youth (Certificate)

Requirements

- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5380 Multicultural Counseling (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)
- EPSY 5952 Children, Trauma and Crisis Intervention (3 hours)
- EPSY 5991 Issues in Assessment: Cultural Diversity & Giftedness in Underserved Populations (3 hours)
- EPSY 5350 Intercultural Communications (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 immigrant and refugee children and families certificate program include:

- Bachelor's degree in psychology or related area.
- Overall GPA of 3.0 or better.
- Essay.

Completed application files will be reviewed by the Graduate Department of Education.

International Development

Graduate Certificate
12 Credit Hours

This program is offered by the College of Arts & Sciences and is only available at the Geneva campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The certificate in international development gives students the opportunity to develop specialized expertise in the theories,

issues, actors, problems and solutions facing countries and other actors undergoing the development process. Coursework will expose students to development challenges posed by such issues as poverty, hunger, conflict, human rights and sustainability. Where available, this certificate may be earned while completing the MA in international relations or as a stand-alone graduate certificate.

Learning Outcomes

Upon completing this certificate program, students will be able to:

- Identify and analyze the concepts, actors and issues related to international development.
- Differentiate between the political, economic and social conditions in developed and developing countries.
- Apply major theories of international relations to current and historical issues in international development.

Prerequisite

INTL 5000 Introduction to International Relations or at least two upper-level undergraduate courses in international relations.

Requirements

The 12 credit hours required for the graduate certificate in international development must include the following required course (3 hours) and three electives (9 hours):

- INTL 5580 Politics of Development (3 hours)

Electives (9 credit hours)

Choose from the following courses:

- INTL 5400 International Political Economy (3 hours)
- INTB 5720 International Trade and Finance (3 hours)
- INTL 5800 Globalization (3 hours)
- INTL 5535 International Disaster Law (3 hours)
- INTL 5540 International Organizations (3 hours)
- INTB 5960 Economic Development (3 hours)
- INTL 5700 Humanitarian Issues in International Politics *(with development-themed sub-topic)* (3 hours)
- INGO 5700 Grant Writing, Fundraising and Development for International and Nongovernmental Organizations (3 hours)
- INGO 5900 Project Management for International and Nongovernmental Organizations (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 Nongovernmental Organizations

Graduate Certificate

12 Credit Hours

This program is offered by the College of Arts & Sciences. It is available at the Geneva and Leiden campuses, but it is not available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The certificate in international and nongovernmental organizations (INGO) program educates students interested in understanding the nature of world affairs through the activities of domestic, transnational, regional and international organizations around the world. The objective of this program is to develop students into INGO specialists who will have the appropriate skills for working in and with international and nongovernmental organizations. Coursework focuses on developing skills in project management, grant writing, fundraising, negotiations and other key areas essential to the work in this field. Where available, this certificate may be earned while completing the MA in international relations or as a stand-alone graduate certificate.

Learning Outcomes

Upon completing this certificate program, students will be able to:

- Identify the theories, history and major actors that govern the modern operations of international and nongovernmental organizations.
- Critically analyze and evaluate the roles and activities of IOs and INGOs in international affairs.
- Evaluate the consequences of the political and moral choices of IOs and INGOs.

Prerequisite

INTL 5000 Introduction to International Relations or at least two upper-level undergraduate courses in international relations.

Requirements

The 12 credit hours required for the graduate certificate in international and nongovernmental organizations must include the following required course (3 hours) and three electives (9 hours):

- INGO 5000 Introduction to International and Nongovernmental Organizations (3 hours)

Electives (9 credit hours)

- INGO 5100 Finance, Budgeting and Accounting for International and Nongovernmental Organizations (3 hours)
- INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations (3 hours)
- 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 Arts & Sciences. It is available online and at the Athens and Geneva campuses, but it is not available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

This certificate program examines core topics in international and regional security. Students will be introduced to scholarly work on the sources of conflict, violence and security issues in the international arena, as well as literature on the resolution and mitigation of such conflicts. Students will apply theories and concepts of both interstate and intrastate conflict to important contemporary cases, and analyze the effectiveness of potential policy responses. This certificate program will prepare students for further graduate study in the fields of international relations, national security and international security, as well as related careers in the public and private sector. Where available, this certificate may be earned while completing the MA in international relations, MA in national security studies or as a stand-alone graduate certificate.

Learning Outcomes

Upon completing this certificate program, students will be able to:

- Identify and analyze the sources of international and regional political conflict.
- Identify, design and apply potential policy solutions designed to resolve or mitigate real-world conflicts.
- Apply major theories of international security to analyze real-world regional and international conflicts.

Requirements

The 12 credit hours required for the graduate certificate in international and regional security must include the following required course (3 hours) and three electives (9 hours):

- INTL 5590 International Security (3 hours)

Electives (9 credit hours)

Choose from the following courses:

- INTL 5550 War and Diplomacy (3 hours)
- INTL 5560 US Foreign Policy (3 hours)
  or INTL 5570 Comparative Foreign Policy (3 hours)
- INTL 5535 International Disaster Law (3 hours)
- INTL 5585 Food and Water Security (3 hours)
- INTL 5595 Energy Security (3 hours)
- INTL 5600 Area Studies* (3 hours)
- INTL 5625 Middle East Area Studies* (3 hours)
- INTL 5635 Western European Area Studies* (3 hours)

- INTL 5645 Asian Area Studies* (3 hours)
- INTL 5655 African Area Studies* (3 hours)
- INTL 5665 South and Central Asia Area Studies* (3 hours)
- INTL 5675 Central and Eastern European Area Studies* (3 hours)
- INTL 5685 Latin American Area Studies* (3 hours)
- INTL 5860 Issues in International Politics *(with security focus)* (3 hours)
- INTL 5890 Terrorism in World Politics (3 hours)

*No more than two area studies classes can count toward the certificate.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Latino Communication Leadership

Graduate Certificate
18 Credit Hours

This program is offered by the School of Communications. It is only available at the metropolitan campuses in Irvine and Orlando, along with hybrid course offerings at the St. Louis home campus. To qualify for this certificate program, students must be enrolled for in-person classroom offerings or hybrid courses at one of those three locations.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The certificate in Latino communication leadership introduces students to the fundamental courses that are part of the master of arts (MA) in communications management. All course work completed as part of the Latino communication leadership certificate may be applied toward that degree. This certificate program will provide students with the fundamentals necessary to advance into management positions in various types of media organizations, with a special eye to providing students with experience and expertise on communication needs of the Latino community. Students seeking to advance into managerial positions in communication firms, especially organizations working in Latino communities, would benefit from this curricular program.

Learning Outcomes

Successful graduates of this certificate program will be able to:

- Manage projects within a communications framework.
- Communicate more effectively with upper-level management.
- Work effectively in a business environment.
- Present solutions to communications problems.
- Work with and manage creative and technical experts.
- Adapt and integrate new skills as technologies change.

Requirements

Students must complete 18 credit hours of course work, including all of the following courses:

- MEDC 5000 Media Communications (3 hours)
- MEDC 5300 Strategic Communications (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5550 Topics in Media Communications (3 hours)
- INTB 5000 International Business (3 hours)
- PBRL 5323 Organizational Communications (3 hours)

Admission

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

Latino Media

Graduate Certificate
18 Credit Hours

This program is offered by the School of Communications. It is only available at the metropolitan campuses in Irvine and Orlando, along with hybrid course offerings at the St. Louis home campus. To qualify for this certificate program, students must be enrolled for in-person classroom offerings or hybrid courses at one of those three locations.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The certificate in Latino media introduces students to the fundamental courses that are part of the master of arts (MA) in media communications. All course work completed as part of the certificate in Latino media may be applied toward that degree. This certificate program will provide students with a wide range of course offerings to teach students about Latino media in the United States and the evolution of media in Latin America. This certificate includes courses that move beyond the theoretical that will give students hands-on experience with preparing various communication forms designed to connect with Latino communities, including projects with aspects that touch upon the fields of journalism, public relations, promotions and marketing. Students seeking a stronger understanding of the Latino media scene and who have an interest in working in that sector would benefit from this curricular program.

Learning Outcomes

Successful graduates of this program will be able to:

- Understand the breadth of media communications.
- Examine media using multiple perspectives.
- Examine media in multiple contexts: cultural, economic, political, etc.
- Look at media as product, process and commentary.
- Apply qualitative and quantitative research methodologies.
- Apply research strategies to analyze media.

Requirements

Students must complete 18 credit hours of course work, including all of the following courses:

- MEDC 5000 Media Communications (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5710 Writing for Latino Media Outlets (3 hours)
- MEDC 5715 Analyzing the Latino Media Market (3 hours)
- MEDC 5720 Latin American Issues & Media Production (3 hours)
- MEDC 5725 Media & Communication in Latin America (3 hours)

Admission

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

Leadership in Multi-Tiered Systems of Support (MTSS)

Advanced Graduate Certificate
21 Credit Hours

This program is offered by the School of Education and is only available online.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

This program is targeted to educators and other qualified professionals who are interested in pursuing careers as statewide, regional or district-wide multi-tiered systems of support (MTSS) developers and consultants. The focus is on building capacity of school districts, regional consortia and state agencies to plan and implement tiered prevention systems to improve social behavior and learning outcomes for K-12 students.

Students pursuing the advanced graduate certificate in leadership in multi-tiered systems of support (MTSS) are expected to have a professional affiliation with a private or public educational organization in order to fully benefit from the coursework.

Requirements

All courses must be completed with a grade of B- or better.

- SPED 5700 Multi-Tiered Systems of Support (3 hours)
- SPED 5701 Universal School-Wide PBIS (3 hours)
- SPED 5702 Secondary Targeted Group Interventions (3 hours)
- SPED 5703 Functional Behavior Assessment and Intervention (3 hours)
- SPED 5413 Intensive Academic Intervention (3 hours)

- SPED 5704 Systems Leadership: Staff Development & Coaching (3 hours)
  or SPED 6000 Applied Field Research (3 hours)
- SPED 5800 Applied Research 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 leadership in multi-tiered systems of support advanced graduate certificate program include:

- Students seeking this advanced graduate certificate must have earned a recognized master's degree with a graduate cumulative GPA of 3.0.

Mobile Technology in Education

Graduate Certificate
20 Credit Hours

This program is offered by the School of Education and is only available online.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The mobile technology in education certificate seeks to enable educators to facilitate learning with mobile devices both in and out of the classroom.

The goals of the program are to facilitate our students' ability to:

- Make sound decisions in choosing appropriate applications (apps).
- Use apps in the classroom to offer personalized, student-centered learning.
- Design apps in a process-based approach to information architecture and app programming.
- Develop skills in process management, information architecture and problem-solving.
- Choose and use cloud-based apps in the classroom.
- Understand the roles of consumer and producer in applications.

Requirements

Two tracks are available:

The **Teacher Track** is designed for instructors in K-12 education, higher education and adult training using mobile devices in a 1-to-1 classroom, BYOD and lab setting.

The **Technology Coordinator Track** is designed for instructional technology leaders, network administrators, IT managers and support personnel in K-12 education, higher education and adult training managing mobile devices in a 1-to-1 classroom, BYOD and lab settings. An integral part of this track is the study of various programming languages.

Both tracks require the following courses:

- EDTC 5460 Curriculum Design Technology Apps (3 hours)
- EDTC 5900 Technology, Ethics and Society (3 hours)
- EDTC 5770 Using Mobile Apps for Learning (3 hours)
- EDTC 5775 Developing Mobile Apps for Learning (3 hours)

The Teacher Track requires these additional courses:

- EDTC 5465 Instructional Design (2 hours)
- EDTC 5032 Intro to Assessment Using Technology (2 hours)
- EDTC 5550 Web Authoring and Design I (2 hours)
- EDTC 5555 Web Authoring and Design II (2 hours)

The Technology Coordinator requires these additional courses:

- EDTC 5250 Coding for Learners (2 hours)
- EDTC 5255 Physical and Virtual World Coding (2 hours)
- EDTC 5720 Computer Networks (2 hours)
- EDTC 5730 Technical Environment Management (2 hours)

If desired, the certificate may be used as part of a master's degree program.

NOTE: Courses cannot be applied to more than one certificate. Students who are pursuing multiple certificates will need to substitute courses as follows:

- If EDTC 5460 was used for a different certificate, then another course selected and approved by the advisor will be substituted.
- If EDTC 5465 was used for a different certificate, then the required course is EDTC 5745 Instructional Technology Planning and Management.
- If EDTC 5250 and EDTC 5255 were used for a different certificate, then the required courses are EDTC 5550 Web Page Authoring and Design 1 **and** EDTC 5555 Web Page Authoring and Design 2.

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 mobile technology in education certificate program include:

- Undergraduate cumulative GPA of 2.5 or higher.
- Official transcripts from the baccalaureate granting institution.
- Essay.

Completed application files will be reviewed by the coordinator of Educational Technology.

Nonprofit Management

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The certificate in nonprofit management delivers a series of business-focused nonprofit management courses for graduate students with business or non-business majors. Courses will promote a holistic view of the management thinking process that makes up the foundations of nonprofit management. Students will develop real-world nonprofit management skills, focused on both the mission and becoming a self-sustaining nonprofit organization. Students completing the program will be awarded a certificate in nonprofit management from the Walker School of Business & Technology. The program is comprised of 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)
- NPLR 5210 Social Enterprise and Social Entrepreneurship (3 hours)
- NPLR 5910 Planning, Implementation, and Evaluation in Nonprofits (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

Oil and Gas

Graduate Certificate
12 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology and is only available at the Athens campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

Professionals with managerial skills and competencies in business are increasingly valued by the global oil and gas industry in the 21st century. The oil and gas certificate will offer a unique and advanced level introduction to the managerial operation of the petroleum industry, along with a review of emerging energy issues. The courses proposed will address major components of the upstream and downstream oil and gas operations, including business law, economics, operations, project management, the supply chain, management and leadership within the oil and gas sector.

Learning Outcomes

- Demonstrate foundation knowledge in the core areas of the oil and gas sector including business law, economics, operations, supply chain management, project management and management.
- Explain the key elements of oil and gas exploration, production and transportation.
- Analyze the economic aspects of international markets in oil and gas.
- Integrate the skills needed to direct operations, effectively communicate and negotiate within the oil and gas sector.

Requirements

- BUSN 6110 Operations and Project Management (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)
- BUSN 5135 Business Law & Economics in the Oil & Gas Sector (3 hours)
- BUSN 5360 Operations & the Supply Chain in the Oil & Gas Sector (3 hours)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Online Teaching and Learning

Graduate Certificate
20 Credit Hours

This program is offered by the School of Education and is only available online.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The online teaching and learning certificate is a 20 credit hour program designed to provide students with the tools and

knowledge to work in the field of online teaching and learning. The certificate may be earned as part of the masters degree program or as a stand-alone graduate certificate.

Requirements

Required Courses (17 credit hours)

- EDTC 5460 Curriculum Design Technology Apps (3 hours)
- EDTC 5465 Instructional Design (2 hours)
- EDTC 5840 Designing an Online Curriculum (3 hours)
- EDTC 5820 Designing an Online Course-Part I (2 hours)
- EDTC 5825 Designing an Online Course-Part II (2 hours)
- EDTC 5830 Videoconferencing: Collaboration and Learning (3 hours)
- EDTC 5633 Adult Learning and Technology (2 hours)

Electives (3 credit hours - choose one)

- EDTC 5334 Constructivism and Technology (3 hours)
- EDTC 5338 Evaluating Emerging Technologies (3 hours)
- EDTC 5340 Modeling Data to Enhance Instruction (3 hours)
- EDTC 5637 Systemic Change Theory & Technology (3 hours)
- EDTC 5900 Technology, Ethics, and Society (3 hours)

NOTE: Courses cannot be applied to more than one certificate. Students who are pursuing multiple certificates will need to substitute courses as follows:

- If EDTC 5460 was used for a different certificate, then another course selected and approved by the advisor will be substituted.
- If EDTC 5465 was used for a different certificate, then the required course is EDTC 5745 Instructional Technology Planning and Management.

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 online teaching and learning certificate program include:

- Undergraduate cumulative GPA of 2.5 or higher.
- Receipt of official transcripts from the baccalaureate granting institution.
- Essay.

Completed application files will be reviewed by the coordinator of Educational Technology.

Organizational Development and Change

Graduate Certificate

18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home 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)
- 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)

The remaining 6 credit hours of courses may be taken from one of three tracks to complete the graduate certificate in organizational development and change:

Track One: Building Network Connectedness

- ORDV 5450 Managing Communication During Change (3 hours)
- ORDV 5600 Leveraging Diversity and Inclusion (3 hours)

Track Two: Design and Facilitation Competencies

- ORDV 5400 Designing, Building, and Leading Effective Teams (3 hours)
- ORDV 5700 Designing and Facilitating Organizational Development Interventions (3 hours)

Track Three: The Cutting Edge of Organizational Development
Choose two of the following three courses:

- ORDV 5800 Achieving Breakthrough Results (3 hours)
- ORDV 5900 Organizational Development in Emerging Situations (3 hours)
- ORDV 5950 Organizational Development in a Global Context (3 hours)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Paralegal Studies

Graduate Certificate
24 Credit Hours

This program is offered by the College of Arts & Sciences. It is available online, at the St. Louis home campus and at the Gateway campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The graduate paralegal certificate is approved by the American Bar Association (ABA) and is the only ABA program in the St. Louis area. The coursework for the graduate paralegal certificate is designed to provide students with a broad understanding of the legal environment in which individuals, businesses and the judiciary operates. This certificate should be attractive to those individuals who need additional legal knowledge to function more effectively (for example, managers, teachers, government employees and legal assistants).

Learning Outcomes

Upon completion of the program, students will be able to:

- Utilize critical thinking strategies for legal reasoning and analysis.
- Demonstrate an understanding of the Code of Professional Responsibility to guide professional behaviors and decision-making.
- Integrate the skills and knowledge necessary for understanding legal issues working from both theoretical and practical applications.
- Demonstrate an understanding of the essential goals of legal researching, problem solving and logic as applied to legal writing.
- Evaluate legal information to be used in effective written communication for practical problems encountered in a legal environment.
- Analyze the significant role that legal assistants have in the legal world.
- Apply advanced legal knowledge and skills in legal practice.

Requirements

The 24 credit hours required for the graduate certificate in paralegal studies must include the following courses:

- LEGL 5000 Introduction to Legal Studies (3 hours)
- LEGL 5260 Methods of Legal Research and Writing I (3 hours)
- LEGL 5270 Methods of Legal Research and Writing II (3 hours)

- LEGL 5300 Ethics for the Legal Professional (3 hours)
- LEGL 5470 Civil Actions (3 hours)
- LEGL 5490 Advanced Topics in Law (6 hours)
- LEGL 5800 Computerized Legal Research (3 hours)

Areas of law offered in topics courses include:

- Torts
- Contracts
- Probate
- Business Organizations
- Juvenile
- Products Liability
- Consumer
- Environmental
- Insurance
- Bankruptcy
- Property
- Computers and Law
- Family
- Real Estate

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Project Management

Graduate Certificate
12 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home campus and at select U.S. and international campuses. Please see the Campus Locations and Offerings section of this catalog for a full list of campuses where this program is offered.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

This certificate delivers a series of project management courses for graduate students in either business or non-business majors. This certificate is designed to equip the students with theoretical concepts and the practical skills needed for successfully completing projects on time and within budget.

Students completing the program will gain knowledge and tools in planning, scheduling, executing, controlling and closing projects.

Requirements

- BUSN 5100 Introduction to Project Management (3 hours)
- BUSN 5300 Project Procurement Management (3 hours)
- BUSN 5700 Advances in Project Management (3 hours) *(prerequisites: BUSN 5100 and BUSN 5760)*
- MNGT 5670 Managerial Leadership (3 hours)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Psychoeducational Needs of Immigrant and Refugee Youth

Graduate Certificate
12 Credit Hours

This program is offered by the School of Education and is only available at the St. Louis home 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 12-hour professional development certificate is designed for graduate students who are teachers of English language learners, school psychologists, school social workers, school counselors or other educators and mental health professionals who work with immigrant and refugee populations. The certificate is available in a face-to-face format, with a few courses offered in an online format, in order to provide greater learning opportunities, especially for graduate students from outside the United States. Qualified graduate students may be able to apply this 12-hour graduate certificate to the 24-hour sequential MA in applied educational psychology or the 36-hour MA in applied educational psychology or another graduate degree.

Requirements

Select any four of these six courses:

- EPSY 5350 Intercultural Communications (3 hours)
- EPSY 5816 Advanced Child Development (3 hours)
- EPSY 5991 Issues in Assessment: Cultural Diversity & Giftedness in Underserved Populations (3 hours)
- EPSY 5490 Seminars in Immigrant and Refugee Experiences (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)
- EPSY 5380 Multicultural Counseling (3 hours)

Admission

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

Completed application files will be reviewed by the Graduate Department of Education.

Race and Racism in Education and Psychology

Graduate Certificate
18 Credit Hours

This program is offered by the School of Education and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The graduate certificate in race and racism in education and psychology will provide a robust curriculum addressing race and racism in education and psychological environments. The history of racism and the systems that influence racism in this country have not been a component of graduate curricula in a systemic and consistent way. The program caters to those interested in an advanced program that offers an understanding of education in public education and psychological settings with a focus on race, racism and anti-racism. We acknowledge that K-12 schools have undereducated and miseducation a portion of students, and this certificate program will provide an opportunity for our students to learn historically accurate information about race, racism and be able to apply it to the systems in which they work. The certificate will demonstrate that students have completed coursework enabling them to become social justice enabled change agents in the organizations where they work.

See also:

- Applied Educational Psychology (MA)
- School Psychology (EdS)
- Immigrant and Refugee Children and Families (Certificate)

Learning Outcomes

- Describe the historical role that schooling played as a mechanism for colonization and oppression across communities in the U.S.
- Understand the mutiple, and sometimes competing, approaches to teaching and learning that exist among disparate cultural communities.
- Develop a solid understanding of how racialized policies in education served to create and maintain educational disparities.
- Articulate an understanding of race as a social construct with material implications.
- Demonstrate an understanding of educational desires and resistance to oppressive educational structures by communities of color and other marginalized groups.
- Describe and define terms related to oppression (individual, symbolic and institutional).
- Develop the ability to engage in respectful and intellectual discussions with their peers on various topics of race, racism and oppression.
- Develop an awareness of the historical oppression and dimensions of structural racism.
- Explore the theoretical structure of implicit bias, prejudices, microaggressions and discrimination, and other culturally supported behaviors that are detrimental to the physical, mental and emotional well-being.

- Develop an understanding of self-awareness through introspection of personal values that influence interacting and teaching of individuals who are from oppressed populations.

Requirements

- EPSY 5953 Historical and Psychological Perspective of Identity Development/Whiteness (3 hours)
- EPSY 5890 Psychology of Stress (3 hours)
- EPSY 5350 Intercultural Communications (3 hours)
- EPSY 5892 Psychology of Racism/Antiracism (3 hours)
- EPSY 5995 Race in Education (3 hours)
- EPSY 6000 Advanced Graduate Certificate Project (3 hours)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Remote Sensing Analysis and Geospatial Information Systems (GIS)

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology, and is only available at the Colorado Springs Metropolitan 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 is designed to prepare individuals for positions in public and private sectors of the Remote Sensing and Geospatial Information Systems (GIS) profession. Students receive a comprehensive overview of satellite delivered remote sensing capabilities and an appreciation for broad applications in government and commercial sectors. The curriculum employs hands-on techniques for demonstrating the use and application of subject matter and includes current best-practices as well as evolving techniques. Decision-makers and analysts in federal, state and local government as well as private industry will gain necessary skills and experience to enable them to leverage imagery and GIS products in delivering real organizational value.

Requirements

Students seeking the certificate in remote sensing analysis and geospatial information systems (GIS) should hold a baccalaureate degree from an institution accredited by one of the regional accrediting agencies. Students entering this program should have a basic set of computer application skills and possess good mathematical skills.

The 18 credit hours required for the certificate in remote sensing analysis and geospatial information systems (GIS) includes the following courses:

- SPSM 5300 Remote Sensing Analysis Concepts and Geospatial Information System Technology (3 hours)
- SPSM 5310 Remote Sensing and Geospatial Information System Applications (3 hours)
- SPSM 5320 Remote Sensing and Geospatial Imagery Analysis (3 hours)
- SPSM 5330 Geospatial Information System (GIS) Technologies (3 hours)
- SPSM 5340 GPS-Position Determination and Coordinate Applications (3 hours)
- SPSM 5360 Practical Research in Remote Sensing Analysis and Geospatial Information Systems (3 hours)

Admission

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

Robotics for STEM Educators

Graduate Certificate
19 Credit Hours

This program is offered by the School of Education, and is only available online. Some select courses may be offered face-to-face at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The graduate certificate program in robotics for STEM educators enables professional educators (in K-12 schools, universities, training departments and other workplaces) to understand the principles and concepts of educational robotics and apply their knowledge to instruction and curriculum. It prepares professional educators to develop knowledge, skills and attitudes for the design, construction, analysis, application and operation of robots. The program is designed to support interdisciplinary learning outcomes and goals from STEM (science, technology, engineering and mathematics) disciplines. The STEM certificate is designed for a particular niche within the STEM umbrella.

Program Standards

The candidate will be able to:

- Stay current with research that supports improved student learning outcomes, including findings from the learning sciences. (ISTE Standards for Educators, Empowered Professional 1.c)
- Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital sources

and tools for learning. (ISTE Standards for Educators, Empowered Professional 2.c)
- Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues. (ISTE Standards for Educators, Empowered Professional 4.b)
- Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. (ISTE Standards for Educators, Empowered Professional 5.b)

Requirements

- EDTC 5460 Curriculum Design Technology Apps (3 hours) **or** EDTC 5334 Constructivism and Technology (3 hours)
- EDTC 5465 Instructional Design (2 hours)
- EDTC 5250 Coding for Learners (2 hours)
- EDTC 5705 STEM Pedagogy and Instruction (3 hours)
- EDTC 5701 Operations & Methods of Teaching Robotics: Sensors (3 hours)
- EDTC 5702 Operations & Methods of Teaching Robotics: Robotic Arms (3 hours)
- EDTC 5703 Operations & Methods of Teaching Robotics: Drones and UAVs (3 hours)

NOTE: Courses cannot be applied to more than one certificate. Students who are pursuing multiple certificates will need to substitute courses as follows:

- If EDTC 5460 was used for a different certificate, then another course selected and approved by the advisor will be substituted.
- If EDTC 5465 was used for a different certificate, then the required course is EDTC 5745 Instructional Technology Planning and Management.
- If EDTC 5250 was used for a different certificate, then the required course is EDTC 5255 Physical and Virtual World Coding.

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 robotics for STEM educators certificate program include:

- Undergraduate cumulative GPA of 2.5 or higher.
- Receipt of official transcripts from the baccalaureate granting institution.
- Essay.

Completed application files will be reviewed by the coordinator of Educational Technology.

Science Management and Leadership

Graduate Certificate

12 Credit Hours

This program is offered by the College of Arts & Sciences and is only available online.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The certificate program in science management and leadership is designed for professional scientists and engineers who are advancing in their career in management and leadership roles. The program aims to provide these professionals with competencies in project management, leadership, regulatory affairs, intellectual property and marketing.

Students may pursue the certificate by itself or integrate their certificate studies with their MS degree program. Students enrolled in the MS in science management and leadership are not eligible to receive the science management and leadership certificate.

Requirements

The 12 credit hours required for the graduate certificate in science management and leadership include the following courses:

- SCML 5700 Marketing and Comparative Analysis for Science Management and Leadership (3 hours)
- SCML 5800 Project Management (3 hours)
- SCML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership (3 hours)
- PATA 5120 Foundations in Intellectual Property Law (3 hours)

Admission

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

Severe Developmental Disabilities and Autism

Advanced Graduate Certificate
18 Credit Hours

This program is offered by the School of Education and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The advanced graduate certificate in severe developmental disabilities and autism offers a concentrated program of study in the assessment and instruction of children and youth with severe developmental disabilities and autism. The program builds on the knowledge base of special educators who are qualified to

teach students with mild and moderate disabilities and extends the capabilities of special educators to provide individualized and appropriate educational opportunities to all children.

Requirements

All coursework must be completed with a grade of B- or better.

- SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities and Autism (3 hours)
- SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities and Autism (3 hours)
- SPED 5313 Augmentative and Alternative Communication for Students with SDD and Autism (3 hours)
- SPED 5090 Special Education Practicum: Severe Developmental Disabilities (3 hours)
- SPED 5290 Co-Teaching and Collaborative Practices for the 21st Century Classroom (3 hours)
- CMAT 5015 Inclusive Practices and Methods for Teaching English Learners (3 hours)

Admission

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Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Additional Requirements

Requirements for admission to the severe developmental disabilities and autism advanced graduate certificate program include:

- Students seeking this advanced graduate certificate must have earned a recognized master's degree with a graduate cumulative GPA of 3.0.

Sustainability and Social Equity Studies

Graduate Certificate
18 Credit Hours

This program is offered by the School of Education. It is available online and at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The university certificate program in sustainability and social equity studies aims to provide professionals with the knowledge and skills for cultivating the mindset of sustainability and social equity for workplaces and learning environments. 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 choices for coursework in the program must be approved by the advisor and include the requirements below. All certificate courses must be completed at Webster University.

Learning Outcomes

- GOAL 1: Promote, inspire and cultivate creative and innovative thinking for learning, service and leadership.
- GOAL 2: Practice instructional methods and technologies for transformative learning, interdisciplinary problem-solving and planet-sustainable solutions to local and global issues.
- GOAL 3: Develop competencies as design team leaders and learning facilitators.
- GOAL 3: Engage in lifelong learning for continuous improvement in professional practice and collaborative leadership.

Requirements

- EDIN 5001 Foundations of Global Citizenship (3 hours)
- EDIN 5622 Restorative Justice: Learning Communities (3 hours)
- EFGS 5000 Foundations of Global Sustainability (3 hours)
- EFGS 5740 Economics: Choices & Challenges (3 hours)
- Elective *(to be approved by the advisor)* (3 hours)
- Elective *(to be approved by the advisor)* (3 hours)
- EFGS 5900 Reflections and Next Steps (0 hours)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Additional Requirements

Requirements for admission to the sustainability and social equity studies certificate program include:

- Undergraduate cumulative GPA of 2.5.
- Receipt of official transcripts from a baccalaureate granting institution.

Teaching English as a Foreign Language

Graduate Certificate
21 Credit Hours

This program is offered by the School of Education. It is available online, at the St. Louis home 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 to pursue the MA in teaching English as a second language (TESL) with an emphasis in ESL/EFL education within 5 years from the start of their TESL coursework.

See also:

- Teaching English as a Second Language (MA)

Requirements

- TESL 5230 Second Language Acquisition (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods (3 hours)
- TESL 5220 Curriculum Development in Second Language Classrooms (3 hours)
- TESL 5350 Language and Culture (3 hours)
- TESL 5710 Grammar for ESL/EFL Teachers **or** TESL 5720 Teaching English Pronunciation (3 hours)
- TESL 5040 Practicum in ESOL (taken at the end of the program) (3 hours)

Electives (3 credit hours):

- TESL 5311 Principles and Practices of Language Testing (3 hours)
- TESL 5030 Language History, Planning, and Policy (3 hours)
- TESL 5710 Grammar for ESL/EFL Teachers (3 hours)
- TESL 5720 Teaching English Pronunciation (3 hours)
- COMM 5340 Language Arts Seminars: Teaching Language and Language Issues (3 hours)
- COMM 5344 Introduction to Linguistics (3 hours)
- COMM 5199 Teaching Writing (3 hours)

Admission

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Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Additional Requirements

Requirements for admission to the teaching English as a foreign language certificate program include:

- Undergraduate cumulative GPA of 2.5 or higher.
- Receipt of official transcripts from the baccalaureate-granting institution.
- Essay.

Trauma-Informed Education and Intervention

Advanced Graduate Certificate
18 Credit Hours

This program is offered by the School of Education and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The advanced graduate certificate in trauma-informed education and intervention is designed for practicing teachers, school-based mental health specialists, counselors and other related services professionals who are interested in expanding their expertise in advocating and working with children who require specialized, targeted or one-to-one services. This offers an advanced program of study in the identification, assessment and evaluation, psychoeducational intervention and instruction of children and youth who have experienced trauma as well as severe emotional and behavioral disorders.

Requirements

All coursework must be completed with a grade of B- or better.

The following coursework is required:

- SPED 5500 Socio-emotional Development: Children with Special Needs (3 hours)
- SPED 5315 Identification and Assessment of Children with Emotional and Behavioral Disorders (3 hours)
- SPED 5285 Understanding and Responding to Trauma in Schools (3 hours)
- SPED 5317 Psychoeducational Interventions, Curriculum, and Strategies for Students with Emotional and Behavioral Disorders (3 hours)

Choose two (6 credits) of the following:

- SPED 5220 Topics in Special Education *(topic appropriate to emphasis)* (1-3 hours)
- SPED 5250 Behavior Management for Children with Special Needs (3 hours)
- SPED 5314 Children and Youth with Emotional and Behavioral Disorders (3 hours)
- SPED 5350 Enhancing Self-Regulated Learning and Social Competency for Students with Exceptionalities (3 hours)
- SPED 5331 Working with Difficult Students (3 hours)
- COUN 5160 Issues in Counseling: Psychodrama Therapy (1-3 hours)
- EDIN 5620 Mindfulness (3 hours)
- EDIN 5622 Restorative Justice: Learning Communities (3 hours)
- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5890 Psychology of Stress (3 hours)
- EPSY 5952 Children, Culture and Violence (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 trauma-informed education and intervention advanced graduate certificate program include:

- Students seeking this advanced graduate certificate must have earned a recognized master's degree with a graduate cumulative GPA of 3.0.

Workplace Learning and Instruction

Graduate Certificate
18 Credit Hours

This program is offered by the School of Education.

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 program prepares professionals to work in the fields of adult and talent development as well as institutional instructional development. The need for talent managers, instructional designers and program facilitators is critical in today's knowledge economy. Workers need more training and professional development to meet the needs of rapidly changing institutions. Professional trainers, designers and talent developers who are knowledgeable about how adults learn are necessary to build successful organizations. There is an expanding need for trainers, managers and talent developers to build responsive businesses and institutions. Such talent development professionals understand how adults learn and how to design learning experiences for changing the modern digital-age worker.

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 coordinator of the Education and Innovation program.

Learning Outcomes

- Students analyze adult learner profiles and competencies in order to develop appropriate professional learning plans.
- Students analyze adult learner professional skills and capabilities in order to develop appropriate professional learning plans.
- Students construct instructional objectives and match them to instructional activities and designs in order to improve human and business capacity.
- Students construct instructional design plans, job aids and interventions to improve human and business capacity.

Requirements

- EDIN 5120 Instructional Development (3 hours)
- EDIN 5130 Foundations of Workplace Learning (3 hours)
- EDIN 5140 Evaluation of Training Programs (3 hours)
- EDIN 5630 Multimedia Design for Innovative Learning (3 hours)
- EDIN 6001 Integrated Studies: Education and Innovation (3 hours)
- Elective as approved by the EDIN Coordinator (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 workplace learning and instruction certificate program include:

- Undergraduate cumulative GPA of 2.5.
- Receipt of official transcripts from the baccalaureate granting institution.

Completed application files will be reviewed by the School of Education.

ACCT - Accounting

ACCT 5000 Introduction to Forensic Accounting (3)

This course is an introduction to forensic accounting. Students will survey the various aspects of forensic accounting including fraud investigation, litigation support, cyber forensics, valuation and economic damage determination. The various aspects of forensic accounting will be introduced in order to give the student a perspective on the discipline of forensic accounting.

ACCT 5010 Legal Procedure, Substantive Law and Professional Ethics in Forensic Accounting (3)

This course will examine legal procedure, rules of evidence, substantive law and professional ethics as related to forensic accounting. The students will study the legal system including issues of jurisdiction, discovery, trial procedure and appeals as related to criminal and civil matters, the rules of evidence and remedies. Non-judicial dispute resolution will also be studied. The students will review substantive law areas including securities law, bankruptcy law, anti-trust law, domestic relations, insurance law, intellectual property law, probate, tax fraud and statutory and common law concerning criminal and civil business fraud. Students will also study the applicable ethical standards including the AICPA Code of Professional Conduct as applied to forensic accounting.

ACCT 5100 Investigation of Financial Fraud (3)

Students will study the skills needed and the investigative techniques utilized to collect, analyze and evaluate evidence in order to prevent, detect and investigate financial fraud and financial crimes. The reasons why persons commit acts of fraud will be examined as a necessary element of the investigation process. **Prerequisites**: ACCT 5000 and ACCT 5010.

ACCT 5150 Introduction to Cyber Forensics (3)

Traditional forensics professionals use finger prints, DNA typing, and ballistics analysis to make their case. Accounting and Infosec professionals have to develop new tools for collecting, examining and evaluating data in an effort to establish intent, culpability, motive, means, methods and loss resulting from e-crimes. This course is designed to provide the student with an introduction and overview of the field of Cyber Forensics. Cyber Forensics is the science of locating, extracting, analyzing and protecting data from different devices, in a way that is admissible as evidence in a court of law. Cyber Forensics is a topic that covers areas related to criminal justice, computer technology, and the law. Students will learn the policies, legal ramifications and implications, procedures and methodologies of a cyber forensic investigation, from both a theoretical and practical perspective. **Prerequisite**: ACCT 5100.

ACCT 5200 Business Valuation (3)

This course introduces the student to the basic concepts and methodology used to value a closely held business. It will familiarize the student with the three valuation approaches—asset, market, and income—used by business valuation professionals. The course will focus on the standards issued by the major accreditation bodies and it will familiarize the student with valuation models used on real-world valuation projects. **Prerequisite**: FINC 3210 or comparable course.

ACCT 5250 Special Topics in Litigation Accounting (3)

This course is intended to cover specialized topics of investigative accounting that require special investigative skills by accountants. Specialized topics such as reconstructing income, money laundering, commercial damages, economic damages and divorce will be covered. This course will also introduce computer

forensics and cyber crime investigation. **Prerequisites**: ACCT 5000 and ACCT 5010.

ACCT 5310 Accounting in an ERP Environment (3)

Students will examine the financial and managerial accounting aspects of ERP systems in business organizations. Through the use of hands-on projects using an ERP system, students will explore the impact that the various business processes have on the organization's financial and managerial accounting. Students will also be expected to report on and explain their conclusions with respect to ERP system case studies. **Prerequisite**: BUSN 6070.

ACCT 5350 Analytics for Forensic Accountants (3)

In this course students will study various techniques and processes that will assist forensic accountants in analyzing electronic data for the purpose of detecting and investigating fraud. Students will be introduced to the use of Excel, Access and various software packages as electronic detection and investigative tools. Students will also be expected to create and deliver a presentation based on their findings resulting from the use of such tools. **Prerequisite**: ACCT 5150.

ACCT 5400 Internal Auditing (3)

This course is primarily intended to introduce students to the basic internal audit concepts and techniques. This course also focuses on how engagements are planned and performed and how engagement outcomes are communicated.

ACCT 5500 Case Studies in Forensic Accounting (3)

Using the case study approach, students will examine a variety of cases of corporate fraud involving asset misappropriation, corruption and fraudulent financial statements. Students will also be required to prepare several cases involving corporate fraud and present them to the class. Students will be encouraged to be inquisitive and think creatively as they examine instances of fraudulent behavior. **Prerequisite**: ACCT 5350.

ACCT 5800 Forensic Accounting Practicum (3)

Students will utilize the skills and the investigative techniques learned and developed throughout the classes of the forensic accounting program to collect, analyze and evaluate evidence of financial fraud in a complex case study involving fraud investigation, litigation support, cyber forensics, valuation and economic damage valuation. An important element of the course is the integration and use of tools for collecting, examining and evaluating data in an effort to establish intent, culpability, motive, means, methods and loss resulting from fraud utilizing a variety of forensic accounting investigative activities encountered during a real time forensic accounting investigation. The student will also make recommendations in order to prevent and detect any future financial fraud and financial crimes. **Prerequisite**: ACCT 5500.

ACCT 5900 Forensic Accounting Capstone (3)

Students will review the various aspects of forensic accounting including procedural and substantive legal issues, professional ethics, investigation, management of evidence, written and oral communication including court testimony, valuation, economic damages, special topics in forensic accounting, cyber forensics and internal auditing. In addition, student will prepare a case and participate in a deposition and provide testimony in a mock court. **Prerequisite**: ACCT 5500.

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 5301 Marketing Communications: Sales Promotion (3)

This course explores the full range of trade and consumer sales promotion activities and studies the application of these techniques in today's marketplace. Emphasis is placed on the comprehensive understanding of hands-on applications and the creation of a sales promotion mix for a specific product situation. **Prerequisite**: ADVT 5100.

ADVT 5302 Marketing Communications: Product Publicity (3)

This course examines the creation and execution of communication plans designed to gain favorable product publicity leading to sales. Creative, planning, and execution techniques are studied, as well as the use of appropriate communication tools such as special events, sponsorships, endorsements, online services, direct mail, telemarketing and news releases. **Prerequisite**: ADVT 5100.

ADVT 5303 Marketing Communications: Merchandising and Point-of-Purchase (3)

This course examines the function of retail merchandising activities in relation to the marketing mix. Emphasis is placed on identifying the various forms and functions of retail merchandising. Students will analyze the relative effectiveness of merchandising activities in relation to the product or service the activity supports. **Prerequisite**: ADVT 5100.

ADVT 5304 Marketing Communications: Direct and Internet (3)

Students are introduced to the theories and techniques employed in direct-response marketing communications, including development, execution, and analysis of a direct campaign and exposure to related traditional media such as print, broadcast, catalog, and telemarketing. The course also explores the role of new media, such as the internet, in interactive marketing communications. **Prerequisite**: ADVT 5100.

ADVT 5305 Marketing Communications: Business-to-Business (3)

This course examines marketing communications theories and practices for business-to-business products and services in contrast to consumer products and services, particularly packaged goods. Topics include market analysis, target identification, planning and budgeting for communications with customers, suppliers and intermediaries. **Prerequisite**: ADVT 5100.

ADVT 5321 Advertising Decision-Making (3)

This course examines case studies that cover decision making in all aspects of advertising management: target and audience identification, strategic planning, objective setting, creative strategy, media planning, budgeting, research and agency/client relationships. **Prerequisite**: ADVT 5100.

ADVT 5341 Writing for Advertising (3)

This course examines alternative creative strategies used to solve specific advertising problems, develops strategies for particular situations, and brainstorms creative concepts. The student adapts writing styles to specific advertising situations, product categories and media. **Prerequisites**: MEDC 5000 and ADVT 5321.

ADVT 5410 Fundamentals of Branding (3)

The course introduces students to the components of building and maintaining successful brands. The course emphasizes fundamental concepts including brand identity, positioning strategies, value propositions, brand essence, brand personality and brand relation structure. Students will construct and maintain a clear brand narrative and learn to manage the evolution of a brand over time. The course will include nontraditional media and how to craft brand strategy using these new communications channels. **Prerequisite**: MEDC 5000.

ADVT 5420 Account Planning and Consumer Insight (3)

The course introduces students to the theory and practice of account planning for advertising and integrates the analysis of consumer insights into the planning process for the development of breakthrough advertising. Students will study the foundational literature of account planning and will engage in a hands-on planning process. **Prerequisite**: MEDC 5300 or ADVT 5321.

ADVT 5440 Media Buying and Market Analysis (3)

This course focuses on the use of qualitative and quantitative research methods used to determine which media are best suited for purchase in an advertising campaign. Market research is combined with print and electronic media analysis using mathematical models and syndicated resources. Topics included are ratings for electronic media, circulation of print media, and techniques for evaluating inter-media plans as part of marketing and advertising strategies. **Prerequisite**: ADVT 5321.

ADVT 5501 Creative Planning and Strategy (3)

This course emphasizes the importance of critical thinking in the planning and development of message strategy for advertising and other marketing communications tools. Class discussions explore the decision making process and development of criteria for evaluation of alternative message strategies. Emphasis is also placed on the relationship between strategy and tactics. Students must be prepared to present and defend their positions. **Prerequisites**: MEDC 5000 and ADVT 5321.

ADVT 5502 Multinational Advertising (3)

This course focuses on the major components in the process of developing multinational advertising programs/campaigns, including client-agent structure, audience identification and segmentation, objective setting, media strategy, creative strategy, research and budgeting. Each of these steps must be considered within the context of different cultural, political, and legal environments. **Prerequisite**: ADVT 5321.

ADVT 5550 Topics in Advertising/Marketing Communications (3-6)

This course offers a variety of topics to address emerging theories, practices, and applications in the field of advertising and marketing communications. Topics are timely and of interest to professionals currently working in or pursuing advertising and marketing communications-related careers. 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.

AMLD - Arts Management and Leadership

AMLD 5010 Introduction to Arts Management/Planning (3)

This course presents an overview of the issues, problems, and methods involved in the management of a nonprofit cultural organization. Topics to be covered are planning, leading, motivating, controlling, defining roles of staff, communicating with staff and public, becoming accountable to constituencies, and achieving the organization's stated mission. **Prerequisite**: Acceptance into the arts management and leadership program.

AMLD 5020 Legal Issues in the Arts (3)

This course explores specific issues and laws relating to negotiations, contracts, alternative dispute resolution, publicity and privacy rights, freedom of expression, employment law, insurance, copyright regulations, charitable solicitations and contributions, ethical standards, and other applications of nonprofit law. **Prerequisite**: Acceptance into the arts management and leadership program.

AMLD 5030 Fund-Raising/Development (3)

This course examines mission statements, strategic planning, principles, theories, methods, and practical applications of fund-raising, funding institutions (public and private), proposal and grant writing techniques, and philanthropy. **Prerequisite**: Acceptance into the arts management and leadership program.

AMLD 5040 Leadership Issues and Board Strategies (3)

This course examines problem-solving and decision-making processes as they relate to individual organizations and boards of directors. Topics covered are board/staff relationships, by-laws, board responsibilities and orientation, governance, fund-raising, role in strategic planning, and how to plan and conduct meetings. **Prerequisite**: Acceptance into the arts management and leadership program.

AMLD 5050 Community and Cultural Policy (3)

This course covers issues related to the placement and mission of arts organizations in the community including access and outreach, educational mission, institution/artist relationships, and community involvement. Other issues include content restrictions, advocacy, censorship, and relations with the National Endowment for the Arts. **Prerequisite**: Acceptance into the arts management and leadership program.

AMLD 5060 Accounting and Basics in Finance (3)

This course examines accounting and control methods for nonprofit organizations, budget systems, fund accounting, cash-flow analysis, and related issues. **Prerequisite**: Acceptance into the arts management and leadership program.

AMLD 5065 Financial Issues in the Arts (3)

This course encourages the consideration of a wide variety of financial issues faced by cultural institutions today. A basic understanding of accounting methods is helpful. Readings and research will provide the backdrop for classroom discussions and presentations. Topics to be covered include: analysis of audited financial statements, entrepreneurial opportunities, fund-raising issues, budgeting, e-commerce and website development, conflict of interest, as well as ethical policies as they concern financial issues. **Prerequisite**: Acceptance into the arts management and leadership program.

AMLD 5070 Marketing for the Arts (3)

This course examines examples of marketing methods, market research and analysis, audience development strategies, and evaluation techniques. **Prerequisite**: Acceptance into the arts management and leadership program.

AMLD 5200 Seminar in Arts Leadership (1-3)

The seminar discusses ongoing issues in arts management and decision making. Leaders in the arts will speak. This course may be repeated for credit. **Prerequisite**: Acceptance into the arts management and leadership program.

AMLD 5210 Thesis Project (3)

The thesis project is designed to guide the student through the early phases of writing the required thesis. The thesis should be related to coursework within the program and to the student's work experiences. The total nature of the thesis will be determined by the candidate in conjunction with an advisory committee, but all projects are expected to add to the body of knowledge in the field. The particular topic will be approved by an advisory committee prior to commencement of work on the project. Typical projects might include the following components: 1) identification and description of a problem, 2) review of related literature, 3) data collection and analysis, 4) findings, discussion, and conclusions.

AMLD 5220 Completion and Acceptance of Final Thesis (3)

AMLD 5453 Stakeholder Management Communications (3)

This course presents an overview of methods of communication with stakeholders of an arts organization. Written materials such as newsletters, volunteer manuals and staff reports will be covered. Students will learn the art of writing speeches and public speaking. An understanding of the importance and use of social media will be studied. Students will complete the course with a presentation of one of the above skills as a final project. **Prerequisite**: Acceptance into the arts management and leadership program.

ARHS - Art History

ARHS 5010 Greek and Roman Art (3)

The art and architecture of ancient Greece and the Roman Empire. The course includes a significant research project and an oral presentation. Offered periodically. **Prerequisite**: Admission to the graduate program in art.

ARHS 5110 Early Renaissance Art (3)

Follows the development of Renaissance art in Italy, from the late Medieval period through the fifteenth century. Topics include the rise of humanism, theories of vision, the introduction of printmaking, and the growth of artistic status and identity. The course includes a significant research project and an oral presentation. Offered alternating years. **Prerequisite**: Admission to the graduate program in art.

ARHS 5120 High and Late Renaissance Art (3)

Explores the arts of Italy, from the High Renaissance of Leonardo, Michelangelo, and Raphael, to the Mannerism of the mid sixteenth century. Topics include the artist as intellectual, theory in art, and the rise of art history. The course includes a significant research project and an oral presentation. Offered alternating years. **Prerequisite**: Admission to the graduate program in art.

ARHS 5130 Northern Renaissance Art (3)

Explores the art of the Lowlands, France, and the German States from 1350-1550. Artists such as Van Eyck, Durer, Bosch, and Bruegel will be seen in the context of religious turmoil and discovery that brought Europe from the Middle Ages to the early modern world. The course includes a significant research project and an oral presentation. Offered alternating years. **Prerequisite**: Admission to the graduate program in art.

ARHS 5150 Baroque Art (3)

This is a study of the art and architecture of the Baroque period including the study of the Academy and the development of the artist as a reformer/conformist. Course includes a significant research project and an oral presentation. **Prerequisite**: Admission to the graduate program in art.

ARHS 5210 Nineteenth-Century Art (3)

Tracing intellectual and cultural currents from the Enlightenment to the *fin de siècle,* this course will encompass, Romanticism, Symbolism, and early Modernism in art. While the European viewpoint is dominant, we will also look at the contributions of American landscape painters in the nineteenth century. The course includes a significant research project and an oral presentation. Offered alternating years. **Prerequisite**: Admission to the graduate program in art.

ARHS 5250 History of Modern Art (3)

The study and research of art created in Europe and America in the nineteenth century and the early modern period is central to this course. Developments include early twentieth-century art as it relates to political forces of the day, the Russian Revolution, and World War I. The course includes a significant research project and an oral presentation. **Prerequisite**: Admission to the graduate program in art.

ARHS 5270 Contemporary Art (3)

This is a study of art from the pre-World War II migration of European artists until the present. Special focus includes Social Realism, the WPA, and the Harlem Renaissance as influential trends of the second half of the twentieth century. The course includes a significant research project and an oral presentation. **Prerequisite**: Admission to the graduate program in art.

ARHS 5500 History of Architecture (3)

This is the study of the history of architecture as it relates to the aesthetic and socioeconomic aspects of the built environment. The course includes a significant research project and an oral presentation. **Prerequisite**: Admission to the graduate program in art.

ARHS 5700 Historiography and Methodology (3)

Covers the history and methods of art history. **Prerequisite**: Admission to the graduate program in art.

ARHS 5730 Seminar in Art Theory and Criticism (3)

Students explore the theoretical issues and related historical framework in the critical interpretation of art. **Prerequisites**: Admission to the graduate program in art and permission of the instructor.

ARHS 5750 Topics in Art History (3)

In-depth study of particular issues in the history and criticism/theory of art is the central focus of each offering. May be repeated for credit if content differs. **Prerequisite:** Admission to the graduate program in art.

ARHS 6150 Directed Study in Art History (3)

Students, in consultation with their advisor, will choose a topic in art history or criticism to pursue for the semester through directed research and writing. **Prerequisites**: Admission to the graduate program in art, permission of the instructor and filing of official form.

ARHS 6250 Thesis (3-6)

May be repeated for credit up to 6 hours. **Prerequisite**: Completion of other art program requirements.

ART - Art

ART 5000 Graduate Seminar in Art (3)

Students examine contemporary issues in art and art criticism. This seminar is necessary for advancement to candidacy in the graduate program in art. **Prerequisite**: Admission to the graduate program in art.

ART 5110 Drawing Studio (3)

This course provides advanced problems in techniques of figure drawing, gesture, contour, chiaroscuro, and long drawing. May be repeated for credit. **Prerequisite**: Admission to the graduate program in art.

ART 5270 Graphic Design Studio (3)

Graduate projects in graphic design, layout, display, research, and production are central to this course. Studio work includes theoretical and practical exploration of design concepts. May be repeated for credit. **Prerequisite**: Admission to the graduate program in art.

ART 5410 Painting Studio (3)

This studio course explores the spatial organization of various media as related to the expressive aspects of painting. May be repeated for credit. **Prerequisite**: Admission to the graduate program in art.

ART 5510 Sculpture Studio (3)

Advanced study of traditional and contemporary materials, concepts, and techniques involving the three-dimensional use of space is the central focus of this studio. May be repeated for credit. **Prerequisite**: Admission to the graduate program in art.

ART 5530 Ceramic Studio (3)

This course involves advanced problems in techniques and concepts of clay-related arts. May be repeated for credit. **Prerequisite**: Admission to the graduate program in art.

ART 5620 Printmaking Studio (3)

Students explore the advanced techniques, the growth and refinement of imagery, and creative options available through printmaking. May be repeated for credit. **Prerequisite**: Admission to the graduate program in art.

ART 5630 Papermaking Studio (3)

This course covers the development and exploration of advanced concepts and techniques of paper-related arts. May be repeated for credit. **Prerequisite**: Admission to the graduate program in art.

ART 5710 Photography Studio (3)

Students concentrate on advanced study of the techniques and concepts of color and of black-and-white photography. May be

repeated for credit. **Prerequisite**: Admission to the graduate program in art.

ART 5810 Conceptual Art (3)

This course presents special problems in conceptual, idea, or process art that explore relationships between ideas and the creative process. This advanced study is based on assumptions that inform perception and the relationship between life and art. May be repeated for credit. **Prerequisite**: Admission to the graduate program in art.

ART 5820 Performance Art (3)

This studio creates challenges to traditional art objects and concepts by exploring multimedia performance works that include body, time, and space. May be repeated for credit. **Prerequisite**: Admission to the graduate program in art.

ART 5830 Alternative Media (3)

This course provides advanced study of the history, concepts, and processes involved in alternative approaches to art making. May be repeated for credit. **Prerequisite**: Admission to the graduate program in art.

ART 5950 Advanced Study in Art (3)

This course provides for individual projects for developing professional skills in art or art history. May be repeated for credit. **Prerequisites**: Admission to the graduate program in art and ART 5000.

ART 6250 Thesis (6)

Prerequisite: Completion of other art program requirements.

ART 6500 Graduate Internship in Art (3)

AUDI - Audio Production

AUDI 5220 Podcast Production and Promotion (3)

Students learn to operate audio equipment, gain critical listening skills and learn the audio requirements of new media. The course will stress online and social media applications for media and how students can acquire the fundamentals for working with audio for use in the modern digitized workplace. Students will learn the basics of telling stories with strong audio components and will learn how to create them with advanced audio software. The course combines theory and practice. **Prerequisite**: NPRO 5000.

BIOL - Biology

BIOL 6500 Immunology (2)

Covers the structure and function of leukocytes and the classification of antibodies. The principles of immunosuppression and the mechanism of the immune response will be studied for the perianesthetic period. **Prerequisite**: Enrollment in the nurse anesthesia program.

BIOL 7200 Advanced Anatomy and Physiology I (4)

Provides the student an opportunity to build upon basic knowledge of the anatomy and physiology of cells, tissues and blood and the following systems: musculoskeletal, neuroendocrine and respiratory systems and their applicability to anesthesia and acute care. A review of cell physiology is followed by in-depth analysis of muscular, nervous and circulatory systems. Gross anatomy includes study of head and neck and thorax. The student

engages in critical thinking regarding the effects of anesthetics on physiologic functions and their relation to the client's state of health/wellness as it interacts with the culturally diverse population in the twenty-first century.

BIOL 7500 Immunology (3)

Examines cellular structure and function in both white blood cells and lymphocytes. This course provides the foundation for understanding modes of cellular communication between immune cells and antigens, allergens and pathogens. Examination of the innate and Adaptive immunity, differences between them, their function and diseases associated with each.

BIOL 7600 Cell Biology (3)

Covers fundamental concepts of the structure and function of human cells. The course begins with a light microscope study of tissue cells and an electron micrograph study of specific cells; followed by a study of organelle function; and ending with cellular perspectives on the nervous system, immunology and cancer as they relate to anesthesia.

BIOL 7700 Genetics (1)

Presents an overview of human genetics and its relationship to the disease process. Principles of transmission genetics will be covered. Abnormalities of the nervous, cardiac, respiratory and muscular systems will be addressed. The molecular basis for various inborn errors of cellular activity and how it relates to the delivery of anesthesia will be covered.

BIOL 7800 Microbiology (3)

Microbiology focuses on properties of bacteria, viruses and fungi as well as the pathogen-host interactions. This course is an introduction to the molecular genetics of bacteria and viruses. The relation of these organisms to anesthesia and their control will be explored.

BIOL 8000 Advanced Anatomy and Physiology II (4)

Provides the student an opportunity to continue building upon basic knowledge of the anatomy and physiology of the cardiovascular, digestive, hepatic, reproductive and renal systems, with particular reference to anesthesia and acute care management. An in-depth analysis will be made of the cardiovascular system. The student engages in critical thinking regarding the effects of anesthesia on normal physiologic functions of the cardiovascular and renal systems. This course is a continuation of gross anatomy study of thorax and abdominal and pelvic regions. **Prerequisite**: BIOL 7200.

BIOL 8100 Advanced Anatomy and Physiology III (4)

This course is a continuation of Anatomy and Physiology II. It continues to explore the topics of the cardiovascular, digestive, hepatic, reproductive and renal systems, with particular reference to anesthesia and acute care management. An in-depth analysis will be made of the cardiovascular system. The student engages in critical thinking regarding the effects of anesthesia on normal physiologic functions of the cardiovascular and renal systems; a continuation of gross anatomy study of thorax and abdominal and pelvic regions. **Prerequisite**: BIOL 8000.

BIOL 8400 Advanced Pathophysiology (3)

Lecture and discussion of pathologic states common to the surgical population, which may affect the delivery of anesthesia, will be offered. Focus will be on primary disease processes of the nervous, endocrine and respiratory systems, common therapies and their relationship to preoperative planning and case management.

BUSN - Business

BUSN 5000 Business (3)

This course is designed to provide a foundation in such general business concepts as economics, finance, accounting, business law, marketing, and other business systems.

BUSN 5100 Introduction to Project Management (3)

This course examines the basic theory and practical tools of project management. The student learns to manage projects and achieve project objectives by organizing, planning, scheduling and controlling the project.

BUSN 5135 Business Law & Economics in the Oil & Gas Sector (3)

The oil and gas industry is dynamic and complex. This course purposely combines the interrelationship between law and economics in this sector. Various actors including governments, financial markets, the global oil market, the uncertainty of the economic environment, licensing and contracts are some of the important topics considered. Other topics that will also be covered include investment appraisal, taxation, health, safety, the environment and issues related to supply and demand. An international approach will be applied to the study of the markets.

BUSN 5200 Basic Finance for Managers (3)

Managers and human resources management professionals must be able to understand financial information contained in financial statements and reports. Line managers must be able to understand financial information contained in financial statements and reports in order to evaluate their unit's financial performance, to communicate clearly with other managers, and to apply financial information when making decisions. Human resources management professionals must understand financial statements and principles if they are to effectively assist line managers and be strategic partners with other business functions. This course will focus on the interpretation and use of basic financial information by non-financial managers, not on the production of financial statements and reports. (FINC 5000 cannot be substituted for BUSN 5200.)

BUSN 5210 Financial Management and Budgeting in Nonprofits (3)

This course will prepare students to understand and participate in the financial management of nonprofit organizations. The course will provide an overview and specifics of nonprofit financial management, including budgeting, resource allocation, accounting, financial reporting (internal, board, and governmental), and working with CPAs.

BUSN 5220 Global Supply Chain Management (3)

This course is designed to increase understanding of the management of flows of materials/goods and information in a global supply chain network. The topics covered include supplier selection, procurement, production/outsourcing, transportation, warehousing, etc. in the context of global supply chain environment and global logistics strategy. Import/export as well as third party logistics (3PL), documentation, customs procedures, government regulations, and free trade zones (FTZ) are also reviewed.

BUSN 5250 Enterprise Systems (3)

This course helps students understand enterprise systems in today's organizations. The contents includes the evolution of enterprise systems, the components of an enterprise system and the process of implementing enterprise systems to increase the overall success of the organization. The course also emphasizes the strategic role of the enterprise systems in providing a platform for improved business operations and productivity.

BUSN 5300 Project Procurement Management (3)

This course examines the basic theory and practical tools of the procurement process and contract management when the projects are completed using outside resources and contractors. The course will help students understand the procurement process and manage contracts effectively so that the project can be completed successfully.

BUSN 5360 Operations & the Supply Chain in the Oil & Gas Sector (3)

Two very central aspects and closely interconnected aspects of the oil and gas industry are the operations and supply chain management. Operations focuses on the upstream and downstream activities including exploration, production, transportation, refinery operations and bringing the products to the markets. A key aspect of the topics of the supply chain is that it can be a central source of cost efficiency and thus a competitive advantage for organizations that best manage their supply chains. The supply chain becomes an even more important strategic component when the international scale of many oil and gas ventures are considered.

BUSN 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in business. The professional seminar supplements the core and elective courses in the area of business by focusing on issues of current and special interest. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation. This course may not be completed by directed study.

BUSN 5600 Accounting Theory and Practice (3)

Students examine the accounting function and its role in modern business. Basic accounting theory and principles are examined, and some of the more important contemporary accounting developments are reviewed. Case studies are analyzed with an emphasis on situations from the students' own work experiences. This course is designed for consumers as opposed to producers of accounting. **Prerequisite**: BUSN 5000 or HLTH 5000.

BUSN 5620 Current Economic Analysis (3)

Implications of current economic events are examined through the applications of economic theory. Emphasis is placed on acquainting the student with methods of economic analysis in the context of current economic issues.

BUSN 5630 Business Law (3)

This course provides a basic understanding of laws that relate to business with emphasis on the law of contracts, negotiable instruments, secured transactions, business organization and structure, relationships among firms, and property. Case studies are analyzed in order to give the student an understanding of how these various laws have evolved.

BUSN 5680 Issues in Business (3)

Current and significant issues in business are examined. The course focuses on existing theories and practices as well as on new and emerging topics in the field. Course may be repeated for credit if content differs.

BUSN 5700 Advances in Project Management (3)

This course examines the advanced theory and tools for implementing projects in organizations and will provide a comprehensive overview of the skills needed and challenges

to be faced in managing them. The primary goals of this course in Project Management are to help students understand important concepts and principles in project selection, scheduling, risk and resource management and develop analytical and interpersonal skills that will be useful to them as project managers. **Prerequisites**: BUSN 5100 and BUSN 5760.

BUSN 5760 Applied Business Statistics (3)

The student examines the application of statistical analysis, hypothesis testing, and regression analysis in business decision making. The course should focus on the utilization of statistical methods as applied to business problems and operations.

BUSN 6050 Macroeconomic Analysis (3)

The course provides the consumer of macroeconomic news a conceptual foundation in macroeconomic theory. The goal is to prepare the manager/analyst to consume macroeconomic news and analysis and to draw independent conclusions. **Prerequisite**: BUSN 5620.

BUSN 6070 Management Accounting (3)

The student examines advanced topics in management accounting as these relate to management information needs for planning, control, and decision making. Topics include interpretation of standard cost variances; application of quantitative techniques; evaluation of divisional performance; activity-based costing; and the behavioral impact of accounting systems. **Prerequisites**: BUSN 5600 and BUSN 5760.

BUSN 6080 Business Information Systems (3)

The student examines information systems in business organizations. This course will develop the framework for an information system and explore how systems that support the business functions of the organization are integrated and aid the manager with decision-making responsibilities within the operational, tactical, and strategic hierarchy of the company. Underlying the examination of various organizational information systems will be an exploration of emerging technologies that drive these systems. This course provides the student with the skills necessary to effectively understand and use information technology and shows how information technology provides organizations with a strategic competitive advantage. Students who have completed MNGT 5540 may not take BUSN 6080.

BUSN 6100 Quantitative Business Analysis (3)

Students examine the techniques of optimum research allocation, emphasizing the application of the quantitative methods to practical problems. Topics covered include: optimum values, minimum and maximum values with and without constraints, queuing, linear models and techniques, and statistical methods. Emphasis is less on derivation than on application. Examples used for application come from all areas of business, manufacturing, and institutional experience.

BUSN 6110 Operations and Project Management (3)

This is a course that focuses on the major managerial issues in manufacturing management and the tools that can be used to manage them. Special attention will be given to project management, including PERT, critical path scheduling, and time-cost models, in operations management and other business settings. The major operations management issues are quality management and control, capacity management, plant location, layout and design, production planning and scheduling, supply chain management, and inventory management. The analytical tools covered include queuing theory, statistical quality control, linear programming, and learning curves. Where appropriate, the use of operations management techniques in service and distribution organizations will be demonstrated. **Prerequisite**: BUSN 5760.

BUSN 6120 Managerial Economics (3)

The student examines the application of microeconomic theory as applied to the managers' responsibilities within the organization. This course should emphasize the quantitative and qualitative application of economic principles to business analysis. **Prerequisites**: BUSN 5620 and BUSN 5760.

BUSN 6140 Business Research Analysis (3)

The student examines the application of the tools and methods of research to management problems. The course focuses on the nature of research; the use of research in decision making; decision making; research concepts and methods for the collection, analysis, and interpretation of data from surveys, experiments, and observational studies; and the evaluation, use, and presentation of research findings.

BUSN 6150 Business Communications and Technology (3)

The student examines the methods, protocol, and appropriateness of various forms of communication for business decision making, which include written, oral, networking, teleconferencing, e-mail, and other modern methods of communication that are required in today's business world. The course should include all types of communications the student needs to operate in the national and international aspects of business, including sales promotions and financial promotions, as well as computer networking within the business structure.

BUSN 6160 Integrated Business Processes and ERP (3)

This course provides students a comprehensive understanding of how Enterprise Resource Planning (ERP) Systems foster the integration of the fundamental business processes in today's business organizations. This course also examines the evolution of ERP and the components of a modern ERP system. There is a significant technology component to this class. Students directly practice real business functions and transactions in an ERP system to gain hands on experience.

BUSN 6180 Configuration of ERP Systems (3)

Students will examine the configuration of ERP systems in organizations. Through the use of hands-on projects using an ERP system, students will explore the steps necessary to configure various business processes for the purpose of furthering the objectives of the organization. In addition, not only will students in this course become familiar with configuration, but their knowledge of the important business processes of organizations will also be reinforced. Students will also be expected to report on and explain their conclusions with respect to ERP system case studies. **Prerequisite**: ACCT 5310 or BUSN 6160.

BUSN 6185 Business Intelligence and ERP (3)

The objective of this course is to demonstrate the concepts of Business Intelligence through hands on exercises. Concepts taught are: introduction to big data, online analytical processing (OLAP), multidimensional modeling, the databases' role in business intelligence (BI), and extract, transform, and load (ETL) technology. There is a significant technology component to this class. Students will interact with a real business enterprise resource planning (ERP) system's operational and data warehouse. Hands-on exercises will be conducted on an ERP system such as SAP ERP R/3. **Prerequisites**: BUSN 6160 and BUSN 5760.

BUSN 6200 Strategy and Competition (3)

The student examines the conceptual and practical aspects of business policies and policy decision making by utilizing

Course Descriptions

all the concepts, theories, and tools that were presented in the previous courses. The student should be able to analyze and recommend a comprehensive and workable approach to the situation. The course should cover current business issues and developments. There is an additional course fee of $99. **Prerequisite**: Completion of all other required courses in the MBA.

BUSN 6500 Business Internship (1-6)

This course is designed to enhance the graduate business curriculum. Along with a faculty internship coordinator, students play an instrumental role in creating an experience that blends coursework knowledge with practical knowledge by working with a host organization under the supervision of a qualified professional. All work performed for the purpose of satisfying the requirements of the internship program must in some way relate to the student's major or emphasis.

BUSN 9910 Travel Course-Operations and Project Management (3)

this is a course that focuses on the major managerial issues in manufacturing management and the tools that can be used to manage them. Special attention will be given to project management, including PERT, critical path scheduling, and time-cost models, in operations management and other business settings. The major operations management issues are quality management and control, capacity management, plant location, layout and design, production planning and scheduling, supply chain management, and inventory management. The analytical tools covered include queuing theory, statistical quality control, linear programming, and learning curves. Where appropriate, the use of operations management techniques in service and distribution organizations will be demonstrated. This course includes a mandatory short-term travel component. **Prerequisite**: BUSN 5760.

BUSN 9950 Travel Course-Issues in Business (3)

Current and significant issues in business are examined. The course focuses on existing theories and practices as well as on new and emerging topics in the field. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

CHEM - Chemistry

CHEM 5500 Biochemistry (3)

Investigates fundamental metabolic pathways, the biochemistry of acid-base metabolism, and the principles of ligand to protein interactions that may be applicable to anesthesia. **Prerequisite:** Enrollment in the nurse anesthesia program.

CHEM 7500 Biochemistry (3)

This course investigates fundamental metabolic pathways, the biochemistry of acid-base metabolism and the principles of ligand binding to receptors (specific membrane proteins) that may be applicable to anesthetic and related agents.

CMAT - MAT Certification

CMAT 5000 Teaching in a Diverse Society (3)

Students explore issues in teaching in a multicultural setting, examining the implications of diverse student populations and emphasizing values and beliefs about learning and teaching. The course explores the historical and philosophical foundations of education, focusing on the implications for current diverse classrooms. Students will examine traditional and contemporary philosophies in their historical context and discuss the impact of these on student and teacher roles, curriculum, assessment and instruction, and classroom organization and management. **Co-requisite**: CMAT 5001.

CMAT 5001 Introductory Teaching Practicum (1)

This is a supervised practicum experience for teacher education students. Students will learn about and engage in professional practices related to teaching. They engage in observation of teachers and students in specific classroom settings. Must be completed with a grade of B or better. **Co-requisite**: CMAT 5000.

CMAT 5009 Writing Instruction (3)

Students examine current theories and practices for writing instruction. Students discuss elements such as the history of rhetoric, writing traits, writing forms and writing for different purposes as well as audiences. Based on contemporary theories and digital applications used in today's classrooms, students practice designing writing assignments. Other key topics include multimodal writing, creating writing curriculum and assessment of writing. Students practice the composition process by designing a digital writing process project.

CMAT 5015 Inclusive Practices and Methods for Teaching English Learners (3)

This course surveys current theory and practice in planning, implementing and monitoring instruction to meet the needs of students having diverse learning needs including linguistically and culturally diverse students and students with disabilities in a variety of classroom contexts. Topics include the following: inclusive education philosophy and research, co-teaching and collaborative practice, parent collaboration and communication, facilitating peer supports, curriculum adaptations and differentiated instruction.

CMAT 5020 Inquiry Methods for STEM and Social Studies (3)

Utilizing an inquiry-based approach to the study of science and social studies, this course helps teachers acquire the skills necessary to teach history, politics, geography and economics; using the tools of science, technology, engineering and mathematics. Students will develop an understanding of the integrative approach to social studies teaching and the application of inquiry-based methodologies. A core principle of the course is to model problem based and project based approaches to teaching in the contemporary classroom. Throughout the course students will explore the dynamic and rich ways in which inquiry based social studies form the basis of effective reading, writing, problem solving and citizenship.

This course embeds fieldwork, field trips and lock-in experiences.

CMAT 5030 Topics in Content Area Studies (1-3)

Utilizing an experiential and self-guided approach to content area learning, candidates will engage in learning and development in their subject area. Candidates will be given an opportunity to check their content knowledge. Depending on their need for content area subjects, they will choose this course as needed.

CMAT 5035 Topics in K-12 Student Development and Learning (3)

Candidates will examine a specific topic(s) related to the emotional and cognitive development of K-12 grade students or an aspect of classroom management and learning strategies. May be repeated once for credit. **Prerequisite**: CMAT 5000.

CMAT 5090 Practicum: Elementary School (1-3)

This practicum is in an elementary school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in confuction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placement are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5091 Apprentice Teaching: Elementary School (9)

Teacher certification students only. This course is meant for students seeking certification in elementary school education. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: CMAT 5090 with B or better and all required courses must be completed. The state-required Content Area exam must also have been passed by the student in order to register for CMAT 5091. Private, public and parochial district placements will be made in the St. Louis County and/or St. Louis City areas. Concurrent registration in the Apprentice Teaching seminar in required.

CMAT 5096 Apprentice Teaching Seminar (1)

This seminar will help students in their apprentice teaching focus on multiple factors affecting their class-room experiences, student interactions and curriculum (including planning, classroom organization and structure, unit and lesson planning, and student assessment) through the creation of a Teacher Work Sample. The course is designed to better prepare each student to meet the MoSTEP Standards. The seminar is a concurrent registration with the appropriate apprentice teaching course. **Prerequisites**: CMAT 5090 or CMAT 5094 with B or better, and all required courses must be completed.

CMAT 5100 Practicum: Middle School Language Arts (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5101 Practicum: Middle School Mathematics (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5102 Practicum: Middle School Science (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5103 Practicum: Middle School Social Science (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5104 Practicum: Secondary English (1-3)

This practicum is in a secondary school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5105 Practicum: Secondary Mathematics (1-3)

This practicum is in a secondary school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5106 Practicum: Secondary Social Science (1-3)

This practicum is in a secondary school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5107 Practicum: Secondary Biology (1-3)

This practicum is in a secondary school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15.

Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5108 Practicum: Art K-12 (1-3)

This practicum is in a school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5109 Practicum: French K-12 (1-3)

This practicum is in a school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5110 Practicum: German K-12 (1-3)

This practicum is in a school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5111 Practicum: Spanish K-12 (1-3)

This practicum is in a school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5112 Practicum: K-12 Special Education (1-3)

This practicum is in a school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5113 Practicum: Secondary Chemistry (1-3)

This practicum is in a school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To

enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5140 Digital Pedagogy and Assistive Learning Technologies (1-3)

This course utilizes hands-on and project-based activities to teach instructional technology use and integration to students. In the course, students engage with using classroom technologies for teaching learners from prek-12. The use of technologies for instructional planning and design, data gathering and assessment as well as Universal design for learning will be demonstrated and practiced. The course explores technology integration based on student engagement with productivity applications, interactive and cloud-based platforms as well as assistive technologies.

CMAT 5170 Classroom and Behavioral Management (3)

This course introduces classroom management and behavior management strategies for today's classroom. It is designed to offer pre-service teachers an opportunity to investigate current research-based techniques that are considered "best practices". This course is designed to meet Standard # 5 of the Missouri Standards for the Preparation of Educators, which states, "The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation." (MoSPE Standards & Quality Indicators).

CMAT 5180 Elementary Arts and Humanities Methods (3)

Students in this course apply curricular and instructional objectives for teaching K-6 students Arts, Humanities and Social Studies. Matertials, techniques and resources are emphasized. Arts and Humanities are broad and encompassing areas of elementary classroom teaching. Content areas that focus on the language arts and social studies are richly integrated with art history, art techniques and many forms of visual art. This includes working with students from a variety of multicultural groups as well as learning how to work with teachers in other subject areas in order to integrate curriculum. Social Science Content Standards for social studies are also of importance. **Prerequisite**: Eligible for admission to Teacher Certification.

CMAT 5190 Elementary STEM Methods (3)

In this course students learn and apply effective practices for teaching elementary science and mathematics using integrated STEM approaches. Instructional methods that are based on inquiry-based learning, number talks, scientific thinking as well as varied interactive activities and discussion protocols. Topics that will be covered include meaningful mathematics learning and Next Generation Science Standards. Candidates will create an integrated unit plan that applies critical thinking, STEM principles and learning standards. **Prerequisite**: Eligible for admission to Teacher Certification.

CMAT 5199 Practicum Seminar (1)

This seminar corresponds to the teacher certification practicum experience. It is designed for teacher candidates and focuses on their attainment of highly effective teaching practices. These include teacher presence, classroom organization and structure, lesson planning and student assessment based on sound data analysis. The course is designed to prepare each teacher canddate to process the activities of the field-based classroom practicum. An overarching goal is the documentation and attainment of Missouri Teacher Standards as measured by the

Missouri Educator Evaluation Systems (MEES) **Prerequisite**: Eligibility for admission to Teacher Certification and filing of appropraite application form by the posted deadline. **Co-requisite**: CMAT 5090 or CMAT 5100 or CMAT 5101 or CMAT 5102 or CMAT 5103 or CMAT 5104 or CMAT 5105 or CMAT 5106 or CMAT 5107 or CMAT 5108 or CMAT 5109 or CMAT 5110 or CMAT 5111 or CMAT 5112 or CMAT 5113.

CMAT 5200 Apprentice Teaching: Middle School Language Arts (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5100, approved application one semester prior.

CMAT 5201 Apprentice Teaching: Middle School Mathematics (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5101, approved application one semester prior.

CMAT 5202 Apprentice Teaching: Middle School Science (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5102, approved application one semester prior.

CMAT 5203 Apprentice Teaching: Middle School Social Science (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5103, approved application one semester prior.

CMAT 5204 Apprentice Teaching: Secondary English (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5104, approved application one semester prior.

CMAT 5205 Apprentice Teaching: Secondary Mathematics (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5105, approved application one semester prior.

CMAT 5206 Apprentice Teaching: Secondary Social Science (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers.

Prerequisites: B or better in CMAT 5106, approved application one semester prior.

CMAT 5207 Apprentice Teaching: Secondary Biology (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5107, approved application one semester prior.

CMAT 5208 Apprentice Teaching: Art K-12 (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5108, approved application one semester prior.

CMAT 5209 Apprentice Teaching: French K-12 (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5109, approved application one semester prior.

CMAT 5210 Apprentice Teaching: German K-12 (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5111, approved application one semester prior.

CMAT 5211 Apprentice Teaching: Spanish K-12 (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5106, approved application one semester prior.

CMAT 5212 Apprentice Teaching: K-12 Special Education (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5112, approved application one semester prior.

CMAT 5213 Apprentice Teaching: Secondary Chemistry (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5113, approved application one semester prior.

CMAT 5225 Education Passport 1 (0)

The Department of Teacher Education Passport is an integral element in the assessment system for initial teacher certification programs. This system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age. Using a self-directed approach,

pre-service teachers will upload artifacts in the digital passports. Completion of Passport 1 is required for admission to teacher certification. Admission is granted when candidates successfully submit the four assignments accompanied by highlights, annotations, and/or short reflections and have met the other admissions criteria.

CMAT 5270 Methods of Teaching Elementary Reading (3)

This is an introductory course in reading methodology for elementary education, early childhood and special education initial teacher certification candidates. It is the first in a series of three courses required for certification. The focus is on reading methods and specific techniques appropriate for emergent readers and developmental readers in elementary grades. 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.

CMAT 5275 Education Passport 2 (0)

The Department of Teacher Education Passport is an integral element in the assessment system for initial teacher certification programs. This system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age. Using a self-directed approach, pre-service teachers will upload artifacts in the digital passports. Completion of Passport 1 Is required for admission to teacher certification. Admission is granted when candidates successfully submit the four assignments accompanied by highlights, annotations, and/or short reflections and have met the other admissions criteria. **Prerequisite**: CMAT 5225.

CMAT 5280 ELEM/SPED Teaching Reading and Writing in the Content Areas (3)

This course is designed for elementary, early childhood and special education initial teacher certification candidates to examine the reading-writing connection and develop methods for teaching their students critical thinking skills and problem solving in the area of literacy. Participants will study frameworks for fostering comprehension including analytical and critical reading and content literacy.

CMAT 5290 ELEM/SPED Differentiated Reading Assessment and Intervention (3)

This course is designed for elementary, early childhood and special education intial teacher certification candidates. Candidates will learn about the best practices in developmental reading for struggling readers and learners with reading disabilities. The purpose of this course is threefold: (1) to increase knowledge and understanding of the process of reading, (2) to increase competency in the diagnosis of specific areas of weakness that can interfere with the reading process, and (3) to develop intervention strategies for struggling readers and learners with reading disabilities. Webster students will use formal and informal reading assessments to evaluate reading abilities and implement research-based intevention strategies.

CMAT 5350 Arts and Humanities Methods (3)

This course engages skills and strategies for teaching the Arts, Humanities and Social Studies to students. The scope of the course is Middle School and Secondary School Language Arts, Social Studies and Humanities as well as K-12 Art and World Language. It emphasizes materials, techniques and resources for teaching distinct curricular methods as well as integrative methods. Students in this course develop abilities to utilize integrative methods such as verbal, visual, musical and kinesthetic activies in the visual, performing, language arts and social studies classrooms. **Prerequisite**: Eligible for admission to Teacher Certification.

CMAT 5360 STEM Methods (3)

This course affords students the opportunity to focus on best practices in the middle school and secondary science and mathematics classroom. Instructional methods to enrich learning will be examined with readings from authors that are experts in their field covering topics such as growth mindset, number talks, Argument Driven Inquiry (ADI), varied engagement and discussion protocols and backwards design in lesson planning. These topics will also be explored while examining how to best engage learners in rigorous, relevant and engaging lessons that are applicable to real world situations. Students will engage in a variety of activities that will yield a deeper command and understanding of the CCSS Math Standards and Next Generation Science Standards leading to creation of a unit plan. **Prerequisite**: Eligible for admission to Teacher Certification.

CMAT 5380 Teaching Reading and Writing in the Content Areas (3)

This course will present a broad spectrum of reading and writing strategies necessary for understanding text. Participants study the different kinds of reading and writing required for varied situations and materials and consider problems such as adjusting assignments to different rates, providing assistance in content assignments and dealing with non-proficient readers and writers. A content area unit is part of the course evaluation and includes vocabulary as well as pre-reading, during reading, post reading and writing strategies, in addition to formative and summative assessments. This course is used for middle and secondary school initial teacher certification. Assessment and instructional strategies will be discussed and applied in class as well as in assignments.

CMAT 5390 Differentiated Reading Assessment and Intervention (3)

The focus of this class will be on planning interventions based on interpretation of formal and informal reading assessments for students in grades 6-12. An emphasis will be on current theory and best practices in literacy. Participants will design intervention strategies in response to assessment data. This course is used for middle and secondary school initial teacher certification.

CMAT 5505 Psychological Foundations of Education (3)

This course explores the interaction of developmental and educational psychology. Learning, cognition, motivation, personality, and emotions are examined in an effort to see the child as a whole person functioning in the school environment Theories of development and learning theory are interrelated and integrated with observations of children and adolescents and discussions of educational applications. Intracultural and intercultural variations in development are examined.

CMAT 5700 Middle School History and Philosophy (3)

Students examine the history of the middle school movement and its evolving philosophy. Implications for school design, organization and curricula are also studied.

COMG - Communications Management

COMG 5550 Topics in Media Communications Management (3-6)

This course offers a variety of topics to address emerging theories, practices, and applications in the field of media communications management. Topics are timely and of interest to professionals currently working in or pursuing media communications management careers. 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.

COMM - Communication Arts

COMM 5020 Young Adult Literature (3)

In this course, graduate students learn how to select, evaluate and teach literature written for young adults (grades 6-12). A special focus is on international and multicultural literature with methods for infusing literature into the existing curriculum and across disciplines. Students design a "literature project" for their classroom or designated grade levels. This course counts for certification. **Prerequisite**: Admission to MA/certification program/advisor consent.

COMM 5030 Historical Linguistics (3)

This course looks at natural language change and then applies those theories to language diversity in the United States. Important laws, policies, and language planning are covered, including English Only policies, the Ebonics controversy, and bilingual education. Students will write their own language policies for a school and write about the effects of linguistic diversity in today's classroom.

COMM 5187 Secondary Techniques and Curriculum (3)

The course provides secondary teachers opportunities to learn basic instructional techniques, formative and summative assessment models, curriculum development, and lesson plans. Teachers and prospective teachers are expected to integrate the professional standards from their discipline into their projects and assignments.

COMM 5199 Teaching Writing (3)

Students will study current theories and practices of teaching writing as well as review the history of rhetoric. Based on contemporary theory and classroom realities, students will practice designing writing assignments, organizing courses and activities for writing, and assessing writing. They will also experience the actual process of composing by designing a writing process project.

COMM 5200 Independent Study (1-3)

MA students with special interests or needs not met by existing curricula may request that a faculty member supervise an independent study. Together the student and faculty member decide the content of the study and the criteria for evaluation. In no case can an independent study be set up when an existing course already treats the subject. May be repeated for credit if content differs. **Prerequisite**: Permission of the coordinator.

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 5260 Oral Communication (2-3)

In the first few sessions, students examine basic communication principles. Class activities and out-of-class assignments are designed to help students recognize common causes of communication problems and to expand their skills in dealing with them. The second part of the course builds on this knowledge as students practice more formal presentation skills.

COMM 5270 Visual Communication (2-3)

Students learn methods by which various types of information can be interpreted and presented visually. Because today's students can "read" visual messages, just as they read written messages, educators must master the elements, structure, and tools provided to develop visual materials. Creation of video activities for the classroom and mastering basic video production techniques are emphasized.

COMM 5280 Written Communication (2-3)

Students experience writing as a process of discovery as they improve their writing skills. Exercises designed to focus on various purposes, occasions, and audiences help writers examine clarity, organization, style, and word precision.

COMM 5290 Interpersonal Communication (2-3)

This course entails both the self-analysis and classroom application of interpersonal communications skills. Specific topics include oral presentations, listening, conflict resolution, social styles analysis, verbal and nonverbal communications, motivation, and methods to enhance your learning environment. Professional educators are encouraged to research and observe communication techniques that will facilitate retentive learning.

COMM 5300 Reporting Research (3)

Students learn to gather and use research materials, integrate and document a variety of sources in their papers and presentations, evaluate conclusions from research, and apply findings to the work setting. The emphasis is on synthesizing research and understanding theoretical concepts that guide their professional practice. Three papers are required; content of papers will reflect student interest and/or area of study.

COMM 5340 Language Arts Seminars (2-3)

Students become involved in a wide variety of activities designed to enhance the teaching of language arts in their classrooms. The courses listed under this course number are representatives of the workshop topics; other workshop topics are included in different semesters.

- ***Advanced Storytelling Across the Curriculum (3)***
  Storytelling is a way of using drama in the classroom through literature, creative movement, music, sound, and improvisation to develop interdisciplinary thematic units. Experiences are designed especially for teachers of pre-kindergarten through high school. **Prerequisite**: Storytelling Across the Curriculum or equivalent.
- ***Children's Writing (3)***
  Participants learn how to successfully implement writing workshop for grades 1 to 6. Focus is on strategies to support students' development of skills within the writing process. Strategies for assessment to inform instruction will be demonstrated and practiced.
- ***Creating Books for Young Readers (3)***
  This class is for teachers and others who are interested in writing and illustrating books (both fiction and non-fiction) for young readers. The course combines lectures, hands-on experience with writing activities and group discussion. Tools

and strategies for encouraging creative writing and inspiration are provided.
- **Creative Expression (3)**
Participants explore a variety of art forms, including mime, mask, visual arts, improvisation, creative drama, movement, music, storytelling, writing, and poetry. Several art forms are blended for multimedia presentations.
- **Creative Writing (3)**
This is a workshop course that focuses on creative writing skills. Students will write a variety of stories and poems for a variety of different audiences. This course is for those who want to take their love of literature to another level and produce creative works of their own.
- **Developing Language Skills through Puppetry (3)**
In this course students have a chance to explore many methods of using puppetry in the classroom. With the assistance of skilled resource people, students become actively involved in the creative process of puppet making, puppet manipulation, and curriculum planning and presentation.
- **Extending Literature through the Arts (3)**
Students explore oral interpretation, reader's theatre, story theatre, creative drama (improvisation, storytelling, movement, music), writing, and film/video as they discover ways to bring literature for young people to life. Participants incorporate interdisciplinary, thematic approaches to literature to enrich curriculum K-12.
- **Media Literacy (2-3)**
What messages are being conveyed through the channels of mass communication? How do these messages affect our behavior? Media literacy has emerged as an established field of study within the international academic community. This course prepares students to become discerning and selective consumers of media and explores exciting ways of discussing media in the K-12 classroom.
- **Nature Writing (3)**
This course will integrate writing and working with nature. It may incorporate the development of a school garden and will emphasize the importance of sustainability. Writing about nature is an excellent way to develop an appreciation of it.
- **Oral Interpretation of Literature (3)**
Through exploration and preparation of selections for oral presentation, students experience sensory and intellectual responses to literature. Lab sessions, group readings, and individual performances aim to develop the understanding and skills to communicate literature orally.
- **Storytelling Across the Curriculum (3)**
This course enables students to polish their storytelling skills as they develop a repertoire of material from a variety of genres: personal and original stories, folk fairy tales, literary tales, myths, and sagas. This course focuses on storytelling as performance art, often using movement, music, mime, puppets, story theatre, visual arts, and other media. Students also explore and document uses of storytelling as a motivational classroom teaching tool and design interdisciplinary thematic storytelling units.
- **Teaching Language and Language Issues (3)**
This course presents some of the various divisions in the field of linguistics from phonology and grammar to doublespeak, including speech theory and oral performance. Films, readings, and oral presentations will be the academic foundations for the study of linguistics in this class. Students will also create instructional activities that are designed to make their students more aware and proficient in the use of language.
- **Teaching the Language Arts with Computers (2)**
Students learn methods of using computers to support instruction in the development of reading, writing, speaking, listening, and observation skills. Participants discuss small group, whole class, and individualized applications.

- **Technology and Thinking Skills (2-3)**
This is a course on developing students' thinking skills using new video and computer technologies. These technologies include interactive video, expert systems, and software, with emphasis on equipment and software available in most schools. Concepts and strategies for using these technologies in developing critical and creative thinking are examined. Previous experience with the technologies is not necessary.
- **Workshop in Drama (2)**
Participants are actively involved throughout the three major phases of the course: (1) pre-drama activities that expand sensory and body awareness, concentration, imagination, and nonverbal communication; (2) informal, spontaneous drama; and (3) the use of drama as response to literature.
- **Writing and Composition Instruction Using Computers (2)**
Students in this course examine methods for applying word processors and other computer programs to support writing and composition instruction. Students discuss organizing instruction in laboratory or classroom settings.

COMM 5344 Introduction to Linguistics (3)

This course provides an overview to the field of Linguistics and its many subfields. Students will gain a stronger appreciation of language and a better understanding of research concerning human language. Course content is then related to today's classrooms and the implications these theories might have on learners today.

COMM 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 5391 American Novel (3)

This course focuses on the development of the American novel and recurrent American themes. Students read and discuss five or six novels and the related contemporary criticism, considering each work in its own right, in relation to other works, and as teaching material.

COMM 5392 American Poetry (3)

Students explore the trends in American poetry, from its Native American and Puritan origins through its contemporary forms. Major poets are read and discussed in light of literary history and critical theory and in terms of readers' responses. The information and skills gained in this course are applicable to the reading and teaching of literature at many levels and for many abilities.

COMM 5393 American Short Story (3)

The short story is the most accessible and teachable of literary forms and rich with possibilities beyond the usual lessons. Emphasis will be on American writers.

COMM 5395 Contemporary World Literature (3)

Participants delve into fiction, poetry, and drama since World War II that thematically and artistically reflect concerns distinctly different from those commonly expected by members of post-World War II America. Emphasis is on the literature of Eastern and Western Europe and South America.

COMM 5398 World Literature (3)

Students study several major documents of world literature, spanning three millennia. The basic argument of the course is that there are fundamental human documents to be read and studied, that the few included in our course are some of them, and that these are eminently teachable works.

COMM 5399 Poetry of the Planet (3)

This exploration will uncover poetry on our planet. Collectively and individually, students will study and search for poems suitable for K-12 classrooms that can be pursued, presented, and performed. A poetry celebration will conclude the journey. "What place would you advise me to visit now?" he asked. "The planet Earth," replied the geographer. "It has a good reputation." -*Antoine De Saint Exupery*

COMM 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 5440 Integrated Language Arts (3)

This course develops educators' abilities to promote creativity, cognitive flexibility and well-being through readings and activities that integrate speaking, listening, reading, writing, thinking, the visual arts, movement, music and wellness strategies. The course is designed to prepare early childhood, elementary, special education and Communication Arts candidates to integrate curricula which will promote development of multimodal literacy.

COMM 5460 Curriculum Design (3)

This course is required for the MA in communication arts. It is designed to help individuals plan learning experiences. Topics included in discussion are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum unit that has a direct application to a particular teaching situation.

COMM 5490 Seminars in Reading Instruction (2-3)

Seminars are designed to focus on contemporary research and classroom application. Different topic descriptions may be repeated for credit.

- ***Literacy as Empowerment-International Perspectives (2-3)***
  This course is an investigation of the role of "literacy learning" in other countries. Students explore implications for their own teaching so they can deepen understanding of the dynamics inherent in social, political, and academic arenas. Methods/materials from classrooms are reviewed, and each student will focus on an area (emergent literacy, adult literacy, "illiteracy" or "alliteracy," gender-related issues) and a country to research for a class report.

COMM 5520 Communications Seminars (2-3)

Communications workshops allow participants to explore various aspects of the communication process. May be repeated for credit if content differs.

- ***Communication for Teachers (3)***
  This course is an extension of materials and methods covered in COMM 5260 Oral Communication. Completion of COMM 5260 Oral Communication is a suggested prerequisite for this course, but is not required. Topics covered include communicating with administrators, peers, and students; negotiation of conflicting needs; conducting parent-teacher conferences; communicating in and with

families; school-related communication issues for children coping with divorce; facilitating school meetings and giving presentations; and conducting teacher workshops and in-service programs.
- ***Professional Writing (3)***
  This class will focus on writing articles/books for professional publication. The class will be taught as a workshop so that students can work on individual projects and get important feedback and information on publishing their work.
- ***Writing Across the Curriculum (2-3)***
  Students examine and experience realistic ways to initiate the writing process-prewriting, writing, rewriting, editing, and evaluating. A history of teaching writing from Cicero to Elbow prepares teachers for classroom activities.
- ***Ways of Seeing (2)***
  Ways of Seeing gives students a chance to explore seeing as a sensory, perceptual, imaginative, psychological, artistic, cultural, idiomatic, literary, and journalistic experience.

COMM 5530 Technology and Teaching (3)

This course is a non-technical approach to the study of technologies and communications related to teaching and training. Students learn how home, school, and business are affected by technology. Primary emphasis is on the direct application of current technology to educational settings and specific teaching objectives.

COMM 5540 Methods of Teaching Middle School and Secondary English (3)

This course examines issues, attitudes, and trends in teaching English as well as the essential subject matter of the discipline. Strategies, canons, management and philosophy concerning instruction are addressed. The class will discuss methods used to teach and evaluate speaking, listening, writing, reading and viewing. They will design lesson plans and teach them to the class. The course guides students on their journey to becoming a teacher of English Language Arts.

COMM 5640 Methods of Teaching Art Forms, Health and PE (2-3)

This course brings students in contact with many of the leading themes, styles, and media of artistic communication. Students explore the roles of visual arts, music, creative drama, and movement in fostering the physical, emotional, social, and cognitive well-being of individuals in school communities.

COMM 5730 Materials Development for Language Classrooms (3)

This course introduces digital literacy and its application in language teaching. It assists candidates to create hands-on teaching materials for both face-to-face and online courses in language classrooms. The course focuses on creating mini-lessons using handouts, descriptive packets, cartoons, animations, movies, video games, youtube, vimeo, mobile apps, social networking sites, and other web-enhanced materials. The main emphasis is on using new technologies to create engaging teaching and learning activities. Candidates will develop a digital portfolio, which will be useful for their job interviews and conference presentations. The course should benefit all TESL candidates, Communication Arts students, and foreign language education candidates.

COMM 5750 Special Institute (1-3 hours)

Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the communications arts program. Detailed current information appears in the specific semester course offerings. May be repeated for credit if content differs.

- **Final Writing Project (3)**
  With the guidance of the instructor, certificate students will produce a final writing project that focuses on their particular interest. This class requires advisor approval.
- **Grammar for ESL/EFL Teachers (3)**
  This course introduces modern English grammar, as well as modalities of including it in the day-to-day language instruction. It is designed to provide the adult ESL/EFL teacher with a knowledge base of various English structures, with regard to syntax (i.e., form), semantics (i.e., meaning), and pragmatics (i.e., use). Special emphasis is given to the development of fun, communicative and interactive lesson plans and activities, which target specific grammar points while meeting various test standards (e.g. Show Me and TOEFL). Theory and research is concentrated in the areas SLA, Methodology and Assessment.
- **Grant Writing (3)**
  Participants engage in writing grants with support of an instructor. Focus is on locating grant opportunities, addressing guidelines and actually composing the rationale, grant narrative and budget request.
- **Teaching English Pronunciation (3)**
  Teaching English pronunciation to non-native speakers of English is often one of the most intimidating tasks facing an ESL teacher. This course takes students through the consonant and vowel systems of English, with focus on describing proper articulation and developing pedagogical materials. Special attention is paid to "suprasegmental features" in English, which are the stress, rhythm, and intonation patterns that can most affect intelligibility. Students will design pronunciation materials and conduct a textbook analysis.

COMM 5800 Applied Research (3)

This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. **Prerequisites**: COMM 5460 and advancement to candidacy.

COMM 5820 Foundations in Reading Instruction (2-3)

The focus is on reading methods and specific techniques appropriate for emergent readers and developmental readers in elementary grades. A review of best practices in reading instruction, based on both current research and practice, informs graduate students so they can provide instruction for diverse learners at all levels. This course offers a solid background in reading instruction for students who have not had prior coursework in reading.

COMM 5830 Emergent Literacy (2-3)

Students explore theories and practices of literacy learning. Graduate students engage with community, school, and family resources to identify current teaching strategies and instructional methods. Topics for study include: Contexts of Literacy, Parents and Preschoolers as Emerging Readers, Whole Language and Constructivism as a guiding philosophy, Family Education, and Special Programs. Students learn to provide a supportive environment with direct and indirect approaches for promoting phonemic awareness with a focus on meaning and understanding structures of language in the printed text. An emphasis on stages of development and methods of assessment will provide a background for teaching in early childhood and elementary settings. This course has been approved for certification in early childhood. (Not counted as a methods course for elementary education or reading certificate.)

COMM 5840 Reading and Writing as Cognitive Processes (2-3)

This course Is designed for early childhood, elementary, and special education teachers to examine the reading-writing connection and develop methods for teaching their students critical thinking skills and problem solving In the area of literacy. Participants will study frameworks for fostering comprehension including analytical and critical reading and content literacy. This course counts for initial elementary, early childhood, and special education certification.

COMM 5880 Survey Reading Course for Secondary Teachers (3)

This course includes reading techniques and study strategies for teachers of students in grades 6-12. A major emphasis is communication of concepts in content areas.

COMM 5900 Reading Seminars (1-3)

The content of various topics is focused on methods and technologies necessary for promoting reading development, increasing knowledge of fiction and nonfiction, and establishing positive attitudes toward literacy grades K-12. Topics offered include the study of genres, adolescent literature, children's literature, and strategic approaches for constructing meaning in reading and composing. May be repeated for credit if content differs.

COMM 5905 Reading Assessments and Interventions, Grades 6-12 (3)

The focus of this class will be on planning interventions based on interpretation of formal and informal reading assessments for students in grades 6-12. An emphasis will be on current theory and best practices in literacy. Participants will design intervention strategies in response to assessment data.

COMM 5920 Reading and Writing in the Content Field (3)

This course will present a broad spectrum of reading and writing strategies necessary for understanding text. Participants study the different kinds of reading and writing required for varied situations and materials and consider problems such as adjusting assignments, providing assistance in content assignments, and dealing with non-proficient readers and writers. A content area unit is part of the course evaluation and includes vocabulary as well as pre-reading, during reading, post reading and writing strategies, in addition to formative and summative assessments. This course is used for middle school and secondary certification. Assessment and instructional strategies will be discussed and applied in class as well as in assignments.

COMM 5930 Investigations in Reading, Intermediate (2-3)

This course emphasizes reviewing research and methods related to the teaching of reading in grades 4-6. Participants are assisted in pursuing topics of personal interest in individual investigative projects. Counts for initial elementary certification.

COMM 5960 Differentiated Reading Instruction (3)

Students learn about research and best practices in developmental reading and learn how to assess abilities and needs of individual students within the classroom. Various materials and activities are developed for whole group, small group and individual instruction, based on informal and formal assessments. Course counts for initial teaching certification.

COMM 5990 Independent Scholar (1-3)

An MA graduate with special interests or needs not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the study and the criteria for evaluation. In no case can an independent study be set up when an existing course already covers the subject. May be repeated for credit if content differs. **Prerequisite**: Student must be an MA graduate.

COSC - Computer Science

COSC 5000 Distributed Systems (3)

Students will examine the fundamentals of computer information systems in a distributed environment, including network concepts, operating systems concepts, network operating systems, transaction management, and time coordination. Emphasis will be placed on the elements necessary for distributed information systems.

COSC 5010 Object-Oriented Analysis and Design (3)

Students will learn the principles of object-oriented analysis and design: classes, polymorphism, encapsulation, and inheritance. The emphasis is on development principles for medium, large, and distributed systems. Students will develop a logical design project. **Prerequisite**: Programming proficiency in C++.

COSC 5020 Object-Oriented Programming (3)

Students will apply the principles of object-oriented programming in the implementation of a major information system project using C++. Students will implement the object-oriented design from COSC 5010. **Prerequisite**: COSC 5010.

COSC 5030 Agile Software Development (3)

Students will explore the important principles of software development: delivering value to the customer, focusing on individual developers and their skills, collaboration, an emphasis on producing working software, the critical contribution of technical excellence, and a willingness to change course when demands shift. Several key software development methods are investigated and one methodology is actively examined using a course development project. **Prerequisite**: COSC 5020.

COSC 5040 Distributed Database Design (3)

Students will study the principles of homogeneous database technology and the principles of distributed database systems. The emphasis will be on the integration of heterogeneous database management systems into a coherent system. Students will develop a logical design for a distributed database.

COSC 5050 Distributed Database Applications (3)

Students will implement the distributed database developed in COSC 5040. Emphasis will be on good design techniques and proper documentation. Students will implement a database project in this course. **Prerequisite**: COSC 5040.

COSC 5060 Systems Concepts (3)

Students will study the mathematical basis of connected systems. Topics will include queues, graphs, matrices, and finite state machines. **Prerequisite**: College algebra.

COSC 5110 Network Architecture (3)

Students will study the fundamental concepts of computer networks. Topics will include network topologies, protocols, and network operating systems. The OSI model will be used to evaluate and compare systems.

COSC 5120 Data Communication (3)

Students will study the internet working standards and common carrier services. Emphasis will be placed on the analysis and design of systems using current communication technologies.

COSC 5130 Computer Security and Reliability (3)

Students will study hardware and software reliability and security using currently available technology. Emphasis will be placed on security analysis of the system, physical threats to systems, virus protection, system recovery, and encryption.

COSC 5140 Network Design and Management (3)

Students will study the design of a distributed system. The emphasis will be on systems with multiple topologies and protocols.

COSC 5150 Distributed Application Development (3)

Students will be introduced to the creation of Web-based applications. This course will also cover the components of Web design and incorporate various languages to enhance Web documents. **Prerequisite**: COSC 5050.

COSC 5200 Issues in Distributed Systems (3)

Students will be introduced to the issues in emerging technologies in distributed systems. This course will cover advanced theories and technologies in building distributed systems, such as mobile applications and web services.

COSC 6000 Distributed Systems Project (3)

Students will design and implement a major system distributed information system that integrates the learning experiences gained in the previous courses. **Prerequisites**: COSC 5150 and completion of 30 credit hours of the required and elective COSC courses in this program.

COUN - Counseling

Note that counseling courses may include self-growth experiential activities. All courses require adherence to ACA Code of Ethics (2014) and include professionalism about and confidentiality of comments made in class sessions by peers. Certain state licensure laws do not allow for courses to be completed through directed studies or electronically (online).

Certain Counseling courses will be taught only in an online format at particular campuses. Please contact your campus for a list of courses that are only offered online or occasionally offered in an online format.

COUN 0200 Comprehensive Counseling Student Development (0)

This course is a critical component of student development throughout their counselor training. Registration in this course will grant students access to the Tevera cloud-based application for documenting required student learning outcome assessments and field placement documentation. No attendance is required for this course. There is an additional course fee of $195. This course is graded on a credit/no credit basis.

COUN 5020 Foundations of Counseling: The Helping Relationship (Requisite Course) (3)

This course defines and examines the philosophic bases of counseling and the helping relationship, focusing on the

foundational and theoretical concepts necessary for working with individuals, groups, children, and families in a multicultural context. Students also practice the development of basic counseling skills, professional identity, and related ethics. Students learn to define, generalize organize and critique the counseling process and profession including consultation theories, practice, and application in a multicultural society, as well as some crisis and disaster intervention. Self-growth experiential activities are associated with this course content.

COUN 5050 Human Growth and Development (3)

The student learns to identify, describe, and examine the nature and needs of individuals at all developmental levels and in multicultural contexts. Emphasis is placed on theories of individual and family development, life span transitions, human behavior (normal and abnormal), personality development, learning processes, wellness, related ethics, and addictions, as well as the effects of crisis, disaster, and other trauma-related events on persons of all ages. Self-growth experiential activities are associated with the content of this course.

COUN 5100 Social and Cultural Foundations of Counseling (3)

This course defines and examines the importance of understanding cultural and ethnic attributes and the impact these attributes have on relationships, professional issues and trends, and the counseling relationship. Attention is given to the influence on the counseling relationship of gender roles, ethnic groups, urban and rural societies, cultural mores, various family life patterns and personal constructs including but not limited to religion, sexual orientation, race, age, ability, gender, ethnicity, etc.; related counselor self-awareness; counselors' roles in eliminating biases and oppression; theories of multicultural development and identity formation; social advocacy for diverse populations; related ethics and ethical decision making models; and culturally supported wellness. Self-growth experiential activities are associated with this course content.

COUN 5110 Foundations of School Counseling (3)

This course will trace the development of school counseling; present contemporary roles and functions for both elementary and secondary school counselors; present emerging issues and diversity in the schools; and explore future possibilities for the profession. A large portion of this course will focus on the American School Counselor Association Model.

COUN 5140 Psychopharmacology (3)

This course provides an introduction to pharmacological agents that affect mental and emotional functions. Focus of the course will be on identification and comprehension of the effects and the actions of psychoactive drugs, including drugs used in the treatment of psychopathological disorders and drugs of abuse. Multicultural and ethical components are integrated.

COUN 5150 Psychopathology (3)

This course is designed to help students conceptualize mental disorders and abnormal behavior based in a culturally competent, biopsychosocial view of development. This course surveys diagnostic categories including clinical psychopathology, addictions and personality disorders; and introduces students to their hypothesized etiology. Implications for therapeutic models and indications/contra-indications for particular kinds of counseling will be discussed as they apply to a variety of mental disorders. Multicultural and ethical components are integrated.

COUN 5160 Issues in Counseling (1-3)

This course is designed to provide for the definition and examination of various aspects of the counseling profession, important trends in the field of professional counseling, and

focused topic areas. Course may be repeated for credit if content differs. Approval of course topic, content and syllabus by the department chair prior to course registration is required.

COUN 5190 Women's Issues in Mental Health (3)

This course examines various issues women face and deal with as a result of systemic, generational, socio-economic, political and cultural factors. Attention will focus on mental, emotional, spiritual, somatic, sexuality, gender identity, body image and racial/ethnic/ cultural elements women present as the overwhelming majority of mental health clientele. Multicultural competence is emphasized and addressed throughout this seminar. Self-growth experiential activities are associated with this course content. This seminar is web-enhanced and follows a non-traditional format of 4 week intensive learning and immersion experiences. Please, refer to the schedule on syllabus for details. Content Areas: women's issues, professional practice, multicultural competence and mental health.

COUN 5200 Theories of Counseling (3)

This course defines and examines the application of basic theories, principles and related techniques of professional counseling. A major focus will be on the application of the theories and methods used in counseling with consideration for multicultural and ethical contexts. A systems perspective, theories of addictions and optimal development and wellness for the life span are included.

COUN 5220 Assessment (3)

This course examines the various frameworks for assessing the functioning of individuals, couples, groups and families in an ethical framework and the use of assessment in diagnosis and treatment in a multicultural context. Attention will focus on the methods of data gathering; ethical administration and interpretation from a multicultural perspective; historical perspective of the field; related statistical concepts; and reliability and validity of various instruments. Ethnic, cultural and sex/gender factors are considered. Additional lab fees are associated with this course for the purchase of assessment tools. Self-growth experiential activities are associated with this course content.

COUN 5230 Psychodiagnostics (3)

This course focuses on the identification and comprehension of the major psychological disorders as detailed in the current Diagnostic and Statistical Manual of Mental Disorders (APA). The behavioral manifestations and dynamics of mental disorders will be explored from a biopsychosocial model, focusing on therapeutic assessment and case conceptualization. Students will also learn about common pharmacological and counseling treatment strategies for the disorders covered in class. Multicultural, ethical, crisis and emergency components are integrated.

COUN 5450 Trauma, Crisis, and Emergency Relief (3)

This course addresses the impact of crises, disasters and other trauma-causing events on people. In addition, students will explore the principles of crisis intervention; appropriate use of diagnosis during a related event, theories and models of individual, group and community resilience; operation of an emergency management system within clinical mental health agencies and self-care. The study of trauma and crisis intervention and the development of related skills can be a challenging experience. Students will be required to participate in self-awareness and self-growth activities.

COUN 5540 Family Systems Theory (3)

This course defines and explores the contribution of general systems theory to the development of family therapy. The focus is on examining different family systems theories, multicultural

influences and ethical components. Self-growth experiential activities are associated with this course content.

COUN 5545 Blended Family Counseling (3)

This course focuses on the application of systems theory and family theories to the issues involved in establishing high-nurturance blended families. Multicultural and ethical components are integrated. Self-growth experiential activities may be associated with the content of this course. *It is highly recommended that COUN 5540 is completed prior to taking this course.*

COUN 5580 Human Sexuality Theory and Sexual Counseling (3)

This course defines and examines the current models and theories of human sexuality across the lifespan. It includes the physiological, psychological, and sociocultural variables associated with sexual identity, behavior, wellness, and disorders. Students will also examine theory, skills, and self-awareness related to sexual relationship counseling including understanding issues of counseling individuals with a history of sexual abuse, sexual addiction, and/or sexual offenses.

COUN 5600 Techniques of Group Counseling (3)

This course examines and defines theoretical and experiential understandings of group theory and types of groups; group purposes, practices, development, methods, related ethics, and dynamics; and facilitative counseling skills in a multicultural society. This course involves student participation in a direct experience as a group member in a small group activity, approved by the program, for a minimum of ten clock hours over the course of one academic term. Self-growth experiential activities are associated with this course content.

COUN 5610 Techniques of Counseling (3)

This course emphasizes the stages of the helping relationship. Students practice basic and advanced counseling skills. Students learn to help clients identify the problem that provides the focus for counseling and implement a treatment plan. They also learn the significance of openness to supervision and self-evaluation. Multicultural and ethical components are integrated. Students practice skills during in-class role play situations. Self-growth experiential activities are associated with this course content.

COUN 5630 Addictions and Substance Abuse Counseling (3)

This course examines theory, case conceptualization, diagnoses and treatment of addictions including substance abuse, chemical dependency and process addictions. This course will also address family dynamics that may maintain or worsen addiction. A portion of the course is devoted to evaluation of the services and programs available to individuals presenting with addictions, from the point of view of the affected individuals, their families and society. Multicultural and ethical components are integrated. Self-growth experiential activities may be associated with the content of this course.

COUN 5635 Techniques of Counseling Special Populations (3)

This course focuses on the examination and application of counseling theories when working with clients from special population groups (e.g., exceptional students, dropouts, minorities, women re-entering the labor force and older persons). Ethical implications are also discussed. Self-growth experiential activities may be associated with the content of this course. May be repeated for credit if content differs.

COUN 5640 Couples, Marriage and Family Counseling (3)

This course examines marriage, couples and family theories and therapies, stressing the identification and application of general systems theory. The focus is on the major constructs in marriage, couples and family therapies; identification of marriage, couples and family structures and communication patterns; as well as the formulation of related treatment plans and goals in a multicultural and ethical context. *It is highly recommended that COUN 5540 is completed prior to taking this course.*

COUN 5650 Conjoint Counseling (3)

This course examines the theory and application of differing styles of counseling couples and families, stressing therapeutic practice when counseling couples and or family members simultaneously. The primary focus is on theories, models, and interventions employed when counseling various combinations of persons in relationships (as differentiated from groups). Multicultural and ethical issues will be integrated. Students will explore the various forms of counseling couples, including persons in marriage, same sex unions, work relationships, friendships and extended family.

COUN 5670 Counseling of Children (3)

This course examines issues related to the counseling of children. Focus is on the application of counseling theories related to children, cultural competence in the treatment of children, techniques for interviewing children and their families, methods for designing and evaluating treatment plans and the application of counseling related ethical standards and legal requirements. Self-growth experiential activities are associated with the content of this course.

COUN 5685 Program Development for School Counselors (3)

This course focuses on theory, design, implementation and evaluation of comprehensive developmental school guidance and counseling programs from a multicultural perspective to include technological interventions and identification of student academic, career and personal/social competencies; leadership and management and advocacy and the ASCA model.

COUN 5700 Lifestyle and Career Development (3)

This course examines, evaluates and applies vocational choice theories, assessments and techniques; the relationship between career choice and lifestyle; sources of occupational and educational information, assessment and technology; approaches to decision-making models; interrelationships among and between work, family and life roles including multicultural issues; career planning, placement and evaluation and career development exploration techniques and assessments in an ethical context. Self-growth experiential activities may be associated with this course content. Additional lab fees are associated with this course for the purchase of assessment tools.

COUN 5800 Professional Orientation and Ethical Practice (3)

This course identifies and examines the history and philosophy of the counseling profession, goals and objectives of professional counseling organizations, the ACA *Code of Ethics*, professional credentialing and licensure, professional, legal and ethical considerations, role identity of types of professional counselors, application of ethical and legal considerations in counseling, self-care strategies and advocacy processes to address social and institutional barriers that impede access, equity and success for clients. Self-growth experiential activities may be associated with the content of this course.

COUN 5820 Consultation and Supervision (3)

This course examines consultation and supervision theories and practices as employed by counselors working and supervising in mental health facilities, educational institutions and other professional counseling settings. Identification and application of consultation with other professionals and parents in counseling settings (including multicultural issues) are reviewed. Related ethical practice is integrated.

COUN 5840 School Counseling Methods and Skills (3)

This course examines counseling practices and theory in relation to children and adolescents in the school setting and the role and function of the counselor as a partner in the learning process. Focus is on the developmental needs and age-related issues; guidance counseling in classroom and multicultural settings; collaboration with school team members and families and related ethics. Special problems of physical and sexual abuse, substance abuse, suicide, grief and career and college preparation are also examined. **Prerequisite:** COUN 5110.

COUN 5850 Research and Program Evaluation (3)

This course examines areas including statistics, research design and development of research and demonstration proposals related to the field of professional counseling in a multicultural society through the use of professional counseling literature. Related ethical codes and practices in research are examined. Additional goals of the course include understanding the importance of research in advancing the counseling profession; program development and demonstration proposals; development and evaluation of program objectives; principles, models and applications of needs assessment; and culturally and ethically relevant strategies for interpreting the results. Self-growth experiential activities may be associated with the content of this course.

COUN 5860 MA Counseling Thesis (3)

The master's thesis consists of an individual research project designed by the student and carried out under the direction of a faculty supervisor in the field of counseling or psychology. The thesis project allows students to actively contribute to research in the field of counseling or psychology and to gain important research experience that prepares them to follow a doctoral program. All thesis topics must be approved by the faculty supervisor and the department chair. Students are expected to select a topic in collaboration with their faculty supervisor, develop research questions and/or hypotheses for the study, collect and analyze data and report the results of their research in APA format. Following completion of the qualitative or quantitative thesis, students are encouraged to submit their work for possible publication. In addition to the individual feedback and support they receive from their faculty supervisor, students working on a thesis are encouraged to participate in the research meetings hosted by the department for further presentation and critique of their work. The written thesis must follow current thesis guidelines and include appropriate graduate thesis forms. **Prerequisites**: Advanced program standing, COUN 5850 and faculty supervisor approval.

COUN 6000 Counseling Learning Practicum (3)

This Practicum course applies only to the family life and the community counseling emphases. In this course, students are required to complete a nine week practicum in conjunction with the counseling curriculum. Practicum is considered a beginning clinical counseling experience and should provide beginning counseling activities. This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. It is recommended that students reduce to part time employment during this course. Practicum students are required to complete a total of 100 clinical hours, 40 of which are direct, before they can take Internship. Students will be required to meet weekly for a minimum of 60 consecutive minutes with their site supervisor in individual or triadic supervision and a minimum of 90 minutes (or more) of group supervision with the Practicum class. Weekly skills evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content.

Each student is required to plan for practicum with the counseling program coordinator or faculty advisor before completion of 15 credit hours in the program. Students should seek advisement early in the program regarding their program plan. Enrollment in this course requires permission of the faculty supervisor or counseling program coordinator. At some campuses, students must submit an application to begin Practicum and seek approval from the faculty supervisor or counseling program coordinator prior to enrolling in the course. The Clinical Handbook must be reviewed and completed by each student and site supervisor, with appropriate appendices submitted to the counseling program coordinator or faculty supervisor before a student can register for Practicum. Students are required to abide by the ACA *Code of Ethics* (2014) in their Practicum experience. The site supervisor is required to be a licensed mental health professional and have a minimum of two years of experience supervising counselors in training. Students must purchase professional liability insurance and recording equipment in this course. Students are required to provide evidence of professional liability insurance **prior** to seeing clients.

Prerequisites: Completion of core counseling courses including COUN 5020, COUN 5050, COUN 5200, COUN 5600, and COUN 5800. COUN 5540 is a **prerequisite** for field experiences that require a majority of family counseling, and COUN 5630 is a **prerequisite** for field experiences that require a majority of substance abuse counseling.

This course may be repeated for credit. Practicum is graded on the credit/no credit (CR/NC) grading option. No grades of Incomplete are permitted; hence, students should be prepared to complete all required clinical hours in Practicum. Students are encouraged to withdraw from Practicum 6000 before week six of the term for those field experience sites that cannot provide the required clinical hours. For Practicum students taking leave due to military or exceptional medical situations, see the counseling program coordinator and/or the Practicum faculty supervisor for grade completion options.

COUN 6100 Counseling Learning Practicum I (1.5)

Practicum is considered a beginning clinical counseling experience and should provide beginning counseling activities. This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Practicum students are required to complete a total of 100 clinical hours, 40 of which are direct, before they can take Internship. Students will split these hours up over COUN 6100 and COUN 6200 (typically half in each). Students will be required to meet weekly for a minimum of 60 consecutive minutes with their site supervisor in individual or triadic supervision and a minimum of 90 minutes (or more) of group supervision with the Practicum class. Weekly skills evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content.

Each student is required to plan for Practicum with the counseling program coordinator or faculty advisor before completion of 15 credit hours in the program. Students should seek advisement early in the program regarding their program plan. Enrollment in this course requires permission of the faculty supervisor or counseling program coordinator. At some campuses, students must submit an application to begin Practicum and seek approval

from the faculty supervisor or counseling program coordinator prior to enrolling in the course. The Clinical Handbook must be reviewed and completed by each student and site supervisor, with appropriate appendices submitted to the faculty supervisor or counseling program coordinator before a student can register for Practicum. Students are required to abide by the ACA *Code of Ethics* (2014) in their Practicum experience. The site supervisor is required to be a licensed mental health professional and have a minimum of two years of experience supervising counselors in training. Students are required to purchase professional liability insurance and recording equipment in this course. Students are required to provide evidence of professional liability insurance **prior** to seeing clients.

Prerequisites: Completion of eight core counseling courses including COUN 5020, COUN 5050, COUN 5100, COUN 5150, COUN 5200, COUN 5600, COUN 5610, and COUN 5800. COUN 5540 is a **prerequisite** for field experiences that require a majority of family counseling, and COUN 5630 is a prerequisite for field experiences that require a majority of substance abuse counseling.

This course may be repeated for credit. Practicum is graded on the credit/no credit (CR/NC) grading option. No grades of Incomplete are permitted; hence, students should be prepared to complete all required clinical hours in Practicum. For Practicum students taking leave due to military or exceptional medical situations, see the counseling program coordinator and/or Practicum faculty supervisor for grade completion options.

COUN 6200 Counseling Learning Practicum II (1.5)

This course is a continuation of COUN 6100. This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Practicum students are required to complete a total of 100 clinical hours, 40 of which are direct, before they can take Internship. Students will split these hours up over COUN 6100 and COUN 6200 (typically half in each). Students will be required to meet weekly for a minimum of 60 consecutive minutes with their site supervisor in individual or triadic supervision and a minimum of 90 minutes (or more) of group supervision with the Practicum class. Weekly skills evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content.

Each student is required to plan for Practicum with the counseling program coordinator or faculty advisor before completion of 15 credit hours in the program. Students should seek advisement early in the program regarding their program plan. Enrollment in this course requires permission of the faculty supervisor or counseling program coordinator. At some campuses, students must submit an application to begin Practicum and seek approval from the faculty supervisor or counseling program coordinator prior to enrolling in the course. The Clinical Handbook must be reviewed and completed by each student and site supervisor, with appropriate appendices submitted to the faculty supervisor or counseling program coordinator before a student can register for Practicum. Students are required to abide by the ACA *Code of Ethics* (2014) in their Practicum experience. The site supervisor is required to be a licensed mental health professional and have a minimum of two years of experience supervising counselors in training. Students are required to purchase professional liability insurance and recording equipment in this course. Students are required to provide evidence of professional liability insurance **prior** to seeing clients.

Prerequisites: Completion of COUN 6100 and its prerequisites.

This course may be repeated for credit. Practicum is graded on the credit/no credit (CR/NC) grading option. No grades of Incomplete are permitted; hence, students should be prepared to complete all required clinical hours in Practicum. For Practicum

students taking leave due to military or exceptional medical situations, see the counseling program coordinator and/or Practicum faculty supervisor for grade completion options.

COUN 6500 Internship (1.5 credit hours per term, for a total of 6 total credit hours, and 9 total credit hours in FL)

Internship is an intensive counseling experience that provides the student with the opportunity to perform a variety of counseling activities expected of a professional mental health counselor (e.g. intake, application of diagnostic and therapeutic skills, documentation, information and referral techniques, staff meetings, and weekly supervision). Interns are required to experience a variety of counseling experiences including individual counseling and complete a minimum of ten hours of group facilitation as part of the total Internship experience. Sites are required to provide a comprehensive experience. Sites that only provide one type of counseling experience (such as group facilitation or intake activities) will not be approved.

This course is time-consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Students will be required to meet weekly for a minimum of 60 minutes of uninterrupted time with their site supervisor; and to meet weekly for a minimum of 90 minutes (or more) of group supervision with the Internship class. Weekly skills evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content.

The site supervisor is required to be a licensed mental health professional with a minimum of two years of experience supervising counselors in training. The Clinical Handbook must be completed by the student and the Internship site supervisor, with appropriate appendices submitted to the faculty supervisor or counseling program coordinator prior to the initial class meeting when the Internship site is different than the Practicum site (see counseling program coordinator or COUN 6500 instructor for more information). Students are required to abide by the ACA *Code of Ethics* (2014) in their Internship experience. Students are required to purchase professional liability insurance and recording equipment in this course. Students must provide evidence of professional liability insurance **prior** to seeing clients. No school settings may be used for an internship site at this time.

Prerequisites: Completion of 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.

This course may be repeated for credit. Internship is proposed as four terms of 1.5 credit hours each of COUN 6500. Internship is graded on the credit/no credit (CR/NC) grading option. For Internship students taking leave due to military or exceptional medical situations, see the counseling program coordinator and/or the Internship faculty supervisor for grade completion options.

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 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)

In this course, students will learn 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**: BUSN 5760 and CSDA 5210.

CSDA 5310 Data Visualization (3)

In this course, students will study 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.

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**: CSDA 5230.

CSDA 5330 Data Mining (3)

In this course, students study 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 association, clustering and classifying models and will illustrate the whole process by examples. Special emphasis will be given to the machine learning methods as they provide the real knowledge discovery tools. **Prerequisites**: CSDA 5110 and CSDA 5230.

CSDA 5410 Time Series Analytics (3)

The objective of the course is to give students a better understanding of the concepts and the technologies in time series analysis. The course equips students with various forecasting techniques and knowledge on modern statistical methods for analyzing time series data. This course covers three areas in time series analytics: I. Univariate methods; II. Regression methods; III. ARIMA models. **Prerequisites**: CSDA 5320 and CSDA 5330.

CSDA 5430 Predictive Analytics (3)

In this course, students are introduced to predictive modeling methods, approaches and tools. Students acquire skills in predictive analytics that allow them to develop and use advanced predictive analytics methods. They gain expertise in the use of popular tools and software for predictive analytics and learn how to develop predictive analytics questions, identify and select the most appropriate predictive analytics methods and tools, apply these methods to answer the respective questions, and prepare data-driven solutions. **Prerequisites**: CSDA 5320 and CSDA 5330.

CSDA 6010 Analytics Practicum (3)

This practicum puts into practice all the analytics concepts covered in the MS in data analytics program. Students use descriptive, predictive and prescriptive analytics and models, tools and methods to develop multidisciplinary business insights from data. They utilize skills that enable them to present solutions to problems and provide answers to business questions in various business disciplines through hands-on exercises and a term project. Should be taken in the student's last semester. **Prerequisites**: CSDA 5410 and CSDA 5430.

CSIS - Computer Information Systems

CSIS 5300 Database Systems (3)

This course will provide a foundation for understanding organization database technology by examining the way databases are used, designed and managed. The course will introduce fundamental concepts related to operational and data warehouse databases. The course will also cover the principles of extracting required data using QBE technique. Students use industry-standard software Oracle® to improve their database query proficiency. **Prerequisite**: Basic knowledge of computer and information technology.

CSIS 5310 Introduction to Decision Support Systems (3)

This course will teach fundamental concepts of information as well as decision support systems. The course will study information systems terminologies, decision-making process, data management, access, and visualizations, constructing a Decision Support System. The course will briefly discuss Executive Information Systems and networks role in a Decision Support System. **Prerequisites**: There are no formal prerequisites to CSIS 5310. However, it is assumed the student has adequate writing, mathematical, and analytical skills. Also, as for all internet courses, the student must be disciplined and self-motivated.

CSIS 5320 Data Analytics Foundations (3)

This course provides an introduction to the field of analytics, which has been defined as the extensive use of data, descriptive, prescriptive, and predictive models, and fact-based management to drive decisions and actions. The development and use of the organization's data to support business analytics is discussed. The application of selected data analytics techniques to business decision-making situations is illustrated. Students use industry-standard software including MS Excel®, Tableau®, SAP Business Explorer®, SAP BusinessObject Analysis®, and Lumira® to improve their data analysis proficiency. **Prerequisite**: BUSN 5760.

CSIS 5400 Data Warehousing (3)

Data warehouses were once unique technological advantages for the corporations that had them. Now they are a relatively common corporate decision support tool used by many organizations to better understand their business. This course will provide a foundation to understand data warehouse technology by examining the way it is designed, managed, and used. The course will explore the fundamental concepts related to data warehouses. Some topics of interest that are covered in this course are the business justification of a data warehouse, management of a data warehouse project, the design, construction, and operation of a data warehouse, issues of data quality and performance, and using the data warehouse. **Prerequisites**: Basic knowledge of computer and information technology and completion of CSIS 5300.

CSIS 5410 Introduction to Data Mining (3)

Many businesses are discovering that stored within their corporate data repositories are the elements to understanding and controlling the components of their business processes. Data warehousing, mining, and visualization are tools that can provide access to these elements.

This course will provide a foundation to understand data warehouse technology, data mining methods, and data visualization techniques by examining how these three technologies interact and depend on one another. The course will review the fundamental concepts related to data warehouses. It will also introduce data mining techniques and have the student experiment with data mining applications. Finally, the course will explain how data visualization can allow managers to quickly access large data repositories and make clear decisions based on integrated information structures. **Prerequisites**: Basic knowledge of computer and information technology and completion of CSIS 5400.

CSIS 5420 Data Mining (3)

This course will explore some data mining methods with a primary focus on model building and testing, as well as on interpreting and validating results. Model building is both an art and a science that is best understood from the perspective of learning by doing, and this course will supplement the text with exercises with a data

mining tool that will enable the student to experimentally build and test data mining models. **Prerequisite**: CSIS 5320.

CSIS 5600 Decision Support Systems (3)

This course will require the student to demonstrate their ability to create Enterprise Resource Planning (ERP) and decision support solutions for specific business requirements in an evolving scenario. Each week the student will develop a project proposal utilizing the skills learned in this certificate program that meets a specified business need or initiative. **Prerequisites**: Basic knowledge of computer and information technology and completion of CSIS 5420.

CSIS 9950 Travel Course-Issues in Information Systems (3)

Current and significant issues in computer science are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

CSSS - Cybersecurity

CSSS 5000 Introduction to Cybersecurity (3)

This requisite course is designed to provide the student an overview of the major core areas of study they will encounter throughout this program. Introduction of computer system architectures, vulnerabilities, critical infrastructures, the growing threat of social networks, intelligence and counter intelligence, international laws, security policies, privacy and information liability, cyber attacks and counter cyber attacks, encryption, risk assessment, cybersecurity forensics including data gathering and recovery, and a forward look at future cyber technology developments.

CSSS 5110 Cybersecurity Communications (3)

Digital communications has grown rapidly and provides increased opportunities to: access information; share and disseminate knowledge; create new innovative services; and compete in a global environment. It presents new opportunities and a growing threat posed by a connected society that can impact critical United States interests. The basics of communication systems, the ISO Layer Model, topologies such as Local-Area-Networks (LANs), Wide-Area-Networks (WANs), World Wide Web and the internet, space-based communications used by the Department of Defense (DoD) and commercial entities, fiber-optics, as well as the rapidly developing personal mobile communication technologies such as Wireless Local Area Network (WiFi). **Prerequisite**: CSSS 5000.

CSSS 5120 Cybersecurity Infrastructures (3)

The impact of September 11, 2001 cemented our attention on physical attacks on United States critical infrastructures. Although still a concern, a growing cybersecurity threat requires additional focus on potential virtual attacks on these same critical infrastructures. Both physical and virtual in capacitance of a critical infrastructure such as the Power Grid, communications, and financial transactions can have as great, or greater, impact on our society, Cyber attacks have and can cripple an industry and the services they provide to millions of users. The critical infrastructures identified by the Department of Homeland Security (DHS) are examined from a cybersecurity perspective. **Prerequisite**: CSSS 5000.

CSSS 5130 Cybersecurity Intelligence/Counter-Intelligence (3)

Students examine methods, ethics, policies and procedures for accessing and gathering information for positive or negative use, and applying counterintelligence to evade, trick or trap individuals, agencies, or national entities who wish to steal, damage or deny access to valid users of critical information and its sources. Active measures, passive counter measures, and intelligence gathering processes as well as determining the validity and success of gathering information will be included. **Prerequisite**: CSSS 5000.

CSSS 5140 Cybersecurity Strategic Operations (3)

Specific methods, ethics, laws, policies and procedures for conducting strategic operations and countermeasures are the focus of this course. Students will learn how to identify critical infrastructures, communication channels, and information protection schemes and how to detect threats, assess vulnerabilities, penetrate and exploit cyber targets, understand how to monitor, spoof, redirect and deny access, as well as protect critical assets. **Prerequisite**: CSSS 5000.

CSSS 5160 Encryption Methods and Techniques (3)

The history and application of ciphers, codes and encryption/decryption methods and techniques are examined. Public and private keys, protocols, number generators, digital signatures, and other facets of encryption will be included. Additionally, an investigation of the role ethics and information privacy have on the science when security is applied to public systems and email content as well as higher levels of security for corporations proprietary and government classified information. **Prerequisite**: CSSS 5000.

CSSS 5210 Cybersecurity Law and Policy (3)

The laws and policies dealing with cyber-crime, cyber warfare, privacy and international perspectives as well as an in depth look at the National Security Act, the United States Cybersecurity Electronic Security Act, the Cyber Security Enhancement Act, the Protecting Cybersecurity as a National Asset Act, the Communications Assistance for Law Enforcement Act (CALEA), cyber-crime laws, international cyber-crime laws and other current laws and policies will be reviewed and discussed. **Prerequisite**: CSSS 5000.

CSSS 5220 Cybersecurity Threat Detection (3)

Students will examine various methods used to threaten our Cyber systems such as: viruses; spoofing; denial of service; fraud; theft; phishing; spy bots; spam; Trojan horses; email and active malware attachments; viral applications; hardware (computers and portable storage devices) with built in viruses or trap-doors; fake websites; as well as eaves dropping via wireless networks; criminal access to national, corporate or personal data; and the growing loss of privacy over social networks. **Prerequisite**: CSSS 5000.

CSSS 5230 Cybersecurity Forensics (3)

This course covers methods and procedures for identification and recovery of damaged or erased digital data, tracing information access (web history, cookies, cache memory and internet source identification), determination of system vulnerabilities (e.g., TEMPEST), communication ports and computer system architectures and encryption methods, as well as incident monitoring and response. **Prerequisite**: CSSS 5000.

CSSS 5240 Pre-Emptive Deterrence (3)

This course addresses specific methods, ethics, laws, policies and procedures for planning and executing pre-emptive cybersecurity deterrence operations and force application. **Prerequisite**: CSSS 5000.

CSSS 5250 Use and Protection of Space Assets (3)

A unique course, it focuses on all three segments (space, ground and user) of fixed and mobile communication and Global Positioning System (GPS) assets and their attributes. Secure and non-secure systems are examined to show the breadth of capabilities along with the pros and cons. Uplink and downlink signal characteristics, signal bouncing and relaying capabilities. Frequency hopping, spread-spectrum, interception and overpowering of signals through use of steerable beams, application of laser and fiber-optics, and encryption techniques are covered. **Prerequisite**: CSSS 5000.

CSSS 5270 Cybersecurity in Cloud Computing (3)

This course begins with an introduction to cloud computing and security and then provides an examination of cloud security architecture. The essential characteristics of cloud computing are discussed using the National Institute of Standards and Technology (NIST) Cloud Computing Model, SPI cloud service models and the different cloud delivery models. With this background, key strategies and best practices for cloud security are developed, including data protection methods, cloud security controls and countermeasures, virtualization, security management, and securing of data in rest and in motion. In addition, legal and regulatory considerations for different types of clouds are presented. Based on the cloud security requirements, the course defines the steps for an organization to use in selecting an external cloud service provider (CSP). In addition to commercial selection requirements, the U.S. Department of Defense Enterprise Cloud Service Broker Cloud Security Model, which specifies what controls the CSP must implement in the military environment, is reviewed. **Prerequisites**: CSSS 5000 and CSSS 5110.

CSSS 5280 Social Engineering (3)

Examines social engineering -- the science of influencing a target to perform a desire task or divulge information. The course provides the student with current information defining the many methods of deception hackers use in order to gather information with the intent of executing identity theft, fraud, or gaining computer system access; discusses actives toward preventing social engineering threats ranging from elicitation, pretexting, influence and manipulation. The elements of social engineering are presented, discussed and explained by using real-world examples, and the science behind them to unravel the mystery in social engineering.

To complement the social engineering threat, the course analyzes the ethical and social implications of computer technology. The course explores technological, social and philosophical issues to include the ramifications of automation, the ethical obligations of computer specialists, and the threats to privacy that come with increased computerization. Combining the criminal-centric role of social engineering with the ethical, legal and moral impacts of technology upon individuals results in a course that provides the student a comprehensive overview of the challenges, threats and issues of everyday life in the digital age.

CSSS 5290 Cybersecurity Risk Management Framework (3)

This course provides a detailed review and analysis of the six-step Risk Management Framework (RMF) process utilizing the National Institute of Standards and Technology (NIST) Special Publication (SP) 800-53 Security and Privacy Controls for Federal Information Systems and Organizations. The course includes the process for risk analysis and categorizing cyber risks for information systems, and the application of controls to minimize cyber risks for managing information. It also presents an in-depth overview of each step RMF along the framework path as well as the methodology for monitoring IT systems.

CSSS 5990 Advanced Topics in Cybersecurity (3)

This course is designed to permit addressing advanced and emerging topics in cybersecurity that may include, but not be limited to, cybersecurity communications, cyber warfare planning and execution, forensics, ethics, policies and laws, encryption/decryption and future topics e.g., application of quantum non-locality. This course may be repeated for credit if the content differs. **Prerequisite**: CSSS 5000.

CSSS 6000 Practical Research in Cybersecurity (3)

The student is expected to synthesize and integrate the learning experiences acquired throughout the MS in cybersecurity and to evaluate current and future topics relative to this major. Specific papers, projects, or other methodologies must include cybersecurity related technical and management areas than span this entire degree emphasis. **Prerequisite**: Successful completion of all required core courses in this major.

CSSS 6002 Practical Research in Cybersecurity II (3)

The student is expected to synthesize and integrate the learning experiences acquired throughout the MS in cybersecurity and to evaluate current and future topics relative to this major. Specific papers, projects, or other methodologies must include cybersecurity related technical and management areas than span this entire degree emphasis. **Prerequisite**: Successful completion of CSSS 6000.

CSSS 6500 Cybersecurity Internship (3)

Students undertake, with the supervision of a qualified professional, an approved internship in a cybersecurity-related setting. The course includes work and academic experience. The work experience involves professional cybersecurity duties. The academic experience involves written assignments by the faculty advisor. The outline of duties and evaluative methods are established by the student and the internship mentor and approved by the faculty advisor prior to initiation of the program. **Prerequisites**: Completion of all of the required cybersecurity courses (except CSSS 6000/CSSS 6002).

DMGT - Doctor of Management

DMGT 7140 Statistical Analysis (3)

Introduces the students to topics in statistical analysis as a preparation of the research courses and their work on the doctoral project. The focus will include data analysis for research applications. Topics include: hypothesis testing and confidence intervals, correlation, linear regression and multiple regression. Additional topics may include path modeling, discriminate analysis and structural equation modeling.

DMGT 7160 Quantitative Research Methods (3)

Focuses students on quantitative research design and methodology in the organizational context. Topics include research question formulation, design issues, theory-based hypothesis development, validity and reliability, choice of measurement tools, sampling and statistical planning, and research reporting. Students will develop a research proposal related to dissertation interests.

DMGT 7180 Qualitative Research Methods (3)

Introduces the students to qualitative methods and designs in the context of organizational research. Particular attention is given to the indications for qualitative methods and designs, such as research history of the topic and nature of the topic. Students

will be exposed to several models of qualitative methods and designs, including: case studies, qualitative software and program evaluation. Students will be expected to develop a qualitative research design proposal.

DMGT 7300 Foundations of Management Research (3)

This seminar will introduce students to a variety of modern management research topics and readings, and the methodology and tools used to investigate them. Students will explore the role of sound theory in informing management decisions, and prepare a preliminary research paper on a course-related topic.

DMGT 7330 Managing in the Global Marketplace (3)

Explores global issues confronting the twenty-first century manager. Topics included are: impact of culture on management of the global organization, commercial implications of the new regionalism, product and services marketing in the global marketplace, and countertrade.

DMGT 7350 Topics in Technology (3)

Examines the principles of managing technology. Students review the skills necessary to manage technology and review emerging technologies destined to dominate markets of the twenty-first century, with the international dimensions of technology management receiving special emphasis. Students will be expected to develop a theoretical article ready for journal submission.

DMGT 7370 Topics in Leadership (1-3)

This course features diverse topics that emphasize elements of managerial leadership and change. Topics may include various elements of managerial leadership such as decision-making, conflict management, negotiations and organizational change.

DMGT 7450 Strategic Management (3)

Examines from the viewpoint of the general manager how companies create and sustain competitive advantage, which requires an in-depth understanding of external factors including industry structure and rivalries as well as internal factors of the firm, and how these factors influence strategic responses. Both process and leadership elements of strategy are discussed. The students analyze empirical research to help prepare them for their own research projects.

DMGT 7500 Leadership (3)

Traces the evolution of leadership thought. Primary focus is given to the transactional and transformational theories of leadership to provide students with an understanding of the roles of leader and follower behavior. Students also explore emerging leadership theories including steward leadership, servant leadership, charismatic leadership and others.

DMGT 7520 Organizational Development and Change (3)

Provides an overview of organizational development with an emphasis on planned change. Students explore major interventions including human process, technostructure, human resource management and strategic. Organizational development interventions are evaluated with special emphasis on modifications for international settings.

DMGT 7750 Advanced Organizational Behavior (3)

This class is designed to provide an in-depth look at some of the major topics of interest in contemporary organizational behavior while also providing foundation knowledge in Organizational Behavior, including classic and contemporary theories as well as groundbreaking empirical studies. Drawing on theory and research in psychology, social psychology and organizational behavior, we will explore individual, interpersonal and group processes in work organizations. The emphasis will be on the development of models and hypotheses as well as the application and integration of theoretical support for student's research.

DMGT 7800 Topics (3)

Special areas related to DMgt program objectives are examined. Students may take up to three hours as elective, and a second three hours if program necessity dictates. **Prerequisite**: Permission of the DMgt director.

DMGT 7810 Survey Design and Methodology (3)

This course offers comprehensive knowledge and skills of survey methods so that students will be able to apply various techniques for data collection and will be able to solve problems related to sample survey. During the course, students will learn basic proposal development, instrument preparation, data collection and analysis, and presentation of the results. The course will focus on hands-on practice of survey methods through individual/group projects.

DMGT 7900 Research Seminar (3)

This doctoral seminar is designed to provide students an opportunity to work one-on-one with a faculty member to develop a conference-ready theoretical paper. The focus is on the development of the following: writing skills, hypothetical development, theory integration, review skills, revision proficiencies, and feedback integration. Students will be expected to submit their theoretical paper to at least one peer-reviewed conference or other outlet.

Note: A student must complete this course with a grade of B or better to advance to the methodology courses.

DMGT 8000 Doctoral Project (9)

The student completes the doctoral research project, which demonstrates the student's ability to design and conduct research on a management or organizational problem. Emphasizes a problem-solving approach to a business or management problem. **Prerequisites**: Completion of all other doctoral courses and approval by the director of the doctoral program.

DMGT 8010 Project Completion (0)

For students who have fulfilled DMGT 8000 requirements and are making reasonable progress on their doctoral projects. This course keeps students active in the University system. May be repeated as needed during standard five-year program window. **Prerequisite**: Formation of doctoral project committee and permission of the DMgt director.

DNAP - Doctor of Nurse Anesthesia

DNAP 6400 Population Health and Epidemiology (2)

This course provides students with the opportunity to understand the use of epidemiology to design and manage advanced health care for populations and evaluate health outcomes. The course serves to enhance knowledge in analytic methods, policy, systems and leadership that includes an overview of the study and distribution of determinants of health and disease in specified populations, and the application of this study to the promotion of health, prevention and control of disease, design of health care services, and initiation of health policy for populations served by health care systems.

DNAP 7000 Advanced Health Assessment (4)

This course explores advanced health assessment via an extensive health history and physical examination. The course is designed to assist students to refine history taking, psychosocial assessment and physical assessment skills. Content focuses on assessment of individuals throughout the lifespan. Emphasis is placed on detailed health history taking, differentiation, interpretation and documentation of normal and abnormal findings. The course includes lecture, discussion and demonstration of history taking and an integrated physical assessment.

DNAP 7100 Introduction to Anesthesia (3)

This is the first course in anesthesia designed to introduce the student to the basic professional aspects of nurse anesthesia practice including professional development and ethical, social and legal issues. Introduction to the field of anesthesia also includes orientation to the basic physical facility, equipment, fundamental pharmacology, anesthetic techniques, historical perspectives and specialities in the field of anesthesia. Students will be introduced to case planning, standards of practice, systematic strategies for pre-anesthetic assessment and analyzing physiological principles. This course includes state-of-the-art computer simulation to assist in developing the initial skills required for administering anesthesia. Professional development opportunities occur through the attendance of local, state and national anesthesia meetings. This course includes a multi-day orientation to clinical experiences. **Co-requisite**: DNAP 7150.

DNAP 7150 Clinical Simulation Experience I (2)

Clinical Simulation Experiences are designed and presented in progression to prepare students for entry into the clinical area. Entering into the operating room for the first time to provide anesthesia services is extremely daunting for both the novice graduate student and the assigned clinical preceptor. Spending time in the simulation OR providing anesthesia to a high-fidelity fully automated mannequin in clinical scenarios facilitates this process, creating experiences without compromising patient safety. Clinical simulation experiences are designed to provide a progressive and integrative experience that coincides with didactic coursework. This lab assignment introduces the graduate student to the fundamental processes, pharmacology and monitoring associated with the induction of anesthesia. **Co-requisite**: DNAP 7100.

DNAP 7200 Basics of Anesthesia (3)

This course is a continuation of Introduction to Anesthesia. The course is designed to introduce the student to the professional aspects of nurse anesthesia practice including professional development, ethical, social and legal issues. Introduction to the field of anesthesia also includes orientation to the basic physical facility, equipment, fundamental pharmacology, anesthetic techniques, and Objectives of Health People 2010, historical perspectives and specialities in the field of anesthesia. Students will be introduced to case planning, standards of practice, systematic strategies for pre-anesthetic assessment and analyzing physiological principles. This course provides access to state-of-the-art simulation OR and dry skills lab to assist the graduate student in developing the foundational skills required for administering safe anesthesia. Professional development opportunities may occur during this course, through the attendance of local, state and national anesthesia meetings. **Prerequisite**: DNAP 7100. **Co-requisite**: DNAP 7250.

DNAP 7250 Clinical Simulation Experience II (2)

Clinical Simulation Experience II will build on previous simulation and classroom experiences resulting in increasingly complex patient scenarios requiring the graduate student to manage through the provision of current evidence-based anesthesia research. The complexity of simulation scenarios increase as the anesthesia curriculum progresses. **Prerequisite**: DNAP 7150. **Co-requisite**: DNAP 7200.

DNAP 7300 Principles of Anesthesia I (3)

Principles of Anesthesia I is the first of two courses designed to develop the student to the art and science of nurse anesthesia practice. Discussions of professional aspects and anesthetic principles will take place through an introduction to comprehensive anesthetic planning, monitoring, exploration of co-existing disease states and associated pharmacology. This course will include abdominal procedures, including laparoscopic approaches. Participation in state-of-the-art simulation OR and dry skills labs is provided to assist the graduate student in integrating the didactic content and development of clinical skills. Professional development opportunities occur through the attendance of local, state and national anesthesia meetings. **Prerequisite**: DNAP 7200. **Co-requisite**: DNAP 7350.

DNAP 7350 Clinical Simulation Experience III (4)

Clinical Simulation Experience III continues to build on previous simulation and classroom experiences resulting in increasingly complex patient scenarios requiring the graduate student to manage, guided by the current evidence-based anesthesia provision. Development of critical thinking skills becomes necessary. Complexity of scenarios will advance commensurate with the anesthesia curriculum. **Prerequisite**: DNAP 7250. **Co-requisite**: DNAP 7300.

DNAP 7400 Principles of Anesthesia II (3)

Principles of Anesthesia II is a continuation of Principles of Anesthesia I. This course will focus on the pathophysiology, medical and systems management during anesthesia care provision to the patient receiving orthopedic, vascular, renal hepatic, ENT and eye surgery. Participation in state-of-the-art computer simulation operating room and dry skills labs will occur to assist the graduate student in further integrating didactic content and theory into practice. **Prerequisite**: DNAP 7300. **Co-requisite**: DNAP 7450.

DNAP 7450 Clinical Simulation Experience IV (3)

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 7500 Translational Research (2)

Translational research facilitates the translation of findings from basic science to practical applications that enhance human health and well-being. This course focuses on the research process from problem formulation to analysis and interpretation to application in the healthcare setting. Quantitative and qualitative methodologies are addressed. The fundamental knowledge needed to plan, implement and evaluate a research study is provided.

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**: DNAP 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 7510 Biostatistics for Nurse Anesthesia (3)

This course is a basic introduction to the use of statistics in nurse anesthesia. Topics covered include: descriptive statistics, probability, sampling estimation, t- and Z-tests, chi-square tests, one-way analysis of variance and regression analysis. Computers will be used for some computation analysis.

DNAP 7550 Introduction to Clinical Experience (1)

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 all pre-anesthetic and patient assessment activities for general, regional and MAC anesthesia, administration of the anesthetic and post-anesthesia care. **Prerequisite**: DNAP 7450.

DNAP 7650 Clinical Experience I (2)

Clinical experiences are designed to provide a progressive and integrative experience that coincides with didactic coursework. The clinical experiences are all supervised and have been divided into levels (beginner, intermediate and advanced), each building on the experience of the previous level. Nurse anesthesia residents will have completed 4 terms of Clinical Simulation education prior to entering the operating room. This provides for enhanced skills and management development. This closely supervised clinical experience focuses primarily on the management of ASA I and II patients, although the management of ASA III through V cases may be included. It includes all pre-anesthetic and patient assessment activities for general, regional and MAC anesthesia, administration of the the anesthetic and post-anesthesia care. A weekly case conference following the clinical experience will assist the nurse anesthesia resident in the integration of academic and clinical content. All case experiences will assist the resident in meeting the guidelines and requirements for the National Certification Examination. **Prerequisite**: DNAP 7550.

DNAP 7750 Clinical Experience II (2)

All subsequent clinical experiences are designed to provide a progressive and integrative experience that coincides with didactic coursework. The clinical experiences are all supervised and have been divided into levels (beginner, intermediate and advanced), each building on the experience of the previous level. **Prerequisite**: DNAP 7650. **Co-requisite**: DNAP 8100.

DNAP 7850 Clinical Experience III (2)

All subsequent clinical experiences are designed to provide a progressive and integrative experience that coincides with didactic coursework. The clinical experiences are all supervised and have been divided into levels (beginner, intermediate and

advanced), each building on the experience of the previous level. **Prerequisite**: DNAP 7750. **Co-requisite**: DNAP 8200.

DNAP 7900 Pharmacology I (3)

This course is the first in a series of four pharmacology courses. In this course the emphasis is on the fundamental pharmacological principles such as pharmacodynamics, pharmacokinetics, pharmacotherapeutics, drug metabolism and toxicology with special emphasis on acid-base metabolism, autonomic pharmacology, somatic motor pharmacology and neuropharmacology.

DNAP 8000 Advanced Pharmacology II (3)

This is the second in a series of pharmacology courses and it addresses specific intravenous anesthetic agents. Pharmacology II is a more intensive examination of the pharmacokinetics and pharmacodynamics of intravenous anesthetic agents, barbiturates, muscle relaxants and adjuvant drugs used in anesthesia. The scope of pharmacology is widened to include the effects of anesthetic drugs on the nervous system. The autonomic, sympathetic, parasympathetic and central nervous systems will be thoroughly examined. **Prerequisite**: DNAP 7900.

DNAP 8010 Advanced Pharmacology III (3)

Pharmacology III is the third course in a series emphasizing the pharmacology related to the cardiovascular, respiratory and endocrine systems. Pharmacology III will also address the non-anesthetic drugs related to the practice of anesthesia. Topics like antibiotic, antifungal and antiviral therapy, the use of pharmacology in HIV, TB, hepatitis, hematologic and oncologic disorders will be presented. Dermatologic and gastrointestinal pharmacology will be presented as they relate to anesthesia using the clinic practicum and with special focus on clinical applications. **Prerequisite**: DNAP 8000.

DNAP 8020 Advanced Pharmacology IV (3)

Pharmacology IV is the fourth course in a series emphasizing the pharmacology related to the cardiovascular, respiratory and endocrine systems. Pharmacology IV will also address the non-anesthetic drugs related to the practice of anesthesia. Topics addressing chronic pain management to include non-surgical therapies and holistic therapies. **Prerequisite**: DNAP 8010.

DNAP 8050 Clinical Experience IV (2)

At the intermediate level, the nurse anesthesia resident begins full-time clinical experiences that are designed to provide anesthetic experiences in general as well as specialty practice settings. These supervised experiences can occur in obstetrics, radiology, pediatrics, cardiothoracic and neurosurgical procedures. In addition, the nurse anesthesia resident may gain experience in pain management, to include multiple regional techniques and ultrasound guided regional techniques as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Prerequisite**: DNAP 7850. **Co-requisite**: DNAP 8300.

DNAP 8100 Anesthesia Concepts I (3)

This course continues to build on the foundation provided by the Principles of Anesthesia courses. It will focus on the broad reaching physiologic changes associated with the obstetric patient and the advanced techniques and procedures required to manage this complicated patient to keep the mother and fetus safe. The placement and management of labor epidurals and spinal techniques for Cesarean sections will be discussed and demonstrated. Ultrasound guided techniques will be presented

for the difficulty placement scenario. State-of-the-art computer simulation to assist in the integration of didactic content occurs through the attendance of local, state and national anesthesia meetings. **Prerequisite**: DNAP 7400. **Co-requisite**: DNAP 7750.

DNAP 8150 Clinical Experience V (2)

At the intermediate level, the nurse anesthesia resident begins full-time clinical experiences that are designed to provide anesthetic experiences in general as well as specialty practice settings. These supervised experiences can occur in obstetrics, radiology, pediatrics, cardiothoracic and neurosurgical procedures. In addition, the nurse anesthesia resident may gain experience in pain management, to include multiple regional techniques and ultrasound guided regional techniques as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Prerequisite**: DNAP 8050. **Co-requisite**: DNAP 8400.

DNAP 8200 Anesthesia Concepts II (3)

This course is an extension of DNAP 8100 Anesthesia Concepts I and includes the presentation of advanced techniques and monitors in anesthesia specifically related to regional and cardiothoracic anesthesia. Advanced concepts and techniques in pain management and critical care management following anesthesia will be discussed. The placement, management and interpretation of invasive monitors will be discussed. Advanced invasive monitoring techniques are explored and demonstrated to include the use of ultrasound guided techniques. The advanced principles and techniques associated with each of these specialty areas of practice will be discussed. The topics are integrated with learning labs, continuing clinic experiences in DNAP 7850 Clinical Experience III 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 8100. **Co-requisite**: DNAP 7850.

DNAP 8250 Clinical Experience VI (2)

At the intermediate level, the nurse anesthesia resident begins full-time clinical experiences that are designed to provide anesthetic experiences in general as well as specialty practice settings. These supervised experiences can occur in obstetrics, radiology, pediatrics, cardiothoracic and neurosurgical procedures. In addition, the nurse anesthesia resident may gain experience in pain management, to include multiple regional techniques and ultrasound guided regional techniques as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Prerequisite**: DNAP 8150. **Co-requisite**: DNAP 8500.

DNAP 8220 Health Care Informatics (2)

This course focuses on leadership and innovation related to the collection, development, organization, analysis and dissemination of information in an interdisciplinary health care environment. Students are introduced to the role of health care informatics, information systems and the information system life cycle, the electronic health record (EHR), telemedicine, clinical decision-making tools and other technology useful for enhancing health care delivery and patient safety. Students will learn how to apply theory to the design, use and manipulation of large and small databases to evaluate and monitor outcomes. Strategies for

the use and evaluation of information used by consumers and health professionals for health promotion, early detection, disease prevention and tracking will be explored. Students will also gain an understanding of the ethical considerations, laws and policies governing the oversight of health care information systems.

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 techniques and ultrasound guided regional techniques as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Prerequisite**: DNAP 8250. **Co-requisite**: DNAP 8510.

DNAP 8400 Anesthesia Concepts IV (3)

This course is a continuation of Anesthesia Concepts III and includes the presentation of advanced techniques and monitoring in anesthesia specifically related to the specialty areas of regional anesthesia techniques and acute pain management. The advanced principles and techniques associated with each of the speciality areas of practice will be presented, discussed, explored and demonstrated through the use of high-fidelity mannequins and ultrasound. In this course, through the use of ultrasound,

evaluate normal anatomy, identify nerve anatomy and learn ultrasound-guided techniques. The topics are also integrated with learning labs, workshops, continuing clinical experiences and throughout the remaining of the program. State-of-the-art computer simulation to assist the graduate student in the integration of didactic and clinical skills is included. Professional development opportunities occur through the attendance of local, state and national anesthesia meetings. **Prerequisite**: DNAP 8300. **Co-requisite**: DNAP 8150.

DNAP 8410 Anesthesia and Coexisting Diseases (3)

This course integrates the clinical pharmacology of anesthesia with coexisting disease states and the perioperative implications to anesthesia care. Content is paired and coordinated in conjunction with the advanced principles of anesthesia course and expands on physiology and pathophysiology taught in previous semesters. Additionally, content is integrated and applied to nurse anesthesia practice.

DNAP 8420 Organizational and Systems Leadership in Health Care (3)

This course provides knowledge and skills relevant to systems leadership in clinical practice. Graduates will be prepared to assume leadership positions through skill development and the application of knowledge in addressing complex clinical practice, safety and organizational issues. Content areas may include political science, anthropology, workforce diversity, economics, human relations communications, ethical, legal, organizational behavior, systems leadership, change management, marketing and conflict resolution strategies as they relate to safe and effective patient centered care in complex environments. This course will also 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.

DNAP 8430 Health Administration Law and Ethics (3)

The course introduces the law and legal processes that affect health administration. The course presents an overview of legal principles concerned with torts, contracts and liability in health administration, including the legal standing of individuals covered by various types of health administration. Legal elements of labor relations in the health care field and the legal obligations and malpractice law are discussed as they apply to health professionals.

DNAP 8440 Advanced Practice Nurse Role in Leadership and Health Care (3)

This course will introduce the student to the multiple roles of the advanced practice nurse. Historical, professional, political and cultural components of the roles are presented as well as legal and ethical issues faced by advanced practice nurses. The business areas of advanced nursing practice, such as management, reimbursement and finance. Role development challenges, such as chemical dependence and wellness, inter professional collaboration, etc.

DNAP 8450 Clinical Experience VIII (2)

At the intermediate level, the nurse anesthesia resident begins full-time clinical experiences that are designed to provide anesthetic experiences in general as well as specialty practice settings. These supervised experiences can occur in obstetrics, radiology, pediatrics, cardiothoracic and neurosurgical procedures. In addition, the nurse anesthesia resident may gain experience in pain management, to include multiple regional

techniques and ultrasound guided regional techniques as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Prerequisite**: DNAP 8350. **Co-requisite**: DNAP 8520.

DNAP 8500 Current Topics in Anesthesia I (1)

The science guiding anesthesia practice is dynamic. Nurse anesthetists must stay current in research regarding physiology and pharmacology and best practice strategies. Interdisciplinary collaboration is necessary to ensure patient safety and best outcomes. Maintaining current evidence-based knowledge in content areas include complex equipment, pharmacological agents and procedures necessary for the provision of quality patient care. Course discussions are designed to facilitate the nurse anesthesia resident in incorporating current evidence-based research into practice to facilitate meeting these demands. **Co-requisite**: DNAP 8250.

DNAP 8510 Current Topics in Anesthesia II (1)

The science guiding anesthesia practice is dynamic. Nurse anesthetists must stay current in research regarding physiology and pharmacology and best practice strategies. Interdisciplinary collaboration is necessary to ensure patient safety and best outcomes. Maintaining current evidence-based knowledge in content areas include complex equipment, pharmacological agents and procedures necessary for the provision of quality patient care. Course discussions are designed to facilitate the nurse anesthesia resident in incorporating current evidence-based research into practice to facilitate meeting these demands. **Co-requisite**: DNAP 8350.

DNAP 8520 Current Topics in Anesthesia III (1)

The science guiding anesthesia practice is dynamic. Nurse anesthetists must stay current in research regarding physiology and pharmacology and best practice strategies. Interdisciplinary collaboration is necessary to ensure patient safety and best outcomes. Maintaining current evidence-based knowledge in content areas include complex equipment, pharmacological agents and procedures necessary for the provision of quality patient care. Course discussions are designed to facilitate the nurse anesthesia resident in incorporating current evidence-based research into practice to facilitate meeting these demands. **Co-requisite**: DNAP 8450.

DNAP 8530 Current Topics in Anesthesia IV (1)

The science guiding anesthesia practice is dynamic. Nurse anesthetists must stay current in research regarding physiology and pharmacology and best practice strategies. Interdisciplinary collaboration is necessary to ensure patient safety and best outcomes. Maintaining current evidence-based knowledge in content areas include complex equipment, pharmacological agents and procedures necessary for the provision of quality patient care. Course discussions are designed to facilitate the nurse anesthesia resident in incorporating current evidence-based research into practice to facilitate meeting these demands. **Co-requisite**: DNAP 8550.

DNAP 8550 Clinical Experience IX (2)

Clinical experiences at the advanced level 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.

ECED - Early Childhood Education

ECED 5010 Foundations of Early Childhood Education (3)

This course focuses on the historical, psychological, philosophical, and social foundations of early childhood education. Theories and research in child development and education are integrated with practical knowledge in order to understand and define best practices in early childhood education. By studying various models and approaches to this field, students gain an understanding of the state of the art of early childhood education and the forces shaping its future underscoring legal and ethical responsibilities to children, families, and colleagues with their communities. Topics such as administrative planning of programs, environments, personnel policies, management, maintenance and budget are discussed. Students examine forces that shape the future of early childhood education and the role teachers play in that future. Embedded field experiences are planned and sequenced so that students develop the knowledge, skills and professional dispositions necessary to promote the learning of young children across the entire developmental period and within a variety of settings that offer early education.

ECED 5040 Program Models in Early Childhood/Early Childhood Special Education (3)

This course is focused on programs developed for the early childhood and special education populations. Students examine philosophy, theoretical framework, curriculum, methodology, role of the teacher, role of the child, service delivery systems, and parent involvement. Students replicate portions of specific models as well as develop teaching strategies that would be characteristic of particular models. Special attention is given to models for mainstreaming the special needs child. **Prerequisites**: ECED 5010 or permission of the early childhood program coordinator.

ECED 5096 Apprentice Teaching Seminar (1)

This seminar will help students in their apprentice teaching focus on multiple factors affecting their classroom experiences, student interactions and curriculum (including planning, classroom organization and structure, unit and lesson planning, and student assessment) through the creation of an electronic Portfolio or Teacher Work Sample. The course is designed to better prepare each student to meet the MoSTEP Standards within the context of the content being addressed. **Prerequisites**: ECED 5431, ECED 5461, ECED 5462 with B or better and all required courses must be completed. **Co-requisite**: ECED 5950.

ECED 5200 Independent Study (1-3)

Students with special interests or needs that are not met by existing courses may request that a member of the faculty supervise an independent study. Together, the student and faculty member decide on the content of the independent study and the criteria for evaluation. May be repeated for credit if content differs.

ECED 5410 In-Service Topics (1-3)

In-service courses are designed to provide degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the degree with prior approval of the student's advisor. May be repeated for credit if content differs.

ECED 5430 Language and Motor Development in Infant Toddler Programs (3)

Young children use language, gestures and the people around them to gain access into social groups including school. This course examines the current state of theories about language acquisition and important conclusions about language learning that have significant implications for teaching infants and toddlers. The course also considers ways teachers observe the perceptual motor development of infants and toddlers and use these specific observations of each child to promote a comprehensive plan to support children's physical health, enhance motor skills, and support children with developmental lags. Students will examine developmental standards by which early childhood centers can be evaluated and improved. Students seeking post-baccalaureate initial certification must take ECED 5431 either concurrently or after completion of this course.

ECED 5431 Infant Toddler Practicum (1)

Concurrent registration in ECED 5430 Language and Motor Development in Infant Toddler Centers is preferred.

The focus of this practicum is observation and participation in classrooms servicing children in Infant-Toddler Centers and supports an understanding of developmentally appropriate practice. **Prerequisites**: ECED 5010 and ECED 5430.

ECED 5460 Curriculum Design (3)

Concurrent registration in ECED 5461 Preprimary Practicum and ECED 5462 Primary Practicum is preferred.

This course combines a theoretical and experiential investigation of curriculum for children ages birth through eight years, with primary emphasis on pre-kindergarten through the elementary grades. It emphasizes the roles of the teacher as observer, collaborator, facilitator, and organizer. Students will learn how to develop curriculum projections that are based on 1) ongoing documentation and study of children's current understanding and interests; 2) child development theory and research; 3) values and goals established with parents and community; and 4) consideration of contextual variables related to the school environment, family, and peer relationships. Emphasis is placed on continuity of learning experiences for children, integration of subject matter knowledge through project studies and daily life

experiences, and a negotiated learning process, which allows children and teachers to adjust and readjust their expectations through ongoing questioning and reorganization of experiences. **Prerequisites**: ECED 5010.

ECED 5461 PrePrimary Practicum (1)

Concurrent registration in ECED 5460 Curriculum Design is preferred.

The focus of this practicum is observation and participation in classrooms servicing children in preprimary grades. **Prerequisites**: EDUC 4740, ECED 5431 and ECED 5460.

ECED 5462 Early Primary Practicum (1)

Concurrent registration in ECED 5460 Curriculum Design is preferred.

The focus of this practicum is observation and participation in classrooms servicing children in primary grades. **Prerequisites**: EDUC 4740, ECED 5431 and ECED 5460.

ECED 5466 Preprimary Practicum Early Childhood Special Education (1)

Concurrent registration in ECED 5830 Topics in Early Learning: Early Childhood and Special Education Curriculum and ECED 5830 Topics in Early Learning: Assessment and Intervention of Infants and Young Children is required.

The focus of this 1-credit-hour practicum is observation and participation in inclusive classrooms in the preprimary grades. It centers on implementation of intervention strategies for children with Individualized Education Plans (IEPs). **Prerequisites**: EDUC 4740, ECED 5431 and ECED 5460.

ECED 5470 Observation, Documentation and Analysis of Learning in Early Childhood Education (3)

In this class, students will develop an understanding of how documentation based on close observation of children's learning processes helps to make learning visible and shape the learning that takes place in young children. They will learn why assessment of young children's strengths, progress and significant concerns that require focused intervention call for assessment strategies that are developmentally appropriate, culturally and linguistically responsive, connected to relevant children's daily activities and inclusive of families. Following an inquiry-based structure and cycle of learning and teaching, students will evaluate the impact of the children's activities and teacher strategies and create change in early childhood programs. The importance of continued professional development and continued accountability will also be emphasized. Students must have access to children, preferably in a classroom setting. **Prerequisite**: ECED 5010.

ECED 5480 Math Methods for the Young Child (3)

Students explore ways to support the young child's construction of knowledge in regard to numeracy. The educational implications of current cognitive theory and related research are examined. The Content and Process Standards developed by the National Council of Teachers of Mathematics (NCTM) provide a framework for teaching strategies. The course courses on children's mathematical learning in pre-kindergarten through third grade. **Prerequisite**: ECED 5460.

ECED 5510 Understanding and Supporting Children's Thinking (3)

Students examine theory and research on cognitive development while considering the integral relationship with the development of children's social intelligence. Emphasis is placed on the study of children's memory, perception, language and literacy, logical-

mathematical thinking, and problem solving. Students use action research methods involving observation and documentation to study children's thinking and learning processes. Curriculum implications with connections to state and national standards will explored with an emphasis on project-based and inquiry based learning. Students will learn how to develop strategies to scaffold children as individual and group learners. **Prerequisite**: ECED 5670.

ECED 5670 Social Intelligence and Relationships: The Foundations for Learning (3)

Students examine theories and research in regard to social intelligence and the development of relationships. The integral linkage of social and moral development with children's intellectual development is explored. Curriculum implications for diverse learners are examined. Emphasis is placed on interactions that foster mutual respect and trust with adults and children; the development of self-regulation and social responsibility; self-esteem, social knowledge and competence; cooperation and collaboration, and positive dispositions toward learning and life. A focus will be placed on children as individual and group learners. Connections will be made to state and national standards. Students use action research methods involving observation and documentation to study children's behavior and learning processes. Ecological systems perspectives of the child, within the family, and within the community will be integrated throughout the course.

ECED 5740 Inquiry Learning in Early Childhood (3)

This course is designed to give student an in-depth, practical look at the first through third grade elementary child while focusing on a theoretical and experiential investigation of programming, curriculum, and assessment. Methods and techniques of teaching science and social studies with an emphasis on organization of inquiry learning will be a focus. The class stresses the various roles of the teacher as observer, collaborator, facilitator, and organizer. Students will learn to evaluate learning models, organize curriculum projections that are based on 1) ongoing documentation and study of children's current understanding and interests; 2) child development theory and research; 3) values and goals established with parents and community; and 4) consideration of contextual variables related to the school environment, family, and peer relationships. Students will also learn how to interpret this information to access outcomes and support children's continued development and learning. Developmentally appropriate integration of technology into the primary classrooms will be discussed.

ECED 5750 Negotiated Learning: The Reggio Emilia Approach to Early Education (3)

This course focuses on the central role of documentation in the social constructivist approach to early learning that has emanated from the early childhood programs of Reggio Emilia, Italy. Students explore multiple ways to observe and document the learning experiences and learning processes of young children and then study that documentation to determine how to support children's thinking and negotiate learning. Documentation is used to improve discourse by serving as a database for reflective teaching. Documentation and discourse enable teachers to generate designs for future learning experiences that have continuity with children's thinking and prior experience. Together, these three components of documentation, discourse and design define a negotiated learning process that involves continuous action research of teaching and learning.

ECED 5760 Fundamentals of the Reggio Approach Study Tour (3)

This study tour examines the process of observation, questioning, experience and reflection as integral components of meaningful learning in the renowned early childhood programs in Reggio Emilia, Italy, named as one of the best educational systems in the world. Principles fundamental to the Reggio Apprach include an image of the child as competent and full of potential; working collaboratively with children, parents and the larger community; carefully designing the environment to facilitate the social constructs of understanding and to document the learning taking place with the space; and listening closely to children and devising means to provoke inquiry-based learning. Participants in the study tour will be introduced to the history of the Reggio Approach, tour the atelier and classrooms, engage in dialogue with teachers, view project presentations, explore materials, and reflect upon their experiences.

ECED 5800 Applied Research (3)

This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. **Prerequisite**: Advancement to candidacy.

ECED 5810 Pedagogical Internship I (3)

This supervised internship is required for candidates pursuing the graduate certification in pedagogical coordination of Reggio Inspired Schools. It is the first of a two-semester sequence of internships required for completion of the graduate certificate program. Students work as apprentices in a Reggio Inspired School to learn the role of pedagogista. This role involves strong understanding of the skills and concepts of observation and documentation of learning processes, collaborative action research strategies, mentoring and coaching to support professional development of teachers, and ability to support and develop systems of communication and participation with families and community in early childhood settings.

ECED 5811 Pedagogical Internship II (3)

This supervised internship is required for candidates pursuing the graduate certification in pedagogical coordination of Reggio Inspired Schools. It is the second of a two -semester sequence of internships required for completion of the graduate certificate program. Students work as apprentices in a Reggio Inspired School to learn the role of pedagogista. This role involves strong understanding of the skills and concepts of observation and documentation of learning processes, collaborative action research strategies, mentoring and coaching to support professional development of teachers, and ability to support and develop systems of communication and participation with families and community in early childhood settings.

ECED 5820 Creating Learning Environments (3)

This course is designed for early childhood, elementary and special education teachers who are interested in examining the human and physical elements that shape the learning environment and exploring ways to intentionally organize and use these elements to enhance the living and learning experiences of young children. The learning environment will be viewed from multiple perspectives: As a reflection of beliefs and values; as a strategy for teaching and learning; as a forum to empower the community of learners; as a tool for teacher research and student assessment; and as an arena for ongoing professional inquiry.

ECED 5830 Topics in Early Learning (3)

Topics courses are designed for educators who work with children from birth through age eight and/or their parents. Topics are added as developments occur in the field of early learning and as teachers who are working this area indicate their interests and concerns. This course number may be repeated for credit with different topic designations.

Course Descriptions

ECED 5840 Issues in Parenting (3)

This course is designed to expose students to the development and use of a variety of effective techniques for interacting with parents of young children. Students explore situations such as parent-teacher conferences, parent meetings, the use of parents as volunteers, and parents as policymakers. Attention also focuses on needs of the single parent, the student parent, parents working outside the home, foster or adoptive parents, and the older parent.

ECED 5850 Practicum in Early Childhood Education (1-4)

This practicum offers a variety of options for placement and foci for learning. Students may participate in programs for infants and toddlers, preschool-age children, kindergarten, early elementary, early childhood special education, or parent education. The learning focus may be on child development, curriculum, applied research, administration, and/or parent education. May be repeated for credit. **Prerequisite**: Permission of the early childhood coordinator.

ECED 5860 Cross-Cultural Perspectives in Early Childhood (3)

This course addresses the contributions of diverse cultures within the society of the United States. Students will examine and analyze racism, sexism, ageism, and ability levels with the schools and community. This course will also focus on diversity among groups of people and individuals based on ethnicity, socioeconomic status, family structure, exceptionalities, language, religion, sexual orientation, and geographical area. Early childhood education in different countries and cultures will be discussed and ideas generated about implication for teaching young children.

ECED 5870 Valuing the Expressive Languages in Education (3)

Communicating through varied languages such as drawing, paint, clay, sculpture, dance and music in addition to the spoken and written word can provide new possibilities for expressing learning among children of all ages and abilities. Students in this course will experience and experiment with a myriad of representational and symbolic materials in the ateliers/studios of the Maplewood Richmond Heights Early Childhood Center. The rights of children as unique learners, curriculum design and reflective assessment will be examined. Students will explore, facilitate the use of and document at least one creative language with depth. The work of educators from Reggio Emilia will serve as inspiration.

ECED 5880 Integrating Resources: Community, Schools, and Family (3)

This course is designed to help students identify changing family and community structures, patterns, and relationships. Students determine how these influence children and their educational needs. They study methods of assessing family needs and interests, identifying and utilizing community resources, and responding to family needs through education and partnerships. They review models of consultation and case management in regard to children and families with special needs. They explore and simulate techniques for interacting with parents and examine collaboration strategies for interdisciplinary team efforts.

ECED 5950 Apprentice Teaching: Early Childhood (9)

Teacher certification candidates only. This course is meant for candidates seeking certification in early childhood education at the primary level. Apprentice teaching placements will be made in the St. Louis City, St. Louis County, Fox, and Francis Howell School Districts. **Prerequisites**: ECED 5431, ECED 5461, ECED 5462 (practica must be passed with B or better grades); passing score

on state required content area exam; and all courses completed. **Co-requisite**: ECED 5096.

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 environments. The application of technologies and techniques that support learning in the workplace is an essential aspect of this course.

EDIN 5140 Evaluation of Training Programs (3)

Students apply the Kirkpatrick Models of Evaluation as well as other program review such as Quality Matters. Existing instructional programs will be reviewed and evaluated for assignment with ADDIE, Adult Learning Theory and other instructional program needs. Other types of program evaluation will be reviewed and assessed and a philosophy of evaluation as well as a conceptual framework for training program evaluation will be developed.

EDIN 5180 Creativity and Innovation (3)

This course explores creativity and innovation from a multidisciplinary perspective. In particular, it considers how these complex and dynamic phenomena have been defined, evaluated and cultivated in a variety of applied settings. The course covers a range of topics including: distributed creativity, co-creation and user innovation, the creative process, the role of objects in creativity, imagination, societal forms of creativity and innovation.

EDIN 5190 Leadership and Innovation (3)

This course introduces managers, trainers and educators to the principles of interdisciplinary team collaboration and leadership, change leadership and cultivating a "culture of creativity" in organizations. The students experiment and evaluate methods for promoting team-building for innovation in their own organizations.

EDIN 5200 Independent Study (1-3)

Students with special interest or needs that are not met by an existing course may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. An independent study may not duplicate an existing course that covers the subject.

EDIN 5410 In-Service Topics (3)

In-service courses provide degree-seeking students with practical applications of current research and methodology. These courses require the advisor's approval (prior to enrollment) to be included in a student's graduate program. May be repeated for credit if content differs.

EDIN 5461 Curriculum: Creativity and Design (3)

This course enables participants to create authentic, real-world curriculum that engages learners in personally relevant and meaningful learning experiences with creative processes and outcomes. Topics include creatively teaching to the big idea, how to develop authentic performance tasks, how to evaluate performance tasks, how to match the interests and meet the needs of all learners, and how to integrate technology.

EDIN 5490 Seminars in Education and Innovation (1-3)

Seminars are designed to focus on current research in various topics in Education and Innovation and their real-world applications. May be repeated for credit if content differs.

EDIN 5620 Mindfulness (3)

This course provides an introduction to the concepts and practice of mindfulness. The course emphasizes the practice of the moment-by-moment awareness of one's thoughts, emotions, bodily sensations and surrounding environment. Students review research on the impact of mindfulness practice on physical and mental health, and the effects of mindfulness on teaming environments. Students design a mini mindfulness retreat.

EDIN 5622 Restorative Justice: Learning Communities (3)

This course examines the roots of restorative practices in indigenous cultures and in the reform of juvenile and adult justice system. Emphasis will be on (a) application of restorative justice techniques in the workplace and educational settings, and (b) on evaluation of the impact of restorative practices on the climate and norms (including bullying and aggression) in families, peer groups, formal, informal and virtual learning communities.

EDIN 5624 Transformative Learning (3)

Transformative learning is the expansion of consciousness through the process of first questioning and deconstructing one's worldview, identity and ways of thinking, and then revisioning, reframing and reintegrating them. In this course, participants read and reflect on the theories and recent research in transformative learning and examine how transformative learning applies to their own life experiences, to educational practice and to transformation of collective consciousness.

EDIN 5630 Creative Multimedia Design for Innovative Learning (3)

In this project-based course, students explore new instructional design orientations for teaching and learning in a media rich culture. Intensive use of multimedia presentation and instructional delivery tools is a hallmark of this course. Students will learn to design, plan and evaluate integrated instructional experiences with multimedia applications and approaches. They will also learn to use search and media aggregation technologies to find effective instructional delivery resources that enhance learning designs.

EDIN 5650 Design Thinking (3)

Designing experiences that focus on how people and organizations grow and thrive is a systematic and thoughtful process. This course is concerned with helping students think about and engage in design thinking as a way to engage learners and build innovative learning tools, products and environments. It practically focuses on using design thinking to plan prototype and build learning experiences.

Globally, learners and audiences for systematized educational offerings have changed markedly since the rise of the internet and World Wide Web. In every country, today's learners and audiences are defined by a deep hunger for information and an insatiable desire for knowledge. In developed economies, an openness to messaging from many different sources define daily existence. Educators in all settings must be agile and innovative in order to maintain engagement and build audience interest via meaningful curriculum as well as "classroom" offerings. In this course, we explore Design Thinking as a catalyst for reshaping learning experiences toward more innovation. We examine ways of developing novel learning designs to solve real-world living and learning problems to meet the needs of diverse learners.

EDIN 5750 Special Institute (1-3)

Various special institutes to provide sponsored research or project-based learning, field-based or international travel-based experiences. May be repeated for credit if content differs.

EDIN 5800 Research Designs for Education and Innovation (3)

This course enables students to develop strategies and methods to investigate a focused research question or to conduct an interdisciplinary problem-solving project within their workplace or learning environment. **Prerequisite**: Advancement to candidacy.

EDIN 5840 Innovations in Learning Systems: Global Perspectives (3)

Comparing innovative learning models and educational systems from various countries increases intercultural understanding and provides insight into one's own philosophies, beliefs, values and methodologies. Each participant investigates and compares innovative systems across two or more nations or cultures and presents reports for class evaluation and discussion.

EDIN 6000 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.

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 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 dissertations and understand the role of the literature review in context. Epistemological and ontological assumptions will be explored. In addition, doctoral students will learn about the skills and strategies for writing a literature review with relevant synthetical and analytical competence.

EDOC 7002 Quantitative Research Methods (3)

This is a doctoral level quantitative research methods course. The course focuses on identifying the logic-of-inquiry, epistemological and ontological stances of research studies using quantitative methods. Students will learn about human subjects research, obtain the training required by the IRB, read extensively about quantitative studies published in academic research databases, What Works Clearing House and ProQuest. Students are required to be competent in determining sample size, statistical power, generalizability, validity and reliability upon completion of the course. Students will have hands-on experience with SPSS, understand the rationale and logic behind the statistical results and know how to determine if a study yields significant results.

EDOC 7003 Qualitative Research Methods (3)

This is a doctoral level qualitative research methods course. The course focuses on identifying the logic-of-inquiry, epistemological and ontological stances of research studies using qualitative methods. Students will be able to understand a variety of qualitative research methods, focus on case studies, ethnography, narrative studies and grounded theory research. Students will utilize a variety of data analytical approaches such as narrative analysis and discourse analysis as well as understand the systematicity required for data collection (triangulation) and analysis. Students will develop competence in determining the credibility and trustworthiness of a study. Data collection methods will be explored and Nvivo data analysis will be applied.

EDOC 7004 Prospectus and Dissertation Writing (3)

This is a one-on-one course between a prospective dissertation chair and a doctoral student. The objective is to prepare the student to write the prospectus, which is the first three chapters of the dissertation, so that the student will be ready to defend the prospectus in the subsequent term. The students should identify the rest of the dissertation committee and obtain comments and feedback from all members regarding their prospectus before the end of the term. IRB approvals for dissertation projects which involve human subjects should be submitted by the end of the term. A final draft of the prospectus should be submitted as the final deliverable for the course. Doctoral students are recommended to work closely with the Writing Center for improving their academic writing quality. Students need to ensure that their writing will not require major editing towards the later stage of dissertation writing. Students pursuing the Emphasis in Special Education: Severe Developmental Disabilities and Autism take SPED 5850 in lieu of this course.

EDOC 7120 Global Histories and Politics in Education (3)

This course is a review of modern educational systems and learning experiences in the U.S. and in different countries. Candidates discuss the ways in which educational systems have been influenced by industrialization, global capitalism and contemporary social movements. The rise of globalization and information economy and their effect on modern education theory as well as educational systems will be viewed as an important backdrop. More recent attempts to reshape schooling in the light of emergent educational philosophies, critical theories and social movements will be explored. **Prerequisite**: Admission to doctoral program; to be taken the first semester in the program (unless the director of the EdD program grants permission due to unusual circumstances).

EDOC 7130 Transformative Lens in Educational Technologies (3)

This course examines a wide variety of issues related to the roles of information communication technologies (ICTs) in the transformation of learning environments, both physical and virtual. Using a transformative lens, the course reviews technological advancements in education settings, including social media and mobile technologies, and how the digitalization of information poses challenges to educators in the global contexts. It spans critical issues such as local and global tensions around ICT adoption in learning and the design for new learning environments for the information age. Emphasis is on proposing a critical perspective so that students will engage in discourses and rhetorics on media literacy and social media literacy. The course requires students to engage in critical dialogues about the digital divide, intersectionality and critical theories in communication technologies. **Prerequisite**: Admission to the doctoral program.

EDOC 7140 Transformative Leadership in Education: Equity and Ethics (3)

This course focuses on transformative leadership, as well as the proposition and implementation of equitable and ethical values and descisions in educational settings. Students examine ethical theories for understadning, evaluating and developing standards and policies for ethical practice as educational leaders and visionaries. The equitable and ethical policies will be applicable to educaitonal organizations, school districts, school buildings, government and non-government organizations. Students develop ethical and equitable policies and practices for social justice reasons. **Prerequisite**: Admission to the doctoral program.

EDOC 7150 Social Justice and Transformative Learning in Global Education (3)

This seminar is a collection of classical and contemporary theories and philosophies that pertain to social justice, transformative learning and global education. The academic focus of this course is to examine global education issues and theories that transform the lives of learners, as well as the educational system and learning communities. Candidates will study the intersection of theory and practice and its role in pedagogy and social change. **Prerequisite**: Admission to the doctoral program.

EDOC 7500 Service Learning Practicum (3)

This course is a comparative review of modern educational systems and learning experiences in different countries. Candidates discuss the ways in which educational systems have been influenced by industrialization and global capitalism. The rise of globalization and the information economy and their effect on modern educational theory as well as educational systems will be viewed as an important backdrop. More recent attempts to reshape schooling in the light of emergent educational philosophies will also be explored. Students will take this course twice. **Prerequisite**: Admission to the doctoral program.

EDOC 7505 Second Service Learning Internship (3)

EDOC 7505 is designed for students who have taken EDOC 7500 and passed the comprehensive exams. Students will inquire into issues of professional and personal interest within the field and relate service learning to transformative learning. The course may be taken in a group with a shared learning and service experience or as an individualized designed learning and service experience with the approval of the course instructor of record and the director of the EdD.

EDOC 7510 Interdisciplinary Pro-Seminar I (2)

This course will introduce the candidate to the increasingly complex world of educational research; the doctoral process; allow the candidate to refine his/her 'burning question'/dissertation inquiry; begin the annotated bibliography and literature review as foundation for future educational research in preparation for the dissertation document; and develop a first draft of the organization of the dissertation. **Prerequisite**: Admission to the doctoral program.

EDOC 7520 Interdisciplinary Pro-Seminar II (2)

In this course, the candidate will refine the 'burning question' and continue to develop the annotated bibliography. the focus of the second seminar is to write a draft of Chapter 1 of the dissertation. In this course the candidate will continue the doctoral process; refine his/her 'burning question/dissertation inquiry; continue the annotated bibliography and literature review as foundation for future educational research in preparation for the final dissertation document. **Prerequisite**: Admission to the doctoral program.

EDOC 7530 Interdisciplinary Pro-Seminar III (2)

In this course, the student will: (1) review at least 4 (four) types of educational research and apply each to his/her research interest/burning question; develop a rationale for a specific choice of research; (2) continue to perfect the literature review; and (3) write the first draft of the Dissertation Chapter 2: Literature Review. This product will be a living document. The Draft Literature Review may be added to and/or revised until entire dissertation is completed. This will be Key Assessment 4. **Prerequisite**: Admission to the doctoral program.

EDOC 7540 Interdisciplinary Pro-Seminar IV (2)

This course will provide methods to develop the skills to apply inquiry and research to identify and support transformative learning for individuals, organizations, and communities. The student will write the first draft of Chapter 3 of the dissertation, Research Design and Methods. The student will begin to develop a draft of the final chapter of dissertation: Proposed Application to Study to Support Transformational Learning in the Global Community and secure IRB approval for this final project. **Prerequisite**: Admission to the doctoral program.

EDOC 7901 Doctoral Apprenticeship (3)

The doctoral apprenticeship is for doctoral students to accumulate research, teaching, leadership and/or service experience in academic and social settings, while working one-on-one with a faculty mentor. The course is facilitated by an instructor, who will assist in pairing up the mentor and mentee. Students are encouraged to work with faculty mentors who will be their dissertation chairs or committee members. The apprenticeship consists of four options: Option One allows the doctoral student to assist a faculty mentor in research and publication; Option Two allows the doctoral student to assist a faculty mentor with conference proposal writing and presentation; Option Three allows the doctoral student to assist a faculty mentor with coursework development; Option Four allows the doctoral student to provide volunteer service in a local community or global location through teleconferencing. The objective is to make the apprenticeship a mutually beneficial experience for both the faculty mentor and the doctoral student. This is a pass or fail course.

EDOC 7902 Comprehensive Exam and Prospectus Defense (3)

This course is designed for students to complete the comprehensive exam and prospective defense. Students who pass the comprehensive exam will make advancement to doctoral candidacy. The comprehensive exam is credit-bearing (3 credit hours) and will happen during the Summer; the prospectus defense should happen after the student passes the comprehensive exam and is non-credit-bearing. This is a pass or fail course. Students who pass the comprehensive exam will earn the credits with a pass. Students who fail the comprehensive exam on the second attempt will fail the course. The course creates a streamline process for students to enter the dissertation writing phase in the subsequent term or semester. Students who cannot complete the prospectus defense due to scheduling difficulty with the dissertation committee can attempt the prospectus defense in the subsequent term or semester. **Prerequisites**: EDOC 7001, EDOC 7002, EDOC 7003 and EDOC 7004 or SPED 5850.

EDOC 8000 Doctoral Dissertation Research and Writing (1-5)

The student works to complete the doctoral dissertation research and write the dissertation. Candidates may register for 1-5 credit hours at a time per individual need. Candidates are required to complete 10 dissertation research credit hours. **Prerequisite**: The student must have successfully completed all other doctoral

course work, passed comprehensive exams and achieved status of doctoral candidate.

EDOC 8010 Doctoral Project Completion (1)

This doctoral project completion credit (semester long registration) is for students who have completed the 10 credit hours of EDOC 8000 requirements and are still making reasonable progress in their dissertation writing. The course will keep the students active in the system and it can be repeated during the seven years' program window. The course will be registered with the dissertation chair or the EdD director. The instructor(s) will assess the student's performance with a letter grade or pass/fail. **Prerequisite**: The student has completed 10 credit hours of EDOC 8000.

EDOC 8020 ProQuest Publication of Dissertation (0)

This is to ensure that doctoral students will complete the submission to ProQuest after the Oral Defense. This is a crucial step in the dissertation process and it is mandatory for completing the doctoral degree. This is a pass or fail course. The completion will be marked by the EdD director.

EDTC - Educational Technology

EDTC 5010 Introduction to Technologies for Education (1-3)

This course is intended as a broad-based introduction to technology. This is a hands-on, project-based course designed to help educators use technology creatively and effectively in support of curriculum in the elementary and secondary school classrooms. Topics include an introduction to media literacy, evaluation and integration of software into the curriculum, and the impact of technology on the teaching/learning process.

EDTC 5020 Assistive Technology (3)

This is a hands-on, project based course designed to help educators evaluate hardware and software in relation to a learner's specific disability. It provides an in-depth explanation of hardware and software developed for people with disabilities.

EDTC 5030 Topics in Classroom Technologies (1-3)

The courses are designed to expose students to particular classroom applications or issues on the use of technology. May be repeated for credit if content differs.

EDTC 5032 Introduction to Assessment Using Technology (2)

This course examines different methods to collect, organize, and analyze information using technological tools. It examines substantive and evidentiary learning processes, ISTE NETS, psychology of learning, pros and cons of using technology to assess, and the ethical and social aspects of evaluation and what assessment means in any curriculum and how can technology aid in the process.

EDTC 5033 Learning Communities (1)

This course is for individuals in an educational or business setting who have the desire to create and implement successful learning communities with technology in a teaching/instructing atmosphere. This course will take into account researching, creating, formulating, problem solving, grouping strategies, managing, and evaluating and assessing all aspects of learning communities in the educational/instructional setting.

EDTC 5034 Maximizing Interactive Learning with Technology (2)

This course enables educators to improve student retention, and increase learning through the use of hands-on activities that compliment curriculum across the board. This course covers the adaptation process of application software, free bundled software, and online searching and researching.

EDTC 5036 Searching for Classroom Grant Opportunities (2)

This course is for individuals who have the desire to locate grants that are offered to educators, trainers, and instructors. It covers searching for grants using the internet and traditional methods. The course also covers writing techniques, terminology, tips, and suggestions for effective grant writing to simplify the process and ensure success.

EDTC 5040 Graphic Design for Educators (2)

Computer graphics adds imagery for the web, design for the printed page, and broadcast-quality to multimedia presentations. This course covers the basic applications of computer graphics into word processing, multi-media, and web projects. Some topics include: downloading from the web, creating, converting, manipulating, placement, and exporting of graphics.

EDTC 5070 Desktop Publishing for Educators (2)

This course is a study of desktop publishing and the current state of the desktop publishing industry. Emphasis will be placed on how to actually create a publication from start to finish and include emphasis on types of publications useful in the classroom. Software required or access to the software in the lab.

EDTC 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. Topics covered will include computer development; input, processing, storage, and output hardware; software development; programming languages; communications; connectivity; systems development; database management; information management; ethics; privacy; security; and purchasing and maintaining a computer system.

EDTC 5334 Constructivism and Technology (3)

This course is an introduction to constructivist theories in education and their applications to curriculum and instruction. The course employs collaborative processes and learning community-based web technologies (i.e. Web 2.0 tools) so that students learn about constructivism by experiencing constructivist methodologies and technologies used in this course. Participants build their knowledge and skills about constructivist theory and practice through collaborative writing and creative design activities.

EDTC 5338 Evaluating Emerging Technologies (3)

In this course the student is introduced to the basic concepts of emerging technologies. Emphasis is given to three primary functions: evaluation, selection, and integration of technology. Additional topics include: background of technology into teaching, planning and implementation for effective integration for classroom and school districts including aspects of distance learning resources and methods, websites and webpages and internet usage exploration as educational technologies, and use of emerging developments in technology for future use.

EDTC 5340 Modeling Data to Enhance Instruction (3)

This course is designed to focus teachers on engaging in data-driven decision making for instructional improvement. In the context of national and state-based teacher accountability systems, teachers are expected to use student performance and test data to improve student learning by differentiating instruction for each student. In this course, teachers will use data modeling software in conjunction with inquiry based approaches to interpret and analyze student performance data. Using these modeling tools teachers will engage in trend analysis, data representations and visual modeling of individual student data. Teachers will also learn how to teach inquiry based data modeling concepts to students in their own classrooms.

EDTC 5410 In-Service Topics (1-3)

In-service courses are designed to provide educators with practical applications of contemporary research and methodology to improve classroom effectiveness. May be repeated for credit if content differs. A limited number of credits may be applied to the MET degree.

- ***AR in the Classroom (1)***
  This course will demonstrate how to use Augmented Reality (AR) in the classroom to merge with curriculum and bring traditional topics to life! Topics include terminology, various types of AR, and how to create an AR for use on mobile devices or on a computer. Hands on application will include downloading free apps for i-devices and android devices, handouts that will work with the free apps, links and readings on where to go to locate more print outs, and demonstrations of how to create an AR from beginning to end. Students should bring their own mobile device to class to experience the excitement of AR first hand.
- ***Assistive Technology Tools for Literacy and Learning (1)***
  This course focuses on low-tech to high-tech assistive technology tools in the area of literacy for individuals with special needs, such as cognitive impairments, autism and learning disabilities. Students will engage in hands on activities with various strategies, software and hardware to gain the skills and resources for feature-matching tools based on barriers to reading and writing.
- ***Comic Life: Applications for the Classroom (1)***
  Bring your digital photos and illustrations to life by using them to create your own comic books. It is easy to do and can bring digital photography to a much higher level. In this class you will learn how to use a piece of software called Comic Life (free trial available for Mac & Windows) to transform your digital photos into comic book pages. Learn how comic book making can support your curriculum and the benefits of enhancing lesson and engaging students using Comic Life. Add text, effects, and filters to create the look you want. Several resources will also be shared and discussed in order to generate ideas on how to integrate comic book making into the classroom.
- ***E-learning in the Classroom (1)***
  Today's learning professionals are often called upon to produce effective and engaging video content to support classroom training. This course will explore ways in which screencast recordings can be used to enhance curriculum using software such as Articulate Presenter, Replay, and Storyline. Students will learn to combine audio, screen, and webcam recordings into micro-lessons. Activities include recording, editing, and publishing video files.
- ***Flip Your Classroom (1)***
  Access to global networks and shared resources has become much easier, either through the use of personal

devices or through the use of learning technology. Instructors are looking for new ways to utilize these technologies to improve their teaching and learning. Flipping the classroom is one way in which instructors can enhance their face-to-face classroom experience. This course will explore the challenges and opportunities presented when implementing a "flipped" learning environment.

- *Google and Related Apps for Educators (1)*
  In this course you will learn how to use a variety of Google Tools in the classroom including Google Docs, hidden tips and tricks for power searching the internet, Google Earth, YouTube and a variety of other tools. This is a hands-on, project-based course designed to help educators learn the tools and how best to integrate them into a classroom.
- *Mobile Devices in the Classroom (1)*
  This course will discuss capabilities and terminology associated with mobile learning, and how mobile applications can be used in the classroom, in the business world, and in everyday life. We will examine how mobile devices are more than time and organizational managers, and how they support teaching and learning in the classroom. With a focus on educational applications, but also including business applications, we will search on the internet for free and/or low-cost educational applications and browser extensions, and practice downloading and uploading. We will share curriculum content, various mobile devices, and basic classroom management ideas for a mobile learning environment.
- *Multimedia in the Classroom (1)*
  This class will introduce multimedia programs and how to integrate them in the K-12 classroom. Emphasis is on classroom lesson design and teaching-learning applications. Students will be introduced to the concept of integrating multimedia and technology into curriculum in order to engage learners in higher order thinking skills and authentic learning experiences.
- *Podcasting in the Classroom (1)*
  In this course you will learn how to search for the millions of podcasts that already exist, how to subscribe to them, and how to utilize them in your classroom. You will also learn how to create your own podcasts with an emphasis on student creation. This is a hands-on, project-based course designed to help educators best choose, create and integrate podcasts in their classroom.
- *QR Codes in the Classroom (1)*
  This course will demonstrate how to use Quick Response (QR) codes in the classroom to merge with curriculum and bring traditional topics to life! Topics include terminology, creating QR codes, and using them within the curriculum. Hands on activities will be demonstrated in the class. Students should bring their own mobile device to class to experience the excitement of QR codes first hand.

EDTC 5460 Curriculum Design Technology Apps (3)

This course is designed to help individuals plan learning experiences. Topics included are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Participants will design curriculum for their particular content area integrating technology into the student learning experience. Evaluating software packages for use within the curriculum is required.

EDTC 5465 Instructional Design (2)

Master teachers are expected to create instructional materials that reflect current theory and research on learning, exemplify a creative infusion of technology into the content areas, and approach assessment as a dynamic, process-oriented component of the learning experience. This course allows participants to create a comprehensive instructional project in their own content area. This project will reflect their knowledge of learning theory,

teaching strategies, leading-edge technology, and performance assessment. Students will have "hands-on" experience with leading-edge technology to assist them in instructional design processes. **Prerequisite**: EDTC 5460.

EDTC 5550 Web Page Authoring and Design I (2)

This course is designed to teach educators how to use hypertext markup language (HTML) to design and create webpages for use in educational settings. Students will learn how to use HTML, tags, links, and attributes for a basic understanding of publishing HTML documents.

EDTC 5555 Web Page Authoring and Design II (2)

This course is designed to teach educators how to use hypertext markup language (HTML) to design and create webpages for use in educational settings. This is the second half of EDTC 5550. Tables, forms, and style sheets in educational settings will be covered. **Prerequisite**: EDTC 5550.

EDTC 5560 Internet Applications (2-3)

The courses listed below are designed to provide experience in internet applications in educational settings. This course may be repeated for credit if the content differs.

- *JavaScript (3)*
  The integration of HTML with JavaScript enhances webpage usage in the classroom. Students learn how to add special features and make interactive webpages. Students learn how to build webpages with forms, tables, and database search functions. **Prerequisite**: EDTC 5555.

EDTC 5630 Advanced Topics in Classroom Technologies (1-3)

The courses are designed to further the student's knowledge and skills for a variety of technologies used by educators. May be repeated for credit if content differs.

EDTC 5632 Databases for Decision Making (3)

This course explores ways to manage information using databases. Students will explore a variety of database activities which will stimulate the critical evaluation of data needed for wise decision making. Students will also learn how to incorporate these activities into curriculum.

EDTC 5633 Adult Learning and Technology (2)

This class focuses on two specific areas of teaching and learning: adult learning methods and the use of technologies appropriate to environments that engage adult learners. While the material covered in this course will deal with good practices in the teaching of adult learners, it will also provide sound methodology as the focus is on individualizing education and creating relevance in course materials specific to immediate needs.

EDTC 5637 Systemic Change Theory & Technology (3)

The introduction of various technologies into our teaching and learning environments is meant to strengthen the ability of institutions, teachers, and students to reach their educational goals. The implementation phase, however, is often a turbulent process involving a great deal of institutional and pedagogical change. This course will focus on the processes of change in teaching and learning environments that are normalizing the use of educational technologies and explore various theories of resistance and adoption.

EDTC 5640 Language Arts Instruction in a Digital Classroom (3)

This class will address best practices in Language Arts instruction integrating differentiation, Reader's and Writer's workshop with

digital resources in K-12 classrooms. This course will focus on making practical use of resources online and texts/literature commonly available in school settings. Participants will explore the elements of differentiated instruction specifically for high-incidence diverse student groups such as Gifted & Talented, ELL, special needs, and culturally diverse and appropriate teacher instructional responses. In this course you will gain practical experience from considering how to make the shift from differentiation theory to including differentiation into your teaching practice using the Reader's and Writer's workshop language arts model.

EDTC 5701 Operations & Methods of Teaching Robotics: Sensors (3)

This course focuses on fundamental principles and concepts of educational robots. Students will build and program robots with sensors, and explore teaching applications with robotic sensors in a variety of learning environments.

EDTC 5702 Operations & Methods of Teaching Robotics: Robotic Arms (3)

This course focuses on construction and operation of robots in educational settings. Students will be able to build and program the robot to manipulate its arm. Emphasis will be on teaching applications of robotic manipulation in a variety of learning environments.

EDTC 5703 Operations & Methods of Teaching Robotics: Drones and UAVs (3)

This course focuses on applications and methods of teaching robots. Students will be able to program the drone and other 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 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 Instructional Technology Planning and Management (2)

This course reviews the strategies used for effective technology planning and management. Determining level of technology integration, evaluating appropriate technology acquisitions, developing successful technology plans, and planning successful technology staff development will be reviewed through readings and student projects. State and national standards for student and teacher performance will be a focus for the course.

EDTC 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 5770 Using Mobile Apps for Learning (3)

Locating, selecting and utilizing mobile applications for educational use are important skills for the digital-age educator. In this course we explore the ways in which smartphone and tablet applications can be used in educational and learning situations. Specific applications for subject area goals as well as administrative uses will be evaluated and utilized. Students will develop lessons and activities based on tablet and smartphone apps with particular reference to Apple iOS and Android.

EDTC 5775 Developing Mobile Apps for Learning (3)

Developing mobile applications is an emergent area in educational settings. The principles, practices and possibilities of app development for improving educational experiences is transformative. In this course we develop mobile applications for use in learning environments. We also examine the ways in which mobile programming environments can be developed for rapid application development. **Prerequisite:** EDTC 5770.

EDTC 5820 Designing an Online Course Part I (2)

This course will engage the student in building an online course using online software. Current curriculum and instructional design principles will be utilized. The focus is on curriculum building for a single course.

EDTC 5825 Designing an Online Course Part II (2)

This course will engage the student in building an online course using online software. Current curriculum and instructional design principles will be utilized. The focus is on curriculum building for a single course. It is a continuation of EDTC 5820. **Prerequisite:** EDTC 5820.

EDTC 5830 Videoconferencing: Collaboration and Learning (3)

Students will develop skills in using videoconferencing techniques in support of collaboration, distance communication and learning,

and professional development. The focus of this course will be to access and share global resources to attain professional goals.

EDTC 5840 Designing an Online Curriculum (3)

This course will engage the student in designing a virtual school curriculum using current curriculum and instructional design principles. The focus is on curriculum building for an entire virtual school. **Prerequisite**: EDTC 5460.

EDTC 5900 Technology, Ethics, and Society (3)

This course will engage social ethics in response to its impact on the developing technologies of global societies. Students will explore the relationship of technology through various philosophical and/or moral perspectives. This course will assist students in exploring their implicit values as they relate to technology.

EDTC 5995 Final Program Survey (0)

All educational technology MET students are required to register for this zero credit hour course during their final semester. Students complete a program evaluation survey about their participation in the educational technology program. For specific guidelines see the EDTC Coordinator. This course is graded on a credit/no credit basis only.

EDTC 5996 Content Performance Portfolio (2)

The aim of the Content Performance Portfolio Course is to assist educational technologists (facilitators and coordinators) in developing and demonstrating their mastery of skills that are related to the facilitation of technology in their school environment. Different mediums of representation such as print, video, visual and web will be used to demonstrate student competencies with National Educational Technology Standards at the advanced level. By engaging in and demonstrating multiple forms of representation with media, students will explore processes for becoming effective educational technology facilitators. The overall construct of the course will demonstrate ISTE NETS skills and competencies, however the portfolio will be organized around AECT standards.

EDTC 6000 Advanced Graduate Certificate Project (3)

The advanced graduate certificate (AGC) project is the culminating experience in the AGC program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an MAT class, a school district, a local board of education, or a community group; a paper or research project which might be published or distributed within an appropriate school, community group, or for a large audience; or an action project designed and implemented within the student's place of employment.

EDTC 6022 Designing Accessible Learning Communities (3)

Technology facilitators are increasingly called on to create safe and supportive learning environments that allow learners to be more independent and valued. Federal laws (e.g. IDEA and NCLB) require learners in schools to receive accommodations and accessibility options. Beyond such mandates, however education leaders should be able to engage in Universal Design for all populations and their environments. This course engages learners in universal design and accessibility principles and practices. **Co-requisite**: EDTC 6136.

EDTC 6136 Designing Accessible Learning Communities Internship (1)

Technology facilitators are increasingly called on to create safe and supportive learning environments that allow learners to be more independent and valued. Federal laws (e.g. IDEA and NCLB) require learners in schools to receive accommodations and accessibility options. Beyond such mandates, however education leaders should be able to engage in Universal Design for all populations and their environments. This course engages learners in universal design and accessibility principles and practices. This course is a semester long internship. It involves fieldwork in which the candidate spends an extended period of time with an individual with special needs. The candidate then proceeds to reflect on the experience and designs a technology based application (process or procedure) for enhancing the learning experiences of the individual. **Co-requisite**: EDTC 6022.

EDTC 6240 Educational Statistics (2-3)

Educational Statistics is an introductory graduate course in using quantitative methods for inquiry in education. Students will be exposed to the fundamental concepts and procedures of descriptive and inferential statistics. Students will develop competence in reading and understanding statistics topics from various sources. The course includes an introduction to the use and interpretation of SPSS.

EDTC 6245 Research Design (2-3)

Students will be exposed to various quantitative and qualitative methods as well as mixed methods. Knowing which method(s) to use with various research questions is important.

EDTC 6250 Thesis in Educational Technology I (3)

In this course students write a comprehensive thesis that focuses on original research in the field of educational technology. This thesis should include the following elements 1) identification and description of a research question, 2) examination of related bibliographic sources (literature review), 3) data collection and analysis, 4) findings, discussion, and conclusions. Ultimately students are expected to propose, develop, complete, and defend a thesis that incorporates a comprehensive understanding of research methods and critical analysis based in their coursework throughout the program. The thesis area or topic will be developed by the student in consultation with the major instructor as well as a committee comprising other faculty or local experts. The thesis proposal and document must be presented in accord with Webster University Graduate Thesis guidelines and departmental specifications.

EDTC 6255 Thesis in Educational Technology II (3)

In this course students write a comprehensive thesis that focuses on original research in the field of educational technology. This thesis should include the following elements 1) identification and description of a research question, 2) examination of related bibliographic sources (literature review), 3) data collection and analysis, 4) findings, discussion, and conclusions. Ultimately students are expected to propose, develop, complete, and defend a thesis that incorporates a comprehensive understanding of research methods and critical analysis based in their coursework throughout the program. The thesis area or topic will be developed by the student in consultation with the major instructor as well as a committee comprising other faculty or local experts. The thesis proposal and document must be presented in accord with Webster University Graduate Thesis guidelines and departmental specifications. **Prerequisite**: EDTC 6250.

EDTC 6300 Technology Project Management (3)

In this course students will engage in developing and demonstrating their mastery of skills that are related to the facilitation of technology in their school environment. Different mediums of representation such as print, video, visual and web will be used to demonstrate student competencies with National Educational Technology Standards at the advanced level. By engaging in and demonstrating multiple forms of representation

with media, students will explore processes for becoming effective educational technology facilitators. **Co-requisite**: EDTC 6301.

EDTC 6301 Technology Project Management Internship (1)

This course is a semester long internship. **Co-requisite**: EDTC 6300.

EDTC 6460 Foundations of Educational Technology Leadership (3)

This course engages students in acquiring the competencies and skills for understanding as well as implementing technological pedagogical content knowledge (TPCK). By focusing on the concepts and competencies that teachers ought to have so as to meaningfully integrate technology into instruction in their specific content area this course supports the growth of teachers' professional knowledge base. The course focuses on the ability of teachers to recognize the evidence based applications of technology in specific subject area as distinct across disciplines. **Co-requisite**: EDTC 6461.

EDTC 6461 Design of Technology Supported Learning Environments Internship (1)

This course is a semester long internship. **Co-requisites**: EDTC 6460 and EDTC 6465.

EDTC 6465 Design of Technology Supported Learning Environments (3)

Master teachers are expected to create instructional materials that reflect current theory and research on learning, exemplify a creative infusion of technology into the content areas, and approach assessment as a dynamic, process-oriented component of the learning experience. This project will reflect their knowledge of learning theory, teaching strategies, leading-edge technology, and performance assessment. Students will have "hands-on" experience with leading-edge technology to assist them in instructional design processes. **Prerequisite**: EDTC 6460. **Co-requisite**: EDTC 6461.

EDTC 6995 Final Program Survey (0)

All educational technology EdS- Technology Leadership students are required to register for this zero credit hour course during their final semester. Students complete a program evaluation survey about their participation in the educational technology program. For specific guidelines see the EDTC Coordinator. This course is graded on a credit/no credit basis only.

EDTC 6996 Content Performance Portfolio (3)

Master teachers are expected to create instructional materials that reflect current theory and research on learning, exemplify a creative infusion of technology into the content areas, and approach assessment as a dynamic, process-oriented component of the learning experience. This project will reflect their knowledge of learning theory, teaching strategies, leading-edge technology, and performance assessment. Students will have "hands-on" experience with leading-edge technology to assist them in instructional design processes. **Prerequisite**: EDTC 6460.

EDUC - Education

EDUC 5210 In-Service Education (1-4)

Webster offers various graduate in-service courses that are not part of the existing curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. **Prerequisite**: Prior approval of the advisor.

EDUC 5410 In-Service Topics (1-4)

In-service courses provide degree-seeking students with practical applications of current research and methodology. These courses require the advisor's approval (prior to enrollment) to be included in the student's graduate program. May be repeated for credit if content differs.

EFGS - Education for Global Sustainability

EFGS 5000 Foundations of Global Sustainability (3)

This course traces the historical and theoretical development of the concepts of sustainable development, global sustainability and the sustainability mindset. Practical concerns about economic, social and technology development and their impact on planetary ecosystems including human socio-cultural systems are examined. Emphasis is placed on how to support learning about global sustainability.

EFGS 5200 Independent Study (1-3)

Graduate students with special interests in education for sustainability may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for assessment. In no case can an independent study be set up when an existing course already covers the subject. May be repeated for credit if content differs. May be repeated for credit (limit 6 hours for certificate). **Prerequisite**: Must be degree-seeking.

EFGS 5260 Topics in Education for Global Sustainability (1-3)

This course provides candidates with practical applications of contemporary research and methodology to improve classroom effectiveness while considering the goals and concepts of sustainability. The specific topic of this course will change depending on the instructor, but will always help teachers to better under-stand the relationships between a healthy natural environment, economic stability, and social justice. Different topic designations may be repeated for credit.

EFGS 5410 In-Service Topics (1-3)

In-service courses in EFGS are designed to provide students with practical applications of contemporary research and methodology to advance sustainability and global citizenship in P12 schools.

EFGS 5430 Sustainability Leadership: Transitions and Change (3)

Participants will explore the skills needed to lead others toward a sustainability-oriented school and community. We will study leaders of school reform and community involvement, generate strategies for sustainability education, and learn how to initiate change with professional strategies. Participants will evaluate themselves as leaders and learn the skills needed to lead effectively and with integrity. **Prerequisite**: EFGS 5000 or permission of the program coordinator.

EFGS 5740 Economics: Choices and Challenges (3)

Designed to assist teachers in preparing students for consumer education, this course explores significant ideas concerning how and why one should become aware of issues in modern consumerism.

EFGS 5900 Reflections and Next Steps (0)

After 18 hours of a variety of courses, this final course will complete the university certificate in EFGS. **Prerequisite**: EFGS 5000 or permission of the program coordinator.

ENMG - Environmental Management

ENMG 5000 Environmental Science (3)

This is a course that provides a broad overview of the environmental fields. The student will obtain the base knowledge necessary for additional environmental management courses. The topics of law, compliance audits, accounting, land and water resources, air quality, waste management, and pollution control are included in this course.

ENMG 5100 Environmental Law (3)

This course reviews the substantive law concerning the enforcement of federal and state environmental laws as well as process for imposing or avoiding liability. Topics to be covered include hazardous waste, toxic torts, environmental cleanup programs, and federal regulations. **Prerequisite**: ENMG 5000 or approval of waiver by the instructor.

ENMG 5200 Environmental Regulations and Compliance Auditing (3)

This course continues Environmental Law and also studies the compliance auditing issues that management of environment must encompass to meet the various regulations. Case studies are also used for the research of topics in compliance auditing. **Prerequisite**: ENMG 5100.

ENMG 5300 Environmental Accounting (3)

This course covers corporate environmental accounting; activity-based costing; federal, state, and municipal accounting; and quality control. Topics also covered include the financial and economic implications of pollution prevention, compliance projects, and procedures required for environmental accounting. Some case studies will be used for these topics.

ENMG 5400 Environmental Sustainability (3)

This course introduces students to the fundamental principles, concepts, and knowledge in the area of environmental sustainability relative to the impact that our current lifestyles and population trend have on the attainment of a sustainable society. A primary goal of the course is to present opportunities to analyze specific environmental issues related to sustainability and to reflect upon how and to what extend society's behaviors impact the problem and the potential for individual change and civic engagement.

ENMG 5410 Environmental Ethics and Decision Making (3)

This course is an advanced study of environmental issues from a moral and philosophical approach. This course explains the relationship between humans and their environment and raises the question of the role an individual plays as a citizen of a global society.

ENMG 5420 Natural Resource Management and Sustainability (3)

This course focuses on natural resource management and how it relates to sustainability. Students will be introduced to natural resource management with an emphasis on recognition, inventory, usage, and conservation. The primary viewpoint will be that of the United States, but global natural resource issues will be discussed as well.

ENMG 5430 Energy Policy and Sustainability (3)

This course introduces students to the fundamental principles, concepts, and methods of energy and environmental sustainability, including renewable/alternative energy and emerging technologies. The course explores the origins of energy sources and the principles underlying their use and evolution into their present forms. The course examines the nature and scope of energy and resource problems and investigates ideological, political, and institutional forces that shape policy-making and implementation.

ENMG 6100 Management of Land and Water Resources (3)

This course covers strategies used in management of multiple-use resources. A variety of management techniques will be examined that pertain to conservation and protection of resources used by the public, including recreational waters, private and public lands, and watersheds. Land use regulations and water and land rights are restrictions that will be investigated. The role of public policy and its development will also be covered. **Prerequisite**: ENMG 5200.

ENMG 6110 Management of Air Quality (3)

Sampling techniques of air pollution will be introduced. Air pollutants will be analyzed in terms of their classification, source, and impact on air quality. Effects of air pollution on human health will be studied. Case studies will be used to identify management of air pollutants. **Prerequisite**: ENMG 5200.

ENMG 6120 Waste Management and Pollution Control (3)

Focuses on management techniques of waste disposal, including liquid and solid effluents from industry. Methods for managing waste collection, recycling, and transportation of nonhazardous and hazardous materials will be studied. Plans will be developed for establishing an environmental monitoring system. Legal, regulatory, and operational laws governing disposal of waste including hazardous waste will be covered, as well as management for recovery of brown fields. **Prerequisite**: ENMG 5200.

ENMG 6200 Environmental Risk Management and Strategies (3)

This course integrates the types of information used for environmental management, including scientific, engineering, economic, and congressional information, into a final project. Methods used for retrieval of information will include online resources, use of CD-ROMs, and bibliographical indexes to obtain the most current information for the student's final project. **Prerequisite**: Completion of all other required courses for the MS in environmental management.

ENTR - Entrepreneurship

ENTR 5000 Entrepreneurship Process, Methods and Innovation (3)

In this course students will gain insight into how entrepreneurs start businesses or become self-employed and investigate the unique innovation mindset that often accompanies a successful venture. Through engaging lectures and hands-on projects, students will explore their start-up ideas. Students will also

discover how entrepreneurship processes and methods function and use them to develop their new venture feasibility plans.

ENTR 5200 Corporate Entrepreneurship (3)

Thinking and behaving as entrepreneurs within corporations is essential for any successful career. This course portrays techniques on how to think and act like entrepreneurs. Entrepreneurial behaviors within corporations that offer incentives to employees to promote entrepreneurial thinking are examined. Attendees will develop a workflow understanding of how entrepreneurs think and act by conducting corporate situational analyses. The entrepreneurial mindset is explained and students will develop a corporate entrepreneurial action plan.

ENTR 5220 Arts Entrepreneurship (3)

An arts entrepreneur can be defined as an individual who develops his/her passion for the arts into an entrepreneurial or self-employment opportunity. this course builds on the imaginative mindset utilized by artists and creative thinkers to operationalize their passions. Knowledge, skill sets and abilities to effectively negotiate the common space that bridges business and the creative arts are developed. This course also provides a framework for students inventing a pathway for practicing their artistic passions as arts entrepreneurs.

ENTR 6000 Entrepreneurship Capstone (3)

The entrepreneurship capstone focuses on bringing innovative ideas to fruition within a corporation. Students engage in activities that foster entrepreneurial actions to achieve competitive advantage and sustainable corporate goals. Students conduct entrepreneurial assessments within corporations, explore corporate entrepreneurial models and develop social enterprise capabilities within corporations. **Prerequisites**: ENTR 5000, ENTR 5200, MNGT 5960 and NPLR 5210; or consent of the instructor or department.

EPSY - Educational Psychology

EPSY 5001 Global Citizenship and Applied Educational Psychology (3)

The mission of Webster University is to transform students for global citizenship and individual excellence. In this course, graduate students learn about global citizenship and the application of psychology to education. Graduate students learn about schools, school systems, general education and special education. They learn about local and global societal issues and study the ethical guidelines of professional organizations such as the International School Psychology Association. Students read *Writing to Change the World* and *Publication Manual of the American Psychological Association*. They develop traditional professional writing and scholarship skills in applied psychology while also using new technology resources applicable for global and digital age learning environments. They develop skills in communicating, collaborating and building learning communities with peers and experts in order to create and maintain effective and supportive learning environments for children and others.

EPSY 5060 Psychoeducational Assessment I (3)

This course introduces the conceptual, ethical, and legal issues related to psychoeducational assessment of children and adolescents. Graduate students explore the use of assessment methods to evaluate the assessment of learning, learning difficulties, and student achievement. Topics include descriptive statistics, measurement, and the assessment methods used in

standardized achievement tests as well as general guidelines for selection of types of assessment methods for individual children (e.g., standardized test, direct observation, questionnaire, interview). This course is focused on academic performance and achievement tests, but connections with other assessments such as intelligence, language, perception, and motor skills tests are also included. Graduate students also explore various academic interventions that result in improved achievement outcomes for students.

EPSY 5100 Theories of Creativity: Implications for Education (3)

In this course students will examine contemporary theories of creativity and creativity development and their implications for education and educational psychology. They will learn how to model creative behavior and encourage creative expression in others. Students enrolled in this course will test creativity theories by (a) applying them to their own past experiences with creative endeavors, (b) by determining to what extent the theories can adequately explain the emergence of extraordinary inventions, breakthroughs, and works of art and (c) by producing a creative product, project, or presentation.

EPSY 5130 Educational Psychology (3)

Students explore the nature of human growth and development from the perspective of learning, examine the factors contributing to academic success, and consider how effective teaching can have a positive impact on students' classroom behavior, motivation, and learning. Theoretical knowledge, educational research, and practical applications are stressed. This course includes a field experience in which students observe and interview educators and then write a paper describing their experience and applying their knowledge of educational psychology.

EPSY 5150 Resilience and Self-Concept Development (3)

The purpose of this course is to provide theoretical frameworks, specific concepts, and teaching strategies that help enhance student engagement, self-concept development, interpersonal understanding, and psychosocial resilience in the classroom. Graduate students enrolled in this course gain knowledge of principles and research related to resilience and risk factors for individuals as well as diverse family systems, schools, communities, and cultures. In addition, students will learn about effective crisis prevention and responsive services and multiple ways to promote psychosocial resilience and recovery in children and youth from diverse backgrounds.

EPSY 5170 Behavioral Management (3)

This course, which is comprehensive and research-based, offers practical ideas for creating positive classroom and school climates. Students will learn about organizing and managing classrooms, improving instruction, preventing disruptive behavior, dealing with classroom discipline problems that arise, and developing school-wide positive behavior programs. In addition, students will learn about individualized plans for students experiencing persistent or serious behavioral problems. This course is intended for teachers, counselors, administrators, school psychologists and special educators.

EPSY 5210 In-Service Education (1-4)

Webster offers various graduate in-service courses that are not part of the existing MA/MAT curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. May be repeated for credit if content differs. **Prerequisite**: Approval of the MA advisor.

EPSY 5290 Family Counseling (3)

This course will provide students with the opportunity to explore their assumptions about "the family" and how it develops in a social/cultural context. The course is designed to give students an opportunity to obtain a beginning understanding of selected theories and principles of family counseling. There will be a combination of theoretical and practical information with opportunities for students to gain insights using a variety of approaches. Students will learn about how to incorporate "family" into curriculum and about family-oriented/supportive community resources. They will learn strategies to manage problem behavior in schools and skills to design, implement, and evaluate services that respond to culture and facilitate family and school partnerships.

EPSY 5350 Intercultural Communications (3)

In order to function effectively in an interdependent world, we need to get along with and understand people vastly different from ourselves. In this course, students explore the values of their own culture, the extent to which thoughts and perceptions are shaped by cultures, and the expression of cultural differences in education. This course develops skills in self-understanding, listening, and effective communication, interviewing, collaboration, and consultation. The final project for this course culminates is an interview research study of persons from different cultures.

EPSY 5370 Counseling (3)

The focus of this course is the application of major counseling theories, such as psychodynamic, humanistic, and family systems, to an educational setting. Counseling skills, such as empathetic listening, effective communication, and conflict resolution, also will be viewed in the context of the school. Students will learn techniques to diffuse situations with families, teachers, and students in school.

EPSY 5380 Multicultural Counseling (3)

This counseling course is designed to assist students in understanding and valuing multicultural diversity so that they can strive toward becoming a culturally competent practitioner. Students will explore aspects of various cultural experiences (i.e., race/ethnicity, socioeconomic class, language preference, sexual/affectional orientation, gender, and religion) as they impact the counselee, counselor, and the counseling relationship. Students will be asked to examine their own cultural background, values, and biases; students will also analyze the impact of those things on them as professionals working in school systems, community centers, educational programs, and social service agencies. Completion of this course will provide students with an understanding of current theories, trends, and issues in counseling special populations. Additionally, this course will provide relevant skills to work with diverse populations as well as strategies for applying the knowledge gained to educational settings, especially schools, pre-kindergarten through twelfth grade.

EPSY 5390 Applied Statistics in Educational Psychology (3)

This course covers the application of basic descriptive and inferential statistics to the fields of education and psychology. Graduate students will work with real data that is relevant to the lives of children and youth in schools. The emphasis is on solving practical problems in educational psychology. Students will conduct data analysis using statistical packages (e.g. Excel 2010, SPSS). This course will include a practicum component that will teach students the skills necessary to effectively evaluate the efficacy of particular research methods in the field of education, school counseling and school psychology. Students will develop skills to be thoughtful and responsive evidence-based practitioners as they learn to effectively evaluate

specific components of research articles such as the introduction, hypothesis, the literature review, the methods section, the results section and the discussion section. Additionally, students will be exposed to program evaluation strategies and qualitative research methods. This course will also now have a practicum component.

EPSY 5410 In-Service Topics (3)

Webster University offers various graduate in-service courses that provide experiences important to the academic and professional development of educators, mental health professionals, and child/adolescent professionals. Graduate students enrolled in this in-service education course learn how to do collaborative social justice research that will benefit children and families. These courses have been approved for the degree with prior approval of the program director. May be repeated for credit if content differs.

EPSY 5461 Curriculum and Creativity (3)

This course enables educators to design programs, courses and curricula that facilitate and inspire student learning, mastery and creativity in both face-to-face and virtual environments. Educators learn to model systemic, creative and innovative thinking, collaborative processes, and engage students in real-world / authentic issues. The entire curriculum design-development-implementation-assessment-revision cycle is diversity sensitive; personalized, learner-centered, and embedded with cyber-enabled tools and resources. Curriculum interface with the educator's personal and professional philosophies and mission, as well as the school district's mission, and state, national, and international standards are examined.

EPSY 5490 Seminars in Immigrant and Refugee Experiences (3)

These seminars are designed to focus on contemporary topics in immigrant and refugee studies.

EPSY 5505 Applied Developmental and Educational Psychology (3)

This course explores the application of psychological science, especially developmental and educational psychology, to education and schooling. Although the certified teacher may be expected to know child/adolescent development, the aim of this course is more modest. This course seeks to provide a foundation of understanding and methodology, so that the certified teacher can participate in continuous learning about the rapidly growing fields of child and adolescent psychology. Knowledge is presented from books as old as Childhood and Society (1952) and as new as The App Generation: How Today's Youth Navigate Identity, Intimacy, and Imagination in a Digital World (2014). All students will learn about development from birth through adolescence, but each student will choose a particular age group to study. In addition to books, students will learn about developmental and educational psychology through self-reflection, group activities, experiential learning, film study, observations, interviews, and field trips. Students will learn how to read the scientific literature in psychology so that they can stay abreast of new discoveries in psychology. The final project is based on field experiences in which students observe and interview educators and then they write a scientific paper summarizing their study and the application of developmental and educational psychology.

EPSY 5510 Psychosocial Aspects of Migration (3)

This course examines the psychosocial aspects of migration. Students learn about individuals, families, and schools with diverse characteristics, cultures, languages, and backgrounds. Students learn to identify the needs of immigrant and refugee children and families, and how to help these families adapt to living in new environments. This course takes an international perspective on migration and several countries and cultures are studied. Within the United States, the English language

learners represent the fastest growing segment of the school age population and so special attention is given to the needs of this group of children and their families.

EPSY 5540 Psychology of Early Adolescence (3)

This course focuses on the psychological growth and development of the young adolescent (ages 9-15). Participants examine the stage of early adolescence from the perspective of physical, intellectual, and social-emotional development; they also study the importance of the peer group and peer pressure concerns. The course explores multicultural and international perspectives on the psychology of early adolescence. Participants learn how to create instructional environments that will maximize the learning opportunities for all young adolescents.

EPSY 5600 Practicum in Educational Psychology (1-6)

After exploring the educational, intellectual, social, and emotional needs of children and youth, students enrolled in this practicum course will apply their knowledge of educational psychology. Students will work with children, youth and/or families on a regularly scheduled basis in a school or other educational community setting. May be repeated for credit.

EPSY 5601 Practicum in Gifted Education (3)

This practicum provides supervised field experience in programs for gifted children. In the summer, students work in various programs. During the school year, students work in classrooms for the gifted. This course is for students who are seeking teacher certification in Gifted Education. **Prerequisite**: Permission of advisor or teacher certification officer.

EPSY 5750 Special Institute (1-3)

Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the applied educational psychology program. For more specific and current 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)

Child development is the scientific study of the physical, cognitive, social, and personality changes that occur throughout the childhood years. This course is based on recent research in education, psychology, and child development that aids the educator in guiding learning activities of children of preschool age through early adolescence. Students enrolled in this class will learn how to modify instruction to meet the developmental needs

of all children. Issues of diversity in child development, especially multicultural/international perspectives and inclusion strategies, are also examined.

EPSY 5880 Psychology of Memory, Learning and Problem-solving (3)

Students examine current research concerning cognitive psychology, memory, reasoning, problem-solving, and learning systems. Emphasis is placed on studying metacognitive strategies and the development of expertise.

EPSY 5890 Psychology of Stress (3)

This course focuses on the biological and psychological foundations of stress. Graduate students learn about the physiological pathways active during human stress experience and the processes by which chronic stressors effect disease and other conditions. They learn about international and multicultural variations in behavior, stress and health. Students learn about several relaxation and cognitive "reframing" techniques to manage personal stress and they develop personal stress management plans. In addition, specific techniques for handling school- and classroom-related stressors and tensions are examined as well as evidence-based to promote social-emotional functioning in these settings.

EPSY 5892 Psychology of Racism/Antiracism (3)

The concept of unalienable rights and all persons being created equal is a myth, particulary within the structural racism of the United States of America, as disparities continue to exist particularly as it relates to race/ethnicity. Given that oppression impacts structural system, such as education, health care, employment and housing. This course also will address the intersectionality of race with gender, sexual orientation, religion/spirituality, ableism, age and socioeconomic status.

Race and racism are often topics that are avoided due to discomfort. However, through the educational system oppressive factors impact how racial/ethnic minorities are taught and treated in schools as well as other institutions. Educators are in a unique position to learn to recognize the psychology of oppression and teach from an anti-racism lens. This course will outline factors related to forms of oppression including historical oppression and internalized oppression. Students will learn how to identify and articulate safe and effective ways to discuss oppression and anti-racism in the classroom. **Prerequisite**: EPSY 5350.

EPSY 5910 Curriculum and Instruction for the Gifted (3)

Students study the basic premises of curriculum design and classroom structure appropriate for gifted and talented students. A variety of curriculum models and strategies for teaching the gifted are discussed.

EPSY 5911 Social and Personality Development: School Psychology (3)

The content of this course focuses on the theories that explain the growth of social concepts (e.g., responsibility, sharing, friendship, rules, sex roles), the development of values and conscience, and the emerging personality of children and adolescents. This course considers the complex interactions among factors influencing developmental trajectories and both "normal" and "abnormal" development The course presents different approaches to understanding and conceptualizing developmental psychopathology and explores ways of working with children and youth to enhance their psychological well-being and their healthy emotional, social, and adaptive skills development.

EPSY 5918 Data-based Decision-making in Education and Multi-Tiered Systems of Support (3)

In this course, students will learn the advantages of progress monitoring, how to make data-based decisions to shape instruction, how to develop and improve problem solving teams, how to utilize and support multi-tiered systems, and ways to integrate academic and behavioral supports to maximize student success. This course will provide an overview of conceptual and practice concepts related to Multi-Tiered Systems of Support (MTSS) including Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RtI).

EPSY 5920 Meeting the Affective Needs of Gifted Children (3)

This course reviews the affective needs of gifted students and ways to provide services to meet those needs. Students study the social and emotional development of the gifted child. They address the issues of self-esteem, underachievement, leadership, and social relationships, and discuss helping the families of gifted children.

EPSY 5930 Screening, Assessing, and Evaluating Gifted Students (3)

Theory of testing, analysis of standardized tests, development of testing procedures, and analysis of test data for the gifted are covered. Emphasis is on intelligence testing, assessment of creativity, and interpretation and integration of test data. **Prerequisite**: Permission of the instructor.

EPSY 5940 Systems Leadership: Gifted Program Planning and Evaluation (3)

This course offers an understanding of the administration and supervision of gifted programs and provides students already familiar with the educational theory and models in gifted education with an overview of the skills needed to plan and supervise a defensible program for gifted and talented students. Topics include gifted identification, curriculum design, staff development, grant writing, group dynamics, and community relations. Educational psychology courses in systems leadership focus on ways in which educational leaders apply systems thinking to organizations, management issues, policy advocacy, planning and development. The gifted program planning and evaluation course includes applying psychology to the coordination of gifted programs.

EPSY 5941 Systems Leadership: School Psychology Planning and Evaluation (3)

This course examines the leadership roles of school psychologists in analyzing behavior in school context, consulting with schools, developing the human capacity of their organizations and effecting positive change. Leaders need to create a collaborative, positive work culture within their school environment to promote student's diverse intellectual academic and social-emotional needs and ensure that all learners can reach their potential. Topics in this course include systems thinking, the psychology of leadership, program planning, curriculum design, staff development, grant writing, group dynamics and community relations.

EPSY 5951 Child Rights for School Professionals (1)

The UN Convention on the Rights of the Child provides an internationally accepted standard that acknowledges the basic human rights of children and youth. The relevance and importance of children's rights to the work of mental health professionals and educators cannot be overstated. There are 54 articles in the UN Convention on the Rights of the Child; these cover many areas including learning, development, well-being, protection from danger, violence or ill treatment, and the right of the children to know their rights and have voice and agency.

Students enrolled in this class will learn about the UN Convention on the Rights of the Child and discover applications for their professional lives and global citizenship. May be repeated for credit.

EPSY 5952 Children, Trauma and Crisis Intervention (3)

Students enrolled in this course will research and debate the psychological impact of trauma on children. Topics include the impact of community violence on the lives of young people. How war or the threat of war affects children's development is also studied. Students will learn skills that enhance learning, mental health, safety and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response and recovery. Students will contribute to, design, implement and/or evaluate prevention programs that integrate home, school and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families. Students will learn about conflict resolution strategies and discover how a crisis can be transformed into an opportunity to foster hope and resiliency in children and youth. Students will critically evaluate anti-bullying curriculum and school-wide prevention programs such as the PREPaRE Curriculum. Students will learn ways to respond to culture and context and to promote peaceful and safe classrooms and schools. In addition, students will receive a certificate in Prevention and Preparedness: Comprehensive School Safety Planning.

EPSY 5953 Historical and Psychological Perspective of Identity Development/Whiteness (3)

This class investigates whiteness (Who is white?) and the way definitions of whiteness have changed through history. How can the construction of whiteness as a category help us understand the racial identities of figures like Eminem? Barack Obama? We proceed chronologically from slavery and end with the Black Lives Matter movement. This course will explore issues of identity politics, race, privilege and ethnicity; this course emphasizes important critical reading and thinking skills. Students explore various constructions of racial identity -- biological, cultural and political -- and discuss the history of shifting ideas about what race means. **Prerequisite**: EPSY 5350.

EPSY 5970 The Gifted Learner (3)

This course is an introduction to the psychology and education of gifted students, grades K-12. In this course graduate students learn how to understand, nurture, and develop the talents of young people. As suggested by the American Psychological Association Center for Gifted Education Policy, the Webster University program uses a broad definition of gifted and seeks to "enhance the achievement and performance of children and adolescents with special gifts and talents in all domains." In this course, the characteristics of the gifted learners are explored, such as with a special focus on the different views of giftedness. Further topics include gifted programs and curricula, models of gifted identification, motivation and self-esteem, highly-creative and highly-gifted individuals, and multicultural and international perspectives on giftedness.

EPSY 5980 Motivation in the 21st Century Classroom (3)

This course examines current thinking, theory, and practice regarding motivation in the 21st century. Students will review theories of motivation, including social cognitive, self-determination, goal orientation, and "flow" theory. Theory and research related to the psychology of sustainability will be explored. Implications of these theories for the classroom will be studied, and practices that derive from these theories and concepts will be developed in a course project.

EPSY 5990 Identifying Giftedness in Underserved Populations (3)

In this course students will gain knowledge and improve personal skill levels in the areas of multicultural assessment in order to serve gifted and talented learners from diverse linguistic, geographic, economic, and cultural backgrounds. Structured as a seminar, discussions include professional issues in psychoeducational examination, reviews of past discriminatory practices that have unfairly influenced the assessment of learning, recommendations for modifying traditional assessment procedures, and ways to stress children's cultural strengths rather than their cultural deficits. Course can be used for gifted certification.

EPSY 5991 Issues in Assessment: Cultural Diversity & Giftedness in Underserved Populations (3)

Students examine theory, research and skills related to assessment and cultural diversity. Structured as a seminar, discussions include professional issues in psychoeducational examination, testing and assessment issues, techniques with regard to multiculturalism, and cultural differences, reviews of past discriminatory practices that have unfairly influenced the assessment of learning, recommendations for modifying traditional assessment procedures, and ways to stress children's cultural strengths rather than their cultural deficits. Students will also gain knowledge and improve personal skill levels in the areas of multicultural assessment in order to serve gifted and talented learners from diverse linguistic, geographic, economic and cultural backgrounds.

EPSY 5995 Race in Education (3)

Many of us believe that education is the great equalizer, that hard work and perseverance can lead an individual out of poverty and beyond the barriers of race, gender and economic based oppressions. This belief embedded within the American Dream proposes education can move families out of the working class and into a middle class and prosperous lifestyle. Race in Education offers a historical and cultural context for understanding how inequality plays out in schools and provides educators with the skills and confidence to lead more excellent, equitable schools. Students will learn to recognize structures that perpetuate inequality, address assumptions about how people learn and create opportunities for more children to succeed.

It is more important than ever to develop critical frameworks for making sense of the institutional history, policy climate and contentious realities of teachers and students within U.S. public schooling. To set the context for analyzing these experiences, we will consider larger social issues suh 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 (1-2)

Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection, and data analysis. Practicum courses provide graduate students with opportunities to apply their knowledge of assessment models and methods to specific school-related concerns. Graduate students will gain experience collecting data, evaluating information, identifying strengths and needs, and developing effective services and programs in schools. Students will practice data-based decision-making and accountability skills with specific school-based examples. This practicum may be repeated for credit.

EPSY 6101 Practicum in Data-Based Decision-Making: Applied Statistics (1-2)

Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection, and data analysis. Practicum courses provide graduate students with opportunities to apply their knowledge of assessment models and methods to specific school-related concerns. Graduate students will gain experience collecting data, evaluating information,

identifying strengths and needs, and developing effective services and programs in schools. Students will practice data-based decision-making and accountability skills with specific school-based examples. This practicum is designed to provide school-based applications of research and statistics courses such as EDTC 6240 Educational Statistics, an introductory graduate course in using quantitative methods for inquiry in education. The applied statistics courses teach how to critically review literature, identify best practices, and then consult with schools about their "real-world" concerns. One course is about applying statistics to a school-based mental health concern (suicide-prevention); the other applied statistics course focuses on an academic concern. This practicum may be repeated for credit.

EPSY 6103 School Psychology Practicum I (3)

Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection, and data analysis. Practicum courses provide graduate students with opportunities to apply their knowledge of assessment models and methods to specific school-related concerns. Graduate students will gain experience collecting data, evaluating information, identifying strengths and needs, and developing effective services and programs in schools. Students will practice data-based decision-making and accountability skills within a school setting. This practicum is designed to provide experience administering and interpreting psychoeducational tests. In addition, the student will gain additional knowledge of the special education process and the state plan for special education.

EPSY 6105 School Counseling Practicum (1.5)

Students are required to complete two terms of Practicum. Registration for these two terms of Practicum requires permission of the faculty supervisor and or the School Counseling Coordinator or Counseling Advisor; appendix D and a copy of the site supervisor's license/certificate have to be provided to the faculty supervisor in order to register for this course. Some field experience sites require background checks and/or letters of recommendation for field experience from the University in order to be accepted into field experience. In these instances, it is the student's responsibility to pay for and provide the background check and/or communicate with their faculty advisor to receive a letter of recommendation. The *Practicum Agreement* must be reviewed and appropriate appendices signed by the student and the practicum site supervisor and submitted to the school counseling coordinator or practicum faculty supervisor to be approved. **Prerequisites**: COUN 5110, COUN 5840 and COUN 5685.

EPSY 6107 School Psychology Practicum II (3)

This course is the second semester of the school psychology practicum that takes place in a public school setting. Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection and data analysis.

The professional practice of school psychology requires knowledge of varied models and methods of assessment, data collection and data analysis. This practicum is designed to be taken while in a practicum placement in a school setting. This placement will provide additional experience administering and interpreting psychoeducational tests and informal academic assessments. Students will then use that information to recommend appropriate academic interventions. **Prerequisites**: EPSY 6036, EPSY 6103 and EPSY 6200. Concurrent enrollment in EPSY 6200 is permitted.

EPSY 6121 Portfolio-Based Analysis: School Psychology (1-2)

The aim of the Portfolio-Based Analysis course is to assist school psychology students in developing and demonstrating their mastery of skills that are related to the ten competencies of school psychology described by the Missouri Department of Elementary and Secondary Education (DESE), the matching ten domains described by the National Association of School Psychologists (NASP), the 2009 six goals and outcomes of the International Association of School Psychologists (ISPA), and the four goals of the School of Education. The preparation of the School Psychology Portfolio facilitates reflection, self-assessment, goal setting, and improvement. May be repeated for credit.

EPSY 6200 Seminar in School Psychology: Professional School Psychology (2)

This seminar is designed to familiarize students with the roles and functions of the school psychologist in school settings or other alternative service delivery systems. Topics include assessment, consultation, intervention, special education, research, ethics and standards, and the future of education and school psychology.

EPSY 6201 School Psychology: International and Multicultural Perspectives (2)

This seminar is designed to provide international and multicultural perspectives on the roles and functions of the school psychologist. Topics include the following: the international growth in school psychology, cultural diversity, ethical practice, global perspectives, social justice, children's rights, effects of poverty, professional organizations, and the future of school psychology.

EPSY 6202 School Psychology: Case Studies of Exceptional Children and Youth (2)

In this advanced seminar, graduate students explore the psychology of the exceptional child through case studies of children and youth with disabilities and/or giftedness. The case studies include studies of individual children, programs affecting groups of children, and legal cases/professional issues related to educational services for exceptional children. Students acquire advanced skills for determining eligibility for gifted programming and special education services. Special attention is given to cases involving children and youth from diverse ethnic/racial minority backgrounds, who are learning English, who have disabilities, who are gifted, and/or who are twice exceptional.

EPSY 6250 Thesis (3-6)

The student completes a thesis project under faculty supervision. The thesis option is recommended for those considering graduate study at a doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. All Applied Educational Psychology theses must follow both University guidelines and the additional specific guidelines for Applied Educational Psychology. The student pursuing the thesis option initially registers for a minimum of 3 credit hours, and subsequently maintains a minimum enrollment of 3 hours until the thesis is completed. Most students need more than one semester to finish the thesis. A maximum of 6 credit hours may be applied toward the graduate degree, with appropriate approvals. Credit for the thesis and thesis project is awarded in a non-letter grade format (Credit/No Credit). May be repeated for credit, for a maximum of 6 credits hours, which may be applied to the degree.

EPSY 6300 School Consultation in a Global Society (3)

This course provides school psychology candidates with the knowledge and skills necessary to engage in consultation, collaborative problem solving, and systems level interventions in school settings. Candidates will learn theories, models, and processes of consultation. In addition school psychology candidates will learn how to be impact change with administrators, teachers, parents, community and mental health agencies, and students. Consultation within a cross-cultural, international, and ethical framework will be emphasized. Particular attention is given to students with behavioral problems. The majority of this course

will be devoted to instruction in skills and strategies required to conduct collaborative consultative services through lecture, applied case work, group work, student presentations, role play, self appraisal, and class discussion.

EPSY 6500 School Psychology Internship (3)

The purpose of EPSY 6500 School Psychology Internship is to assist in the preparation of school psychology graduate students for entry into the field. Included are topics and activities in the professional practice of school psychology. The entire school psychology internship is 1200 hours or an academic year. This course is repeated for credit. **Prerequisites**: EPSY 6103 and EPSY 6107.

EPSY 6501 School Counseling Internship (1.5)

Opportunity to practice and demonstrate competency in the practical application and integration of principles and methods studied in the training program in an elementary and/or secondary school setting. Students are required to complete Internship in conjunction with their Counseling curriculum. Enrollment in this course requires permission of the faculty supervisor. **Prerequisite**: EPSY 6105.

EPSY 6502 Secondary School Counseling Internship (1.5)

Opportunity to practice and demonstrate competency in the practical application and integration of principles and methods studied in the training program in a secondary school setting. Students are required to complete internship in conjunction with the counseling curriculum. Acceptance into a section of internship is only per the certified/licensed faculty supervisor of the course. Hence, enrollment in this course requires permission of the faculty supervisor. If your site has changed since Practicum, a formal Internship Agreement must be submitted to the faculty supervisor before the first week of class.

Students are required to abide by the ASCA *Code of Ethics* (2010) in their internship experience. Violation of ethical code with result in a grade of F in the course and all hours for the term will be lost; and potential dismissal from the program. The internship is graded on the credit/no credit/fail grading option. Additional fees are required of students in this course for professional liability insurance and purchase of recording equipment. Students are required to provide evidence of professional liability insurance to the faculty supervisor prior to seeing clients; insurance form must be in student file.

This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Self-growth experiential activities are a required part of this course. **Prerequisite**: EPSY 6105.

EPSY 6503 Elementary School Counseling Internship (1.5)

Opportunity to practice and demonstrate competency in the practical application and integration of principles and methods studied in the training program in an elementary school setting. Students are required to complete internship in conjunction with the counseling curriculum. Acceptance into a section of internship is only per the certified/licensed faculty supervisor of the course. Hence, enrollment in this course requires permission of the faculty supervisor. If your site has changed since Practicum, a formal Internship Agreement must be submitted to the faculty supervisor before the first week of class.

Students are required to abide by the ASCA *Code of Ethics* (2010) in their internship experience. Violation of ethical code with result in a grade of F in the course and all hours for the term will be lost; and potential dismissal from the program. The internship is graded on the credit/no credit/fail grading option. Additional

fees are required of students in this course for professional liability insurance and purchase of recording equipment. Students are required to provide evidence of professional liability insurance to the faculty supervisor prior to seeing clients; insurance form must be in student file.

This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Self-growth experiential activities are a required part of this course. **Prerequisite**: EPSY 6105.

FINC - Finance

FINC 5000 Finance (3)

The student examines the general nature of financial management, the American financial system, taxes, and the major financial decisions of corporations. Specific attention is given to present value and capital budgeting; risk and asset pricing; financial analysis and forecasting; financial decisions and market efficiency; and capital structure. Problem-solving methodology is used to illustrate the theories and tools in financial decision-making. **Prerequisites**: BUSN 5600 and BUSN 5760. (BUSN 5200 cannot be substituted for FINC 5000.)

FINC 5100 Financial Modeling (3)

The student learns how to model and analyze financial topics in Microsoft Excel. The student understands interrelated topics in corporate finance and investments and can demonstrate this understanding through production of organized, functional three-statement spreadsheet models. These topics include financial statement analysis and forecasting. The student can use spreadsheet models to make effective and efficient financial decisions. There is an additional course fee of $42. **Prerequisite**: FINC 5000.

FINC 5210 Investments (3)

Principles and methods of investing in securities of business and government. This course is a study of practical management of portfolios containing both fixed-income and equity investments. The course will examine the issues in and the procedures for security analysis and portfolio management. The emphasis is on the application of analytical techniques and portfolio management theories for individual investors. **Prerequisite**: FINC 5100.

FINC 5810 Capital Budgeting and Corporate Investment (3)

The student examines the corporate investment decision process which includes working capital management, financial statement analysis, determination of cash flows, risk return analysis, forecasting, and asset investment. **Prerequisite**: FINC 5100.

FINC 5830 Institutions and Financial Markets (3)

Students develop a unified framework for understanding financial intermediaries and markets. They examine the structure, regulation, and operation of banking and non-banking financial institutions; analyze how central bank operations affect financial institutions; and develop an understanding of money and capital markets, the flow of funds through the economy, and the role of financial and futures markets. **Prerequisite**: FINC 5100.

FINC 5840 International Finance (3)

Course content focuses on the environment in which the international financial manager operates. Students study the risks of doing business overseas and the tools available to minimize those risks. Foreign exchange risk, political risk, working capital management, long-term investments and financing,

and accounting and control are examined within this context. **Prerequisite**: FINC 5100.

FINC 5850 Issues in Finance (3)

Current and significant issues in finance are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs. **Prerequisite**: FINC 5000.

FINC 5860 Entrepreneurial Finance and Venture Capital (3)

The student examines the challenges of bringing new business and/or products to the marketplace and the strategies involved in obtaining a financing mix for these products. The focus is on designing a capital plan; seeking funds from external sources (such as venture capitalists); and the financing mix needed to make new product promotion successful. The role of the Small Business Administration is discussed.

FINC 5870 Derivatives (3)

This course shows how financial managers can use capital markets technology and explores how derivatives can be used to manage financial risks and position firms to exploit strategic opportunities, reduce financing costs, and structure incentives. Students learn the mechanics of options, forwards, futures, and swaps, and study uses of these instruments. **Prerequisites**: FINC 5210, FINC 5880, and BUSN 5760 or equivalent.

FINC 5880 Advanced Corporate Finance (3)

This advanced study of corporate financial analysis and planning includes capital budgeting, cost of funds, and capital structure and valuation. Selected topics that may be covered are leasing, mergers, takeovers, business failure, reorganization, and liquidation. A combination of problem-solving and case study methodologies is used to illustrate theories and techniques helpful in financial analysis and planning. **Prerequisite**: FINC 5000.

FINC 5890 Financial Statement Analysis (3)

Interpretation, analysis, and evaluation of financial reports from viewpoints of creditors, owners, investment firms, and others concerned with business strengths or weaknesses. The impact of general business and specific industry situations, behavior of financial markets, credit or lending criteria, and equity investment standards as related to financial statements to determine present and future financial condition are covered. **Prerequisite**: FINC 5100.

FINC 5910 Advanced Investments and Portfolio Management (3)

This course is a continuation and expansion of FINC 5210, which provides an introduction to the area of investments. Focus in this advanced class will be on portfolio theory and management. Additional work on advanced derivatives topics will also be included. **Prerequisite**: FINC 5210.

FINC 6100 Corporate Finance Emphasis Exit Exam (0)

This course is an exit exam for students wishing to complete the corporate finance emphasis as part of their master of business administration degree. The course consists of a comprehensive online exam covering all learning objectives that are part of the corporate finance emphasis. There is an additional course fee of $42. This course is graded on a credit/no credit basis. This course may be repeated. **Prerequisites**: FINC 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.

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 5300 Business Decisions for Government Contracting (3)

The course provides an overview regarding regulations and processes regarding the use of cost analysis and for requiring certified cost and pricing data. After learning the basic elements of price and cost analysis, students will build and defend a renegotiation objective, including a minimum and maximum pricing object with a Weighted Guidelines assessment to develop a reasonable profit/fee objective. Students will be required to defend their pricing objectives by writing a Prenegotiation Memorandum, which is used by contracting professionals to obtain management approval to enter negotiations, and to document the contract file both before and after the negotiation sessions. This course begins with an in-depth review of the market research process and provides instruction to help students understand and analyze contractor pricing strategies. Students will learn to accomplish Net Present Value analysis, Cost-Volume-Profit analysis, calculate contribution margin estimates and develop cost estimating relationships in order to accomplish an effective price analysis pursuant to FAR Subpart 15.4. **Prerequisite**: GCON 5100.

GCON 5500 Decision Making in Government Contracting (3)

This course provides an overview of the regulations and processes for cost analysis and requiring certified cost and pricing data. Students are also provided instruction on contract financing techniques. After learning the basic elements of price and cost analysis, students will build and defend a pre-negotiation objective. Students will apply cost analysis techniques during a week two proposal analysis capstone case, including writing a Price Negotiation Memorandum. In this course, students will also learn Intermediate Cost and Price Analysis, continuing to build upon the fundamental contract pricing principles covered in the Level I Contracting curriculum, Contract Pricing Reference Guide and DoD policy. The course is divided into three segments addressing contact pricing issues from a pre-award, Negotiation Preparation-Award and Post-Award perspective. In the course students will be introduced to quantitative techniques and tools used to quantify and facilitate decision making in determining a

fair and reasonable price. Students will apply various cost analysis techniques and quantitative tools to analyze a contractor's cost proposal and to develop a government negotiation range and objective. The course is designed to prepare students for follow on DAWIA Level II certification courses, serve as a gateway into more advanced targeted contract pricing courses and give the students some practical tools in pricing government contracts. The ultimate objective of the course is to help students become better business advisors in developing contract arrangements that are in the best interest of the government. **Prerequisite**: GCON 5300.

GCON 5700 Source Selection and Administration of Government Contracts (3)

This course builds on the foundation established through the Level I curriculum and the course prerequisites. The primary focus is on the acquisition of services under FAR Part 15 source selection procedures, with an emphasis on performance-based acquisitions (PBA) for services, contract types, contract incentives, source selection and contract administration. Students will learn the fundamentals of a performance based service acquisition -- from acquisition planning to contract close-out through a realistic case study. The course takes students through the solicitation process using the mandatory DoD Source Selection Procedures. Students will prepare contractual documents and develop and deliver high-level source selection briefings with recommendations for contract award. Through a real-world simulation, students will complete the seven steps of the services acquisition process. Additionally, students learn to prepare sufficient acquisition documents, develop and deliver source selection briefings and negotiate contractural issues for a successful complex acquisition. This course is equivalent to CON 280. **Prerequisite**: GCON 5500.

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-aged and older adults. The student examines topics related to pre- and post-retirement planning, such as financial planning, housing options, and legal concerns. Particular emphasis is placed on what gerontology specialists can do to assist middle-aged and older adults in facing later life transitions. The course includes an examination of the economic impact of the older adult on society.

GERN 5620 Physiology of Aging (3)

This course provides the student with an overview of the changes that occur in the human body as a function of age. All of the major systems within the human body are discussed, ranging from the cardiovascular system to the central nervous system. This course focuses on normal, age-related physiological changes; however, age-related dysfunctional changes are discussed. Additional emphasis is placed on the implications of physiological change on the psychological functioning of the aging individual.

GERN 5630 Psychology of Aging (3)

This course provides the student with an introduction and analysis of current knowledge and concerns related to psychological aging. It addresses the theoretical and empirical foundations relevant to the psychological study of the later part of the life span. The course is taught from an interdisciplinary perspective and focuses on topics related to perceptual, cognitive, personality, and interpersonal social development. Issues related to psychological adjustment and the topic of death and dying are examined.

GERN 5640 Management of Programs for Older Adults (3)

The student examines the theory and practices relevant to the management and administration of organizations. Particular focus is placed on organizations providing services for the elderly. The economic, political, legal, and social issues that affect these organizations are studied in the context of the effect these issues have on the administration of services. Identification of deficiencies in current programs and the proposing of alternative modes of care for the elderly are explored.

GERN 5650 Counseling for the Aged (3)

This course provides a comprehensive examination of the mental health needs of older persons and counseling-related services that help to meet some of these needs. Counseling theories and methods are discussed, with emphasis on the role of the paraprofessional counselor.

GERN 5660 Research and Assessment in Gerontology (3)

The course introduces the student to basic statistical methods, methods of research, and methods of assessment. The research aspect of the course includes the empirical research process, the deductive method, the inductive method, the survey, the field experiment, the field study, and program evaluation. In addition, the student is introduced to the basics of statistics as these apply to research and assessment. Basic research methods in gerontological administration and programming are examined and applied. Cross-listed with HRDV 5750.

GERN 5670 Social Science Perspectives in Gerontology (3)

The realities of the lives of older adults, viewed from a cross-cultural perspective with a concern for social issues and problems, will be the focus of this course. Ageism, homelessness, poverty, the structure of family, the meaning of community, and the role of government will all be examined. Using the tools of anthropology and sociology, we will explore variations among older adults that emerge from ethnicity, sex and gender, sexual orientation, race, nationality, and geographic origin. We will seek an understanding of the meanings that various cultures give to their aging populations and to the social consequences of those meanings.

GERN 5680 Practicum in Gerontology (3-6)

Professional training is provided by gerontological specialists in aging network, business, social service, and health care industries. Field placement is dependent upon the student's discipline or profession. A formal practicum proposal must be submitted to the program mentor before a student can register for the practicum. Practicum may be repeated for a maximum of 6 credit hours.

GERN 5690 Issues in Gerontology (3)

Current and significant issues in gerontology are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs.

GERN 6000 Integrated Studies in Gerontology (3)

Following the successful completion of the core courses, the student is expected to synthesize and integrate the learning experiences acquired in gerontology and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. **Prerequisite:** Completion of all other required courses in this major or permission of 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 the general goals and functions of financial decision-making, the role of money and financial markets in the economy, financial statement analysis and the budget process. The class will include healthcare leader decision making criteria based upon the mission and goals of both for-profit and non-profit corporate health care delivery organizations.

HCLD 5440 Leadership in Healthcare Practicum I (3)

The practicum course is designed to explore the role of healthcare leader in an organizational or community setting. Students collaborate with faculty and preceptors to examine the role of the healthcare leader.

HCLD 6000 Healthcare Leader Case Studies (3)

Students synthesize and integrate learning experiences from previous coursework through an in-depth case study addressing healthcare leader issues.

HEAL - Healthcare Management

HEAL 5000 Advanced Theories and Concepts in Health Care (3)

This course promotes an understanding of the usefulness of models and theories in nursing and health care and of the advantages and difficulties linked to the teaching and applications of conceptual framework in these fields. Instruments necessary for the implementation and evaluation of a conceptual framework useful in nursing and health care are developed. **Prerequisites**: Admission to the health care management degree program and MNGT 5000.

HEAL 5120 Issues in Health Care Management (3)

The student examines current and significant issues in the health care field. Special emphasis is given to new and emerging theories, technique patterns of organization, and health care delivery systems. Students synthesize and integrate learning from the entire program. The course develops understanding and analysis of factors that determine changes in teaching systems in health professions. Concrete applications (group and individual assignments) are related to training situations experienced by students in their professional lives. May be repeated for credit if content differs.

HEAL 5140 The Law and Health Services (3)

By means of conferences, class discussions and case study presentations, the course gives an overview and critical evaluation of the legal principles of federal and cantonal law on health issues as well as the legislation regarding social and private insurances. Emphasis is placed on current problems (liabilities, patient rights, aids, etc.). Principal elements: the legal framework of health law, the responsibility of health providers, patient rights, current challenges of health law, social insurance, private insurance.

HEAL 5200 Professional Values and Ethics in Health Care (3)

This course focuses on values and professional ethics in human rights issues. Students explore the theories of ethics and the components of those theories. The exploration enables the student to determine a step-by-step model of decision making when confronted with ethical problems.

HEAL 5210 Program Development in Health Care (3)

This course involves step-by-step methods of program development in health care. It includes a study of conceptual frameworks: philosophical basis, the student, the setting, the knowledge component, learning strategies, and evaluation.

HEAL 5220 Politics and Economics of Health Care (3)

This course involves a study of the three major pillars of health care politics and economics: cost, professional practices, and innovations. **Prerequisite**: MNGT 5000.

HEAL 5320 Quality Assurance of Health Care (3)

This course focuses on health care evaluation (especially nursing care evaluation). It involves the study of some evaluation instruments, the use of these instruments in an institution, and the use of the evaluation results for management. **Prerequisites**: MNGT 5000 and MNGT 5530.

HEAL 6000 Integrated Studies in Health Care (3)

Within this course, the student chooses a change he or she would like to introduce into his or her service, elaborates and implements

a research/development project, and uses the results obtained. During the study, the student keeps a logbook and studies further any needed information. The student writes a detailed report and justifies the actions undertaken. **Prerequisite**: Completion of all other required courses in this major.

HEAL 6550 Advanced Research in Health Care (3)

Students will complete all the steps of their research proposal, showing congruence between all dimensions of the research process. They will learn to follow the chosen methodology with academic rigor related to data collection, analysis, presenting data synthesis, findings' discussions, showing connections to literature, as well as implications to research and practice in the field of business, leadership and health care.

HLTH - Health

HLTH 5000 Organization and Management in Health Administration (3)

This course explores the many different methods of health care delivery, their respective financing, and the implications for managing in different types of health service organizations. Emphasis is placed on the role of the manager in directing and guiding these different types of health service organizations. Program Fee: $42.

HLTH 5020 Organizational Planning and Change in Health Administration (3)

This course identifies the various ways of introducing change in organizations and larger organizational systems as adaptive responses to the external environment. Change efforts at the macro, meso, and micro levels of organization are considered. Particular attention is given to the leadership role in health organizations and health systems. Organizational responses to the issues of market changes, managed care, system consolidation and system integration are analyzed.

HLTH 5040 Human Resource Management in Health Administration (3)

This course examines the traditional concerns of human resources management within the health administration field. Particular attention is paid to compensation management, employee recruitment, employee retention, employment policies, and the legal environment of human resource management. The various employment arrangements and contracts of physicians, nurses, and allied health professionals are discussed.

HLTH 5050 Financial Management in Health Administration (3)

This course emphasizes the managerial aspects of health administration finance that managers need in order to interact with the financial and budgeting systems. The course offers a brief review of different types of accounting systems in health administration. The impact of third-party reimbursement policies are described, including managed care and prospective payment systems. Cost behavior and cost analysis are examined as part of these payment systems. Budget and internal control, including auditing concepts and techniques are introduced as management control techniques.

HLTH 5070 Financial Analysis in Health Administration (3)

This course introduces students to managerial skills that underpin decision making for managers. The following financial methods are presented as decision models: forecasting, capital budgeting, and capital access. In addition, the managerial implications of

long-term financial planning are considered, including capital investment decisions, equity and debt financing, and lease/purchase decisions. **Prerequisite**: HLTH 5050.

HLTH 5100 Statistics for Health Administration (3)

This course introduces the use of statistical analysis in health administration. The course emphasizes development of the basic methods and underlying concepts of statistics that are used in management decision making and health services research, which include: descriptive statistics, probability, sampling, hypothesis testing, forecasting methods, and nonparametric statistics. Statistical applications in epidemiology and health services research are presented.

HLTH 5120 Issues in Health Policy (3)

The student examines significant health care policy issues. Special emphasis is given to public policies with broad implications, such as Medicare, Medicaid, health insurance reform, and health systems costs. The process of policy decision making is explored, and methods and approaches for the study issues are considered. American health policy issues are placed in the international context by comparison with selected other health care systems.

HLTH 5130 Healthcare Strategy and Marketing (3)

Healthcare administrators are challenged by healthcare marketing for a variety of reasons due in part to the differences between marketing services versus tangible good or products. Healthcare clinical services needs to be marketed to numerous internal and external stakeholders including patients, physicians, the community and the government. Therefore, issues of patient satisfaction, patient's retention, and physician and other medical staff satisfaction are critical to any healthcare organization's marketing program. **Prerequisite**: HLTH 5000.

HLTH 5140 Health Administration Law (3)

The course introduces the law and legal processes that affect health administration. The course presents an overview of legal principles concerned with torts, contracts, and liability in health administration, including the legal standing of individuals covered by various types of health administration. Legal elements of labor relations in the 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 - Human Resources Development

HRDV 5000 Introduction to Human Resources Development (3)

This course introduces the area of human resources development. The objective of the course is to expose students to the breadth of human resources development topics. The primary topics are training and development, career management, and organizational development and change. A wide variety of secondary topics may also be covered in this course, including learning principles, evaluation of human resources development interventions, employee orientation and socialization, performance management and coaching, diversity, and employee counseling.

HRDV 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in human resources development. The professional seminar supplements the core and graduate elective courses in the area of human resources development by focusing on issues of current and special interest. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation. This course may not be completed by directed study.

HRDV 5560 Group Development and Change (3)

Effective groups and teams are critical in modern organizations, yet there are often dysfunctional dynamics and processes within the group. This course teaches the fundamental concepts relating to group dynamics, group decision making, and interpersonal conflict. The course also introduces students to different types of group-level interventions designed to improve group performance. The course also applies this conceptual knowledge to common group problems.

HRDV 5570 Planning Organization Development Programs and Interventions (3)

This is an elective, advanced course in organization development in which students will learn to design and implement programs and interventions used in organization development. The course builds professional skills by having students learn a variety of conceptual models and intervention methods used in organization development, and then applying that knowledge by analyzing organizational problems and proposing effective OD programs. **Prerequisite**: HRDV 5630.

HRDV 5610 Training and Development (3)

Rapid changes in technology and job design, along with the increasing importance of learning- and knowledge-based organizations, make training and development an increasingly important topic in human resources development. In this course, the student will learn how to 1) identify training and development needs through needs assessments, 2) analyze jobs and tasks to determine training and development objectives, 3) create appropriate training objectives, 4) design effective training and development programs using different techniques or methods, 5) implement a variety of different training and development activities, and 6) evaluate training and development programs.

HRDV 5620 Interpersonal and Organizational Communications (3)

Students in this course investigate the phenomenon of communication. Students learn the dynamics of the process of communication; the skills required to achieve successful communication; the importance of effective communication in work situations; methods of evaluating communication problems in the workplace; and methods for increasing productive communication in the workplace. The course affords students opportunities to explore a variety of personal and organizational methods of enhancing communication.

HRDV 5630 Organization Development and Change (3)

Organization development (OD) is the process of planning and implementing interventions to create interpersonal, group, inter-group, or organization-wide change. This course presents the theoretical foundations of organization development as an applied behavioral science. Students will also be introduced to many types of interpersonal, intra-group, inter-group, and organizational interventions that are used to effect comprehensive and lasting changes.

HRDV 5660 Issues in Human Resources Development (3)

Current and significant issues in human resources development are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. May be repeated for credit if content differs.

HRDV 5680 Ethics, Values, and Legal Issues in Human Resources Development (3)

This course introduces the student to the various theories concerning values and human acquisition of values. Students explore personal value systems and how these systems influence their behavior and the behavior of others. Students examine ethical standards that can relate to human resources development and how these standards can affect actual workplace situations. This course investigates selected legal issues and situations that relate to the practice of human resources development.

HRDV 5700 Career Management (3)

Career management is the process through which individuals and organizations jointly plan, guide, direct, and influence people's careers to meet the individual's and the organization's future needs. This course introduces students to current ideas about how organizations and individuals are trying to manage the problems created by the new rules of the workplace through career management.

HRDV 5710 Diversity in the Workplace (3)

This course provides the student with foundational information concerning our multicultural society. Students explore the importance of learning to understand cultural similarities and differences and how this information relates to the workplace. The major subcultures are investigated in a workshop format. The second half of this course provides a specific investigation of social issues that are of current importance to the workplace.

HRDV 5750 Research and Assessment Methods in Human Resources Development (3)

This course introduces students to basic descriptive and inferential statistics, research principles, sampling designs, survey

methodologies, and simple experimental and quasi-experimental designs. The course also introduces students to other assessment methods used in human resources development, such as learning assessments, performance evaluations, and program evaluation. Cross-listed with GERN 5660.

HRDV 6000 Integrated Studies in Human Resources Development (3)

The student is expected to synthesize and integrate the learning experiences acquired in human resources development and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. **Prerequisite**: Completion of all other required courses in this major.

HRDV 9950 Travel Course-Issues in Human Resources Development (3)

Current and significant issues in human resources development are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

HRMG - Human Resources Management

HRMG 5000 Managing Human Resources (3)

This course is a comprehensive view of personnel policy development with emphasis on the interdependence of personnel and operating functions. Students analyze personnel functions of recruitment, development, training, compensation, integration into the workforce, and maintenance of personnel for the purpose of contributing to organizational, societal, and individual goals.

HRMG 5660 Issues in Human Resources Management (3)

Students examine current and significant issues in human resources management. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Topics such as cultural diversity, global competition, organizational downsizing, and self-directed work teams are covered. May be repeated for credit if content differs.

HRMG 5690 Workforce Retention and Transitions: Theory and Practice (3)

This elective course examines the concepts relevant to the development and maintenance of a loyal, satisfied, and productive workforce. This course will illustrate how human resources management practices affect workforce retention and transitions. After reviewing theories of employee motivation, organizational commitment, job satisfaction, and withdrawal cognition, students will examine common organizational strategies and practices for retaining valuable human resources. Students will learn methods for assessing the causes of employee turnover and transfers, how to maximize the retention of good employees, how to design fair and effective layoff or reduction in force policies, and how to design and implement promotion, succession planning, and transfer programs in organizations. This elective course builds upon and supplements the core human resources management courses. **Prerequisite**: HRMG 5000. It will be helpful to have completed HRMG 5800 as well.

HRMG 5700 Employment Law (3)

This course provides an overview of legal issues affecting human resources management. It focuses on the impact of law on individuals in organizations, recognition of legal problems, and the legal impact of human resource decisions. The course content includes laws, regulations, and court decisions covering labor-management relations.

HRMG 5800 Staffing (3)

This course introduces students to the basic principles and techniques of staffing the workplace. Students will be introduced to basic and intermediate level theories and strategies utilized in staffing, planning, recruiting, and selection. Topics covered include: job analysis, recruitment, selection, and performance assessment. **Prerequisite**: HRMG 5000.

HRMG 5920 Compensation (3)

This course addresses tangible and intangible compensation and the use of compensation to motivate and reward employee performance. The course also covers job analysis, job description, and job evaluation on the basis of compensable factors as well as designing an equitable pay structure. In addition, students analyze the influence of unions and government in determining the compensation of the labor force, including compensation of both hourly workers and managerial employees. **Prerequisite**: HRMG 5000.

HRMG 5930 Labor-Management Relations (3)

Students examine legislation concerning labor-management relations and focus special attention on contract negotiations, contract administration, and the creative resolution of employee-management differences in the context of a formal contract. The course focus is on employee relations characterized as being outside of a negotiated agreement.

HRMG 5960 Employee Benefits (3)

"Employee benefits" refers to compensation other than wages and salaries, such as health insurance, social security contributions, pensions and retirement plans, vacations, and sick days. This course introduces the "how and why" of employee benefits to students who are, or wish to be, in human resources management. First, the course introduces students to the entire range of employee benefits commonly used in the workplace. Second, the course will help students analyze employee benefits programs and identify the critical issues associated with different types of benefits. As an introductory course in benefits, this course does not cover in detail the tax consequences of different types of benefits or the Employee Retirement Income Security Act (ERISA). This elective course supplements the Compensation (HRMG 5920) core course. **Prerequisite**: HRMG 5000.

HRMG 6000 Integrated Studies in Human Resources Management (3)

The student is expected to synthesize and integrate the learning experiences acquired in human resources management and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. **Prerequisite**: Completion of other required courses in this major.

HRMG 9950 Travel Course-Issues in Human Resources Management (3)

Students examine current and significant issues in human resources management. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Topics such as cultural diversity, global competition, organizational downsizing, and self-directed work teams are covered. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

HRTS - Human Rights

HRTS 5000 Introduction to International Human Rights (3)

This course introduces students to the philosophic and political background of the concept of human rights. Key components include discussion of the history, documents, theories, issues, institutions, ethical debates, and current problems in human rights.

HRTS 5200 Research Methods and Approaches to International Human Rights (3)

An overview of the methods and analysis used to examine human rights abuses, as well as a resource for sources databases, and other material on human rights. Students will learn to analyze and conduct research, write research proposals, and analyze existing research.

HRTS 5300 Advocacy, Fact Finding and Outreach (3)

This course provides the theoretical understanding and practical skills of human rights advocacy, fact-finding, and outreach. The class will analyze the process which creates domestic and international awareness regarding human rights issues from fact finding to effective lobbying.

HRTS 5350 Gender and Human Rights (3)

This course examines the gendered nature of victimization and human rights abuses. Students will analyze the effect of women's differential position in the social structure, including their legal status and political representation. Students will study various topics, such as the gendered aspects of public policy and human rights law; the militarization of society; the gendered conduct of war and wartime activities; and the impact of gender on the aftermath of war, conflict prevention, peacemaking, and peacebuilding.

HRTS 5400 Human Rights Diplomacy (3)

This course examines the negotiating and bargaining process related to the promotion and protection of internationally recognized human rights. We look at both state and non-state actors as well as the tools and tactics used by actors to encourage respect for human rights.

HRTS 5450 History of Human Rights (3)

This course explores the historical development of international human rights as theory and practice, with particular focus on the contributions of the Enlightenment, the French Revolution, and the anti-slavery movement to universal ideals of human rights, World Wars and anti-colonial struggles, and the United Nations Declaration on Human Rights.

HRTS 5600 International Human Rights Law and Organizations (3)

This course reviews core legal documents and the work of the most important governmental and nongovernmental institutions currently involved in human rights protection and promotion. Students will examine important issues in current political and ethical debates about human rights and current problems in human rights protection.

HRTS 5610 International Humanitarian Law (3)

This course covers the history, development, scope, and purpose of international humanitarian law and its basic principles, including protection of the defenseless in war, restrictions on the conduct of hostilities, the law of non-international armed conflicts, the problem of supervision and repression, and collective responsibility for the implementation of humanitarian law.

HRTS 5620 International Criminal Law (3)

This course explores international criminal law as applied by national and international courts. There is a particular focus on the critical discussion of the substantive and institutional impacts of the system, its history, principles, and the relationship between major actors.

HRTS 5800 Issues in International Human Rights (3)

The students will examine important issues in current political and ethical debates about human rights in the domestic and international sphere. Topics may vary. May be repeated for credit if content differs.

HRTS 6000 Capstone in international Human Rights (3)

This course acts as the capstone for student who are completing a master of arts in international human rights. Students will produce and defend their final research project for their degree program.

HRTS 6250 Thesis (3-6)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed.

HRTS 6500 Internship in International Human Rights (3-6)

The internship is an intensive experience that provides the student with the opportunity to work within an existing human rights organization and learn first-hand about its mission, goals, and operations. Within the experience, students will apply their understanding of the theories and actors of human rights to the practice of their specific role and organization.

HUMS - Human Services

HUMS 5000 Foundations of Human Service (3)

This course provides the foundation for the personal and conceptual skills required for a human services professional. It introduces the historical development of the human services field, human services legislative, policy, human resource, and client management frameworks, methodology and data analysis, and the interpersonal skills necessary for a human services professional.

HUMS 5200 Social Welfare Policy (3)

This course examines national and international social welfare policy relevant to human services and the influence of political, economic, and social dynamics on policy and policymaking.

HUMS 5300 Diversity and Cultural Competence in Human Services (3)

This course explores the importance of diversity and cross-cultural understanding within human service delivery systems and the social environment. Human services values and cultural competencies are examined. A historical understanding of vulnerable populations and factors and systems that contribute

to oppression and privilege will be explored. Implications for advocacy and direct service work will be addressed.

HUMS 5800 Field Experience I (3)

This course provides an opportunity for students to apply their knowledge and skills in a human services agency. The experience will emphasize professionalism, critical thinking, ethics, research-based practices, assessment, and evaluation of human service agencies. **Prerequisites**: HUMS 5000 and HUMS 5200.

HUMS 5850 Field Experience II (3)

This course provides an opportunity for students to apply their knowledge and skills in a human services agency. This continuation of the field experience will prepare students for self-directed professional human service practice. **Prerequisite**: HUMS 5800.

HUMS 6000 Human Services Capstone Course (3)

Students will synthesize the human services concepts, theories, and skills learned in the program through the presentation of a multi-faceted culminating academic and intellectual project where they: identify a problem related to the field of human services, research and evaluate the problem, and propose policy recommendations to solve the problem. Students will reflect on their own values, personalities, reaction patterns, interpersonal styles, and limitations during this process. **Prerequisite**: Completion of all other program requirements or special permission from student's advisor, in consultation with the department.

ILC - International Languages and Cultures

ILC 5000 Study Abroad - Advanced (1-8)

Advanced level for study programs offered abroad by Webster University or in conjunction with an approved study abroad program. May be repeated for credit if content differs. **Prerequisite**: Advanced level in appropriate language and permission of the instructor.

ILC 5120 Advanced Skills (3)

Class content varies. This topics course focuses on analytical and writing skills. It develops advanced proficiency in grammar (morphology and syntax), stylistics, composition, and/or translation. These courses are offered in French, German, and Spanish and are taught in the corresponding target language. May be repeated for credit if content differs. **Prerequisite**: Permission of the instructor.

ILC 5130 Advanced Listening and Discussion Skills in Languages (3)

Class content varies. This course focuses on listening comprehension, note taking, and oral skills. Current issues from a variety of German-, Spanish-, or French-speaking countries are studied and discussed after viewing actual news broadcasts. Cultural difference and awareness of national perspectives on news events are an important part of these courses. Classes are taught in the corresponding target language. May be repeated for credit if content differs. **Prerequisite**: Permission of the instructor.

ILC 5170 Seminars (3)

Seminar topics vary. This course develops cultural and literary proficiency at the advanced level. Classes combine a variety of skills with focus on either historical and cultural understanding or linguistic and stylistic appreciation. Classes are taught in

German, Spanish or French. May be repeated for credit if content differs. **Prerequisite**: Permission of the instructor.

ILC 5180 Methods of Teaching Languages (3-4)

This course develops understanding and appreciation for the nature of languages and language teaching and learning. Participants study the most recent developments in teaching techniques and materials, and become involved with using them in on-site activities. **Prerequisite**: Permission of the instructor.

INGO - International Nongovernmental Organizations

INGO 5000 Introduction to International and Nongovernmental Organizations (3)

This course will explore the world of international and nongovernmental organizations by reviewing the types of organizations in international politics and institutional issues related to these types. We review the activities and roles of these actors as subcontractors, educators, technical assistance providers, humanitarian aid providers and policy advocates; their role in civil society; and how they shape and are shaped by world politics, states, and economic and social forces.

INGO 5100 Finance, Budgeting and Accounting for International and Nongovernmental Organizations (3)

Course focuses on the financial management of international and nongovernmental organizations and describes a wide variety of methods, processes and tools of finance, accounting and budgeting.

INGO 5200 Research Methods and Approaches in International and Nongovernmental Organizations (3)

Students are introduced to the skills, methodological approaches, resources and tools used by international and nongovernmental organizations in order to enhance the students' critical thinking skills and their ability to work effectively in this field.

INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations (3)

Human resources management in international nongovernmental organizations offers students the guidance and techniques necessary to implement effective human resources management strategies in public and non-profit organizations — from job analysis to performance evaluation, from recruitment and selection to training and development, from compensation and benefits to collective bargaining. The course also covers important but oft-neglected topics such as recruiting and managing volunteers and working with a board of directors.

INGO 5510 Professional Seminar in INGO (1-3)

Students participate in seminars designed to examine contemporary issues, actors, and organizations relevant to the study and practice of international nongovernmental organizations. Seminars may involve guest speakers, field trips, and other forms of non-classroom-based learning to supplement the core program and build understanding of how theory and practice overlap. This course may not be completed by directed study. May be repeated for credit if content differs.

INGO 5600 Principles of Negotiation (3)

This course is designed to help students become effective negotiators by introducing them to the theory and processes of negotiation in an international setting. Students will be introduced to negotiating strategies and bargaining techniques.

INGO 5700 Grant Writing, Fundraising and Development for International and Nongovernmental Organizations (3)

This course is designed to help students develop in-depth experience and knowledge of two of the most widely used and highly valued forms of writing in the international sector: grant proposals and the various documents necessary for holding a fundraising event. It will also provide an overview of other common forms of writing within the international nonprofit sector.

INGO 5900 Project Management for International and Nongovernmental Organizations (3)

The course covers the major events and issues arising during the management of projects in the order in which they usually occur. The focus of this course is on organizing projects in both national and international contexts, taking into account the organizational dynamics in project-oriented organizations and the projects' relation to its environment.

INGO 6000 Theory and Practice in International and Nongovernmental Organizations (3)

This course is the capstone for the INGO degree and enables students to situate the theories and knowledge of international relations, business, management and human rights in the practical work of international and nongovernmental organizations. **Prerequisites**: INGO 5200 and 30 credits completed.

INGO 6250 Thesis (6)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department website. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed. **Prerequisites**: 21 credit hours, INGO 5000 and INGO 5200.

INGO 6500 Internship in INGO (3-6)

The internship is an intensive experience that provides students with the opportunity to work within an existing INGO and learn first-hand about its mission, goals, and operations. Within the experience, students will apply their understanding of the theories and actors of INGOs to the practice of their specific role and organization.

INGO 6900 University Thesis Requirements (0)

Required of all MA students completing a thesis project. All theses must follow university and departmental guidelines and be deposited in the University library. Recognizes successful completion of all the thesis requirements.

INTB - International Business

INTB 5000 International Business (3)

The student is introduced to the language and terminology of international business and major international political and economic policies that affect modern international businesses. Special attention is given to fundamental concepts of international finance, accounting, law, management, and marketing.

INTB 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in international business. The professional seminar supplements the core and elective courses in the area of international business by focusing on issues of current and special interest. This course may not be completed by directed study. May be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation.

INTB 5600 International Accounting (3)

The student examines aspects of accounting operations within a multinational corporate environment. Key topics of analysis include foreign exchange exposure; translation of foreign-denominated financial statements; consolidated financial statements; transfer pricing; Foreign Corrupt Practices Act; and related tax and regulatory issues. Comparison of United States and foreign practices in areas such as financial standards and reporting, auditing, and performance measurements is examined. **Prerequisite**: BUSN 5600 or BUSN 5200, or equivalents.

INTB 5630 International Law and Business (3)

This course surveys trends and practices that are part of the process of adjudication across national boundaries. Students study the interrelationships among countries as these affect individuals and business organizations attempting to operate internationally. Course content focuses on transnational business activities.

INTB 5650 International Business Management (3)

Course content focuses on the development of management skills related to multinational business. Students examine the issues of operating in a foreign country or across national boundaries and how management theory and practice in an international setting differ from those in the United States.

INTB 5660 Global Competition and Strategies (3)

Students examine the globalization process from basic export/import modes to global consortia, and the operational and strategic requirements of businesses initiating global operations. The economics of international trade and finance, the relation of capital flows and commercial R&D to economic and productivity growth, and the influence of company allocative decisions on competitive performance are examined. Course content focuses on strategic management of global operations and strategies associated with the functions of organization, production, marketing, financial management, human resources development, R&D, communication (EDI, SQL), and control.

INTB 5680 Globalization (3)

Globalization is the process of integrating national economies, political structures, and cultures into a worldwide interdependent system. This course studies the two views of this topic: globalization and anti-globalization through various arguments presented by the "globalists" and the "skeptics". The contemporary politics of globalization will be explored in terms of their impact globalization has on world markets, the insecurities of those markets, and the development of business in the globalized market.

Course Descriptions

INTB 5720 International Trade and Finance (3)

Students examine the theories, policies, and instruments (tariffs, quotas) of international trade and consider trade integration. Course content focuses on international trade, trade policy, the foreign exchange, and balance of payments in international trade. Theories and policies of direct investment in foreign markets are considered.

INTB 5730 Regional Economic and Geographic Perspectives (3)

Students examine goals, performance criteria, and policy instruments within different economic systems from the perspectives of growth, efficiency, and stability. The increasing regionalization of markets through trading blocs is examined, with particular focus on marketing in the post-1992 European community.

INTB 5740 Global Topics I (1)

Selected topics and issues in international business are presented in this course. To be taken at the beginning of the program. Offered only online. **Prerequisite**: MAIB degree-seeking student only.

INTB 5750 Global Topics II (1)

Selected topics and issues in international business are presented in this course. Offered online only. **Prerequisite**: INTB 5740; MA international business degree-seeking students only; required after the completion of 21 hours.

INTB 5760 Advanced Global Topics (1)

Selected topics and issues in international business are presented in this course. To be taken concurrently with the last course in the program. Offered online only. **Prerequisite**: INTB 5750; MA international business degree-seeking student only.

INTB 5890 Issues in International Business (3)

Current and significant issues in international business are examined. Course content focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. May be repeated for credit if content differs.

INTB 5910 European and United States Economic Thought (3)

The student examines and compares European and United States economic thought in the context of the transformation of Europe and the United States from agrarian and commercial economies to modern industrial states.

INTB 5920 Japanese and United States Economic Thought (3)

Course content focuses on the theories critical to Japan's emergence as an industrial state and compares the history and development of contemporary economic thought in Japan to that of the United States.

INTB 5930 Modern Europe: Economic, Political, and Business Development (3)

The student studies demographic, technical, social, political, and business changes in twentieth-century Europe, with a focus on the interrelationship of these factors since 1945.

INTB 5940 Modern Asia: Economic, Political, and Business Development (3)

Students examine the integration of economic, political, and business decisions in the post-World War II Asian economy and the development of the current Asian economy.

INTB 5950 Comparative Labor Movements: United States, European (3)

Course content focuses on the major economic problems growing out of the employment relationship and the approaches that United States and European industries and unions have taken in resolving them.

INTB 5960 Economic Development (3)

Students analyze modern theories of development and development policy and the relationship of these to the theories of location, trade, investment, and economic planning in Third World countries.

INTB 5970 International Business Language and Culture (3)

Students study the business language and culture of a country other than the United States in order to facilitate business communication in that nation. French, German, Spanish, or Japanese may be studied.

INTB 6000 Integrated Studies in International Business (3)

The student applies the principles learned from prior international business courses to selected case studies and research, with practical solutions to typical international business problems. **Prerequisite**: Completion of all other required courses in this major.

INTB 9950 Travel Course-Issues in International Business (3)

Current and significant issues in international business are examined. Course content focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

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 and consequences of warfare throughout history, with an emphasis on the political processes that contribute to both the outbreak and resolution of wars. Students will learn some of the political tools and strategies that are used to prevent or ameliorate the effects of war, and the ways in which war can be ended once it has begun.

INTL 5555 Policy and Practice: Global Project in International Relations (0-1)

Students work together to produce a final group project that bridges theory, policy and practice in international relations. This course is only available to students in the Global MA in International Relations program. **Prerequisite**: Admission to GMA in international relations.

INTL 5560 U.S. Foreign Policy (3)

This course is about the foreign policy-making process in the United States. It examines the domestic and international actors that shape, formulate, and execute foreign policy. Topics include the role of United States government institutions, the media, interest groups, decision-making, and foreign policy problems such as war, failed states, economic interdependence, environmental degradation, and humanitarian disasters, as well as the military, economic, and diplomatic instruments that the United States can bring to bear in managing these problems.

INTL 5570 Comparative Foreign Policy (3)

This course examines the major foreign policy objectives of selected states in the international system and analyzes the domestic forces, institutions and processes, as well as the historical context, of these states' foreign policies.

INTL 5580 Politics of Development (3)

This course examines the politics and issues facing those nation-states variously described as post-colonial, third world, and new industrialized. These nation-states share in common the quest to join those that attained both high average standards of living and stable political institutions.

INTL 5585 Food and Water Security (3)

Students will examine the issues around one of today's foremost human security challenges. That is, the prevention of malnutrition and the access to safe food and clean drinking water.

INTL 5590 International Security (3)

This course offers a broad overview of the causes and consequences of international conflict. It examines age-old questions of war and peace, but also tackles more modern topics such as nuclear proliferation, terrorism, and drone warfare. It requires students to assess several of the field's most prominent theories of conflict, coercion, bargaining, and cooperation in terms of both historical and contemporary case studies.

INTL 5595 Energy Security (3)

This course will examine the geopolitics of energy, emphasizing the security implications of global energy markets and resource competition. The course explores the ways that states shape their grand strategies to meet their energy needs, and the impact of these strategies on regional and global politics. The course will also look into the geopolitical, environment and domestic factors that drive energy policy decisions. Students will examine problems in energy security using both long-term and short-term perspectives. Students will learn how states balance long-term investments to secure energy supply against the short-term need to ensure a supply network's capacity to withstand short-term interruptions and shocks.

INTL 5600 Area Studies (3)

Students examine the history, culture, politics, and economic systems of a region or sub-region not defined by a specific departmental course offering.

INTL 5605 Topics in Comparative Politics (3)

Specific topics in comparative politics are examined in depth. Topics may be issues such as democratization, military politics, migration, or health care policies, examined using a cross-national approach of the politics of a specific nation or set of nations chosen for comparison.

INTL 5610 Non-Thesis Readings/Research (3)

Non-Thesis Readings/Research is an intensive, one-on-one reading/research course. Students work in close cooperation with an individual professor on a topic of special interest. The content of this course may not duplicate other courses in the curriculum. The policies and procedures that apply to Non-Thesis Readings/Research are those for directed studies. Course may be repeated for credit if content differs.

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 Master of International Relations. **Prerequisite**: Completion of 30 credit hours.

INTL 6250 Thesis (6)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department website. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed. **Prerequisite**: Completion of 30 credit hours.

INTL 6500 Internship (3-6)

INTL 6500 Internship is designed to enhance the international relations curriculum. Students play an instrumental role in creating an experience that blends coursework knowledge with practical knowledge by working with a host organization under the supervision of a qualified professional. Thus, all work performed for the purpose of satisfying the requirements of the internship program must in some way relate to the field of international relations. **Prerequisites**: Completion of all required courses for the MA in international relations (except INTL 6000 Capstone in International Relations or INTL 6250 Thesis). Exceptions may apply at the discretion of the department chair, upon written request, before registering for INTL 6500 Internship. INTL 6500 Internship cannot be substituted for INTL 6000 Capstone in International Relations or INTL 6250 Thesis.

INTL 6900 University Thesis Requirements (0)

Required of all MA students completing a thesis project. All theses must follow university and departmental guidelines and

be depositied in the University library. Recognizes successful completion of all the thesis requirements.

INTM - Interactive Digital Media

INTM 5630 Digital Design and Information Graphic Production (3)

This course will integrate the use of information graphics with social media. The course will stress how complex ideas and data sets can be visually expressed for use on the web and on various social media platforms. **Prerequisite**: NPRO 5000.

INTM 5640 Multimedia Production for Websites and Mobile Applications (3)

This course will involve students in the construction and design of interactive websites, applications, and mobile apps. The course will include material on selecting the best platforms for various types of interactive communication. Basic coding and the use of digital templates will be covered in this course, along with how best to deploy multimedia on various digital platforms. **Prerequisite**: NPRO 5000.

ITM - Information Technology Management

ITM 5000 Information Technology Management: Overview (3)

This overview course presents a managerial and technical perspective that considers the application and management of information and communications technology in business and other types of organizations. The course includes an overview of all the core courses in the ITM curriculum. This course is a **Prerequisite** for all other courses in the program.

ITM 5100 Information and Communications Systems and Networks (3)

This course introduces students to the technical aspects of information and communications networks and technology. The course focuses on the interdependencies among information and communications technologies and architectures. Emphasis will be placed on the fundamentals of networks (LAN and WAN).

ITM 5200 Project Management of Information Technology (3)

This course introduces students to the procedures, tools, and techniques used in planning and managing major IT projects. Issues covered include definition, planning, implementation, control and evaluation of the project. The course also focuses on developing the manager's ability to organize and lead project teams, and conflict resolution. NOTE: BUSN 6110 - Operations and Project Management is NOT an acceptable substitute for this course.

ITM 5300 Procurement and Contract Management for Information Technology (3)

This course covers the basic concepts and practices in procurement and contract management, not from a strict legal approach, but rather in a manner that equips a student with the skills and knowledge necessary to negotiate and manage the procurement of information and communications technology, armed with an understanding of the critical issues.

ITM 5400 Systems Analysis, Design, and Implementation (3)

This course covers the spectrum of activities in information systems life cycle management. The life cycle from the feasibility study through implementation and maintenance is examined. The course includes examination of structured analysis and design, prototyping, procurement and conversion methods. The roles and responsibilities of various personnel involved, as well as the communication and documentation tools and techniques employed, are studied.

ITM 5600 Information and Communications Security (3)

This course focuses on the analysis and management of information and information systems security including processes, technology, and facilities.

ITM 5900 Issues in Information Technology Management (3)

Current and significant issues in information technology management are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. 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.

JOUR - Journalism

JOUR 5345 News Writing and Reporting (3)

Writing for journalism is intended to give the student an understanding of the various genres of journalistic expression, including the hard news story, feature story, and investigative story, as well as interpretive and explanatory journalism. Additionally, students are introduced to the trends of journalistic writing, from yellow and tabloid journalism to muckraking and the new civic journalism. Students can expect a number of writing/reporting assignments in this course. Cross-listed with MEDC 5345. **Prerequisite**: MEDC 5000.

JOUR 5350 Communications Law (3)

The student examines the legal structure of the media communications industry. The course focuses on the formation, rationale, and implications of policies that form the basis of media law and regulation. Cross-listed with MEDC 5350. **Prerequisite**: MEDC 5000.

JOUR 5352 Scholastic (High School) Publications (3)

This course provides preparation for instructing and advising in the area of publication production. The course will provide knowledge of publishing houses and the printing business; knowledge in content and style of contemporary publications; knowledge of available texts and teaching aids; and knowledge of legal and ethical issues in journalism. The course is designed specifically to prepare journalism teachers at the high school and elementary level for Missouri state certification. **Prerequisite**: Admission to teacher post-baccalaureate certification program through the School of Education.

JOUR 5360 Teaching Journalism Topics (3)

Designed as a seminar, this course will provide an overview of teaching and advising publications. Topics to be discussed include press rights and responsibilities, news gathering and reporting, design, photojournalism, copyediting, communication law, electronic journalism and management and business skills necessary for advising publications. Participants will receive hands-on experience that can be used in the classroom. The course is designed specifically to prepare journalism teachers at the high school and elementary level for Missouri state certification. **Prerequisite**: Admission to teacher post-baccalaureate certification program through the School of Education.

LEAD - Educational Leadership

LEAD 5500 Field Experience I in Educational Leadership (2)

The Field Experience I 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 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 (2)

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 5512 Capstone in Field Experience Seminar (2)

This course will examine current and emerging issues and trends impacting education to include demographic shifts; globalization; technology; data-based decision-making; inclusion of diverse learners in American schools; school safety; and recent research on student achievement when influenced by race, gender and poverty.

Course content will focus on field experiences that are key contemporary issues in public education, which hold important implications for education leadership, policy and practice in the 21st century. At the conclusion of the course, students will be expected to demonstrate the knowledge, skills and dispositions needed to increase their effectiveness in working with multiple school and community stakeholders in increasingly diverse and complex education contexts by presenting a digital portfolio of the projects and reflections in the field experience. (50 hours of embedded field experience.) **Prerequisites**: LEAD 5500, LEAD 5501, LEAD 5502, LEAD 5503, LEAD 5504, LEAD 5505, LEAD 5506, LEAD 5507, LEAD 5508, LEAD 5509, LEAD 5510 and LEAD 5511.

LEAD 6000 Introduction to Educational Leadership (2)

This course provides an overview of theories and research in education leadership. Students will actively participate in self-assessment activities and use the outcome information for setting strategic goals for their own professional development while pursuing the EdS degree goals.

LEAD 6001 Foundations in Educational Leadership (4)

This course helps students understand how the educational process occurs in the context of modern society and is influenced by the forces of the larger community. Students analyze the complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact the education leadership process. Students will be required to demonstrate an understanding of leadership theories and organizational change. They employ active inquiry, experimentation and reflection to investigate issues of race, ethnicity, gender, disability, equity, social justice and ethics examining the impact of these issues in urban, rural and suburban contexts.

LEAD 6002 School Administration and Resource Management (4)

Students will study theories, concepts, and models utilized in supervising school personnel and resources. They will identify and analyze legal issues, school policies, state and federal statutes, and case law that form the framework for the daily operation of a school system. Research and professional discourse will guide inquiry into strategies for problem solving, conflict resolution, decision making, and team building. Students will simulate and evaluate techniques used in policy development and implementation. They will also investigate techniques used for successful staff recruitment, training, and performance-based improvement programs. Exemplary practices for sound business and facilities management will also be articulated.

LEAD 6003 Instructional Leadership (4)

This block is designed to provide students with content and site-based experiences related to multiple aspects of effective instructional leadership and school improvement. Topics will include: qualitative and quantitative research; curriculum analysis and evaluation; diversity and multiculturalism; problem solving and decision making; using data for curriculum alignment and instructional improvement, and an understanding of the design and implementation of differentiated curriculum and instruction across content areas for elementary, middle, and secondary schools. Other topics included will be characteristics of effective instructional leaders; the role of technology in education; services for special populations such as the disabled, gifted, and vocational students. Focus will be placed on the complex roles and responsibilities of the educational leader for improved student learning and engagement at the elementary, middle, and secondary levels while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group readings, discussions and simulations, electronic communications, research studies, identification of effective practices, and interaction with practitioners in administration and personal reflection.

LEAD 6004 Leadership and Collaboration (4)

In this course students will explore a variety of theories, concepts, and models utilized when implementing partnerships. They will investigate the uses and applications of community and school resources in supporting families and children through research, field visits, and professional discourse. Students will analyze techniques for interacting with stakeholders and examine collaboration in interdisciplinary team efforts. Emphasis will be placed on models of communication, problem solving, conflict resolution, decision making, and team building principles and skills. Emphasis will also be placed on exemplary practices in the development of community information, networking, support systems, public relations, and media. Issues of grant identification, proposals, implementation, and evaluation will also be explored in relation to their impact on collaborative processes.

LEAD 6006 Advanced Internship (1-3)

This course offers students the opportunity to extend or add to site-based application experiences. Students may continue previous experiences to include advanced projects or action research. Students may also choose new internship experiences that can strengthen their leadership skills. Students must receive approval from a faculty mentor to enroll in this course. Examples of offerings in this area are:

- **Advanced Internship: Early Childhood Administration**
  Participants will develop skills and strategies for administering early childhood programs and curricula.
- **Advanced Internship: Writing Grants**
  Participants will develop skills and strategies for obtaining funding from public and private sources during a site-based internship.
- **Advanced Internship: School-Community Partnerships**
  This internship focuses on collaborative leadership in partnerships that support effective schools. Professional development schools, school-business partnerships, collaboratives, and networks across schools will be examined through site-based experiences and student-mentor relationships. **Prerequisite**: Approval of faculty mentor.

LEAD 6007 Special Education Law and Legal Issues (1-3)

These courses focus on current issues in educational leadership. Students will conduct inquiry into specific topics of professional and personal interest. Additional topics will be added as new challenges for leaders and issues are identified. This course may be repeated for credit with different topic designations. Examples of offerings in this area are:

- **Topics in Leadership: The Politics of Poverty, Race, Ethnicity, and Gender**
  This course focuses on the work of social leaders in addressing issues of poverty, race, ethnicity, and gender. Practical strategies to pursue equity, diversity, and social justice will be addressed.
- **Topics in Leadership: Special Education Administration, Issues and Law**
  This course examines the role and responsibility of the school principal for special education services, students with disabilities, and focuses on the perceptions of family. The course will focus on current legal issues in special education, statutory requirements, fiscal policy organizational structures and related services. Students will review laws governing special education and examine issues emanating from legal requirements from various points of view.

LEAD 6008 Foundations in Special Education Administration (3)

This course examines the roles and responsibilities of the administrators of special education at the school district, state, and federal levels. Statutory requirements, fiscal operations, organizational structures, relationships to general school administration, instructional, and related service delivery systems are investigated. Principles, processes, competencies, and skills in the areas of planning/programming, staffing, coordination/communication, and administration will be explored.

LEAD 6120 Research I (2)

This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning in the area of educational research. Students will evaluate educational research methodology; compare various types of research: action research, qualitative and quantitative educational research, examine internal and external validity, sampling methods, data analysis, and components of research reports. The course will include a discussion and procedures and skills necessary for the critical review of educational research. Students will have an increased knowledge of educational research, and how it applies to education and the school improvement process. Students will also have opportunities to interpret and analyze test results and data and develop strategies for improvement of academic achievement.

LEAD 6122 Special Education and Law (2)

Students review the laws governing special education at federal and state levels and address these issues from an administrative perspective. The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion. Topics to be covered include: American Legal System, Federal Policy and Disability, Safe Schools Act, IDEA, Zero Reject, Testing, Classification, Placement, Appropriate Education, LRE, Due Process, Parent participation and Shared Decision Making, Compliance Through the Courts, and School Reform. Students will increase their knowledge and understanding of political dynamics of constitutional law, the foundations of special education law, and the process of federal, state, and local education agencies. Special attention will be given to the Safe Schools Act and its specific application to students with disabilities, reauthorization of IDEA, Section 504 of the Rehabilitation Act of 1973, NCLB and the American with Disabilities Act. This course examines the role and responsibilities of the administrator, director, or supervisor of special education at the school district, state, and federal levels. Statutory requirements, fiscal basis, organizational structures, relationship to general school administration, instructional and related services delivery systems are explored. Current issues in the field of special education will also be explored. This course is offered in a seminar format in which students are expected to prepare to lead some aspect of the group discussion each week. Extensive reading and research are required to successfully complete this course.

LEAD 6124 Schools and Leadership Law (2)

This course is designed to provide intense opportunities for both theoretical and practical learning in the following areas:

- Knowledge of structure/function of the United States Court System
- How statutory/case law impact public schools
- Litigation in regard to FERPA and NCLB
- Gender based decision making
- Student rights
- First and fourth amendments
- High stakes testing

LEAD 6125 Building Level Administration (2)

This course is an overview of the principalship in rural, suburban, and urban education, school community relations, and school politics: principles, concepts, and issues at the federal, state, and local levels. The course will address organizational development and the benefits of mobilizing resources of time, money and people. It will include techniques of structuring a building environment that identifies institutional needs for diversity and concerns the leadership and administrative tasks of the superintendent. The course focuses on the following areas:

- Strategic plans and system theories.
- Organizational development and operational procedures as it relates to the building level.
- Collaborative skills in regard to working with building level stakeholders and responding to and mobilizing community support.
- Understand the need to promote the success of all students by responding to and influencing the larger political, social, economic, legal, and cultural context.

LEAD 6126 School Building Finance (2)

Emphasis will be placed on the role of federal, state and local governments in funding public schools, the impact of taxation and an overview of school funding formulas. Focus will be placed on the use of finance to impact student achievement. The successful student will:

- Demonstrate and apply a basic understanding of the principles of sound financial management.
- Identify the contribution of education to the economy.
- Identify the major components of developing, implementing, changing and evaluating a building level budget.
- Identify and apply the processes of financial accounting, auditing and reporting by developing a building level budget.
- Evaluate and reallocate financial resources to improve student results.

LEAD 6127 Personnel (1)

This course focuses on identifying, analyzing, and developing effective methods of systems/building personnel administration and facilitation Topics include: statutory and procedurals issues, human resources planning; recruitment; selection; professional development/evaluation; legal/ethical issues; and formal/informal negotiations.

LEAD 6128 Facilities & Building Level Management (1)

This course presents a practical based view of school facilities with some introduction to the foundations, techniques, and principles, related to the planning, maintenance, and remodeling of school buildings. This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning. If possible, students will visit both a school construction site and an older building. Students will then compare the buildings and how they both contribute to the educational environment. Students will also interview custodians and assist with developing a schedule for building cleanliness and maintenance. Methods for forecasting enrollment also will be studied. The student will:

- Be knowledgeable of the foundations, techniques, and principles related to educational facility planning.
- Learn the role of the building level administrator in modernizing, maintaining, and operating an existing facility.
- Explore the role of the building level administrator in building a new facility. Have hands on opportunities to plan for forecast enrollment.

LEAD 6129 Curriculum (2)

This course is designed to increase theoretical and practical knowledge about curriculum assessment, evaluation and the revision cycle across a school system/district from the perspective of the building principal of preK-12. It will also explore and evaluate differentiated instruction across the content areas. The goals of curriculum inquiries should always be to improve teaching/learning and increase student performance. The culminating project for this course is to create a comprehensive district curriculum plan that includes but is not limited to the following: narrative description of district and curriculum, assessment plan, evaluation cycle and revision plan. **Prerequisites**: Acceptance into the EdS program, appropriate technology expertise as would be expected of a principal, and a demonstrated ability to communicate orally and through written material. Any deficits must be addressed through courses that are not part of this program.

LEAD 6130 Supervision (2)

This course will expand the student's knowledge and experience of supervision of teachers and staff members at the building level. The student will:

- Understand the relationship between effective communication and interpersonal relationships.
- Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.
- Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices.
- Identify the different types of lesson design and develop components of an effective lesson.
- Explore professional (staff) development and renewal options.
- Assess data related to student learning that are used to develop the school vision and goals. The vision shapes the educational programs, plans, and actions.
- Research state law and district policy that direct employee sanction and termination.
- Develop effective mentoring procedures.
- Develop supervision alternatives to enhance professional growth and development.
- Critique evaluation models for non-certificated staff.
- Understand the relationship between effective communication and interpersonal relationships.
- Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.

LEAD 6131 School and Community Relations (2)

This course will analyze the relationships between school and community, public information techniques and procedures. Students will have opportunities to both critique and develop a school and community relations plan. This course will provide a thorough examination of the school and its interaction with the community. Consideration will be given to internal and external communities and their relationships with the school as an organization. The role of communications in school-community relations and consideration of the balance of rights and responsibilities between schools and communities will be explored. Students will develop a school and community relations plan.

LEAD 6132 Seminar in Principalship: Issues and Politics (2)

The role of the principal is analyzed with reference to job responsibilities of the position, knowledge, skills, and dispositions necessary to successfully serve the school district. This course examines the role of principals in emerging social, economic and political contexts that are changing the nature of schooling, how schools are viewed and are transforming as well as how a principal provides leadership. This course is designed for aspiring principals and focuses on understanding a broad range of issues that are critical to the success of new principals. These issues can affect relationships and impact the future. The seminar examines major management and leadership responsibilities of principals to provide a framework for identifying and analyzing problems and discriminating among alternative courses of action.

LEAD 6134 Internship I: Dispositions (2)

In the EdS degree program, this internship involves shadowing an administrator. It is a clinical experience that is supervised, supported, individualized and considered as advanced professional study. It offers opportunities for interns to integrate practice with values, philosophy, theory and research that allows for the examination of presumptions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan.

In this internship, the dispositions of fair, ethics and integrity in education are the grounding values. The focus will including

Course Descriptions

spending 80 contact hours in 16 weeks working in a leadership role that helps interns to increase self-realization and awareness of the dispositions. It is essential that school leaders use the dispositions of fairness, ethics and integrity in their decision-making and in their leadership. Students are required to find an appropriate mentor, internship location, secure that placement, complete the internship plan and have it approved by the instructor. This must be completed during the first week of the course. Timing is essential.

LEAD 6135 Internship II: Diversity (2)

In the EdS degree program, this internship is shadowing an administrator. It is a clinical experience that is supervised, supported, individualized, and considered as advanced professional study. It offers opportunities for interns to integrate practice with values, philosophy, theory and research that allows for the examination of presumptions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan. The EdS Degree in LEAD requires the successful completion of 5 internship credits within the program. Internships are typically taken one credit at a time and are all individually planned and monitored.

In this internship, diversity in education is the grounding value. The focus will include spending 80 contact hours in 16 weeks working in a leadership role that increases self realization about the complexity of our global society and the various prejudices that are embedded in everyday life. As in the other internships, you are required to find and develop an appropriate mentor, internship location, secure that placement, complete the internship plan, and have it approved by the instructor. This must be completed during the first week of the course. Timing is essential.

LEAD 6136 Special Education Internship (2-3)

This internship is an eight week field based experience offered during the summer term. This course must be approached from the viewpoint of individuals with disabilities and/or their families. This course consists of 2 credits for 80 contact hours and 3 credits for 100 contact hours within an eight week time frame. It must follow the guidelines stipulated for all internships delineated in the School of Education Specialist Handbook.

LEAD 6138 Foundations of Special Education Administration (3)

This course is designed to prepare administrators and prospective administrators for organizing and administering educational programs for students with disabilities. This course will examine the roles and responsibilities of an administrator, director or supervisor of special education. It will include a review of state and federal statutory requirements of special education, financial procedures and obligations, organizational structures and service delivery options, relationships to general school administration and access to the general education curriculum. Topics covered will also include current trends in special education, state and federal guidelines and regulations, legal and financing aspects of special education, program planning and administration of special services.

LEAD 6141 Portfolio Based Analysis (2)

The Leadership Seminar is the culminating experience of the EdS degree in educational leadership. This course is an individualized learning experience that supports the prospective school administrator in: integrating learning from coursework, internships and other professional experiences; completing a professional portfolio that documents knowledge, skills and dispositions required for administrator certification; and preparing for the state assessment required for administrator certification. This cousre begins with an informal presentation and review of the student's portfolio related to School of Education goals and

state certification standards. Based on this evaluation, the student and instructor will develop and individual will develop an individual course of study addressing competencies that have not yet been documented. The formal presentation of the professional portfolio that documents all required competencies is the culminating experience of both the course and the program. **Prerequisites**: 27 credit hours in the EdS program.

LEAD 6500 Introduction to the Field Experience (1)

During this course, students will be introduced to the field experience which is under the direction of a university and site supervisor. Activities for the field experience are outlined in the practicum handbook as are the practicum hours required for each of the courses. Candidates should provide coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in NELP and MOLeader Building-Level Program Standards.

50 hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6501 Foundations of Educational Leadership (3)

This course provides an overview of philosophy, leadership and change models. Outcome of the course will be increased knowledge of leadership styles, problem solving, Root Cause Analysis (RCA), identification of resources, school/community analysis and change models.

LEAD 6502 Leadership for Improving Learning (3)

This course focuses on improving teaching and learning to improve student achievement. Course outcomes will be improving student achievement through instructional leadership practices such as curriculum (vertical and horizontal alignment), instruction, research based instructional practices, formal and informal assessment and data driven decision making for learning as well as meaningful observation and feedback related to effective instructional practice. Candidates will also observe teachers, learn to coach others and give feedback.

30 hours of field experience. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6503 Leadership for Ethics, Equity and Social Justice (2)

Principal candidates will examine ethical frameworks as lenses for understanding, evaluating and applying professional standards for ethical practice as well as district and school policies. Principal candidates will also learn to identify turbulent situations and environments, assess levels of turbulence and apply theory and action.

10 hours of field experience. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6504 Resourceful Leadership (3)

This course focuses on vital aspects of how leaders use and acquire resources such as grants to manage a dynamic school focused on improvement while exhibiting equity and ethical behaviors. The course will examine multiple resources such as finance, budget and federal/state/local funding. Learners will explore school organization models, theories of management and personnel from hiring to supervision and retention.

30 hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6505 Culture, Collaboration and Diversity (2)

Learners will explore individual, interpersonal and communication skills and strategies to harness the power of diversity and inclusion in teams, organizations and communities for collaboration resulting in education and organizational growth. Learners will understand and practice using conflict management skills.

30 hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6506 Leadership with Vision (2)

This course is designed to develop a working theory of visionary leadership. The course will incorporate practical structures, personalized learning experience(s), current issues or challenges fused with the learner's knowledge of self, culture and professional values. Course outcomes will be learning to develop, implement and steward a vision and mission statement which uses multiple sources of data and the inclusion of stakeholders. Participants will also become proficient at applying tools for engagement including: 1) inquiry, 2) reflection, 3) dialogue, 4) active listening, and 5) ethical and legal handling of information.

30 hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6507 Advanced School Law (3)

This course is designed as a law course for school teachers and leaders. Topics to be studied include organizational structures of school, federal and state systems, church-state related issues, teacher rights, rights of students with disabilities, instructional issues, tort liability and equal opportunities in education. Special education law (IDEIA) and Every Student Succeeds Act (ESSA) will also be studied.

20 hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6508 Trauma Informed Leadership (2)

Principal candidates will develop a systematic approach integrating trauma-informed practices within existing structures. They will use a school's demographics to develop a PD plan for helping teachers understand the effects of trauma; use data to drive interventions; generate solutions to trauma; develop community partnerships; and learn the importance of self-care for teachers and staff, students and leaders.

10 hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6509 Relational and Reflective Leadership (2)

This course explores the relationships leaders need to impact the school community in a positive way. Learners will become reflective in addressing power, inequalities and injustice. They will become proficient in knowing their own strengths, weaknesses, talents and behaviors in order to respond effectively and ethically to the demands of the principalship. They will

learn to demonstrate flexibility when needed. Learners will also understand the importance of reflection and feedback for growth.

40 hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6510 Innovative Leadership (1)

This course provides opportunities for the successful student to learn about energizing, motivating and communicating with others to accomplish a goal. Innovative leaders apply knowledge, skills and best practices as well as adult learning theory while supporting continuous professional growth and the development of networks. Learners will also apply how new knowledge can be a catalyst for change. Learners will also learn that flexibility is a trait to cultivate when circumstances change.

30 hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6511 Managerial Leadership (2)

This course provides opportunities for growth in management on the following topics: a safe and effective school environment, evaluation of routines, schedules, clear expectations, guidelines and procedures, recruitment, hiring, evaluating (observation and feedback), as well as the handling of confidential information.

30 hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6512 Capstone/Field Experience (2)

This course is an individualized learning experience that supports the prospective school administrator in: integrating learning from coursework, field experience and other professional experiences; completing a professional portfolio that documents knowledge, skills and dispositions required for administrator certification. Candidates will synthesize and apply the content knowledge, develop and refine the professional skills, and demonstration their capabilities as articulated in each of the elements included in the NELP Building Level Program Standards and the MO Leader Standards. **Prerequisites**: LEAD 6500, LEAD 6501, LEAD 6502, LEAD 6503, LEAD 6504, LEAD 6505, LEAD 6506, LEAD 6507, LEAD 6508, LEAD 6509, LEAD 6510 and LEAD 6511.

LEAD 6523 Action Research I (2)

Action Research I is the first course in the Action Research sequence. In this course the student focuses on understanding action research, developing the action research design and beginning the action research project. Students must fill out the School of Education's version of the IRB to conduct research. Content of the field experience must follow the guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook. This course is 16 weeks.

LEAD 6533 Action Research II (2)

The second semester field experience focuses on continuation and completion of the action research internship project begin in LEAD 6523. Candidates, however, cannot begin research until they have the approval of the School of Education's IRB. 15 hours of field experience required. Content of the field experience must follow the guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook. This course is 16 weeks.

LEGL - Legal Studies

LEGL 5000 Introduction to Legal Studies (3)

This course provides a background in the American legal system with emphasis on ethics, terminology, and legal analysis. Course content focuses on an overview of substantive areas such as torts, contracts, property, and criminal law.

LEGL 5100 Jurisprudence (3)

Students analyze major philosophies of law, including methods of justifying legal systems through natural law, legal positivism, and sociological jurisprudence. Contemporary writings on modern philosophies of law are also examined. **Prerequisite**: LEGL 5000.

LEGL 5260 Methods of Legal Research and Writing I (3)

This course is the first in a two-part writing program which is designed to develop the legal assistant's research and writing skills, including those needed to write legal citations. Methods of Legal Research and Writing I introduces the student to the skills necessary for identifying, locating, and using legal resources, including: primary sources of statutory and case law, secondary authority, and research reference tools commonly located in a law library which are used to navigate the primary and secondary sources. In addition, students will be introduced to the process of computer-aided legal research. This class also explores the process of legal analysis through the incorporation of the results of legal research into legal argument and legal memoranda. **Prerequisite**: LEGL 5000.

LEGL 5270 Methods of Legal Research and Writing II (3)

This course is a continuation of LEGL 5260. Methods of Legal Research and Writing II is designed to build upon the research skills learned in Methods of Legal Research and Writing I and to enhance the paralegal student's legal analytical and writing skills. The course includes several legal issue writing projects, at least two of which will combine both research and writing skills. **Prerequisites**: LEGL 5000 and LEGL 5260.

LEGL 5300 Ethics for the Legal Professional (3)

This course will focus on the ethical and professional responsibilities facing legal professionals. We will examine ethical considerations such as confidentiality, unauthorized practice of law, and conflict of interest, as well as the consequences of unethical behavior. In addition, students will be provided with frameworks for dealing with the moral dilemmas that legal professionals face. **Prerequisite**: LEGL 5000.

LEGL 5400 Anglo-American Legal History (3)

The student examines the history and development of the Anglo-American common law. Special topics include sources; procedural and substantive developments; and the roles of courts, lawyers, legislatures, and jurists. **Prerequisite**: LEGL 5000.

LEGL 5450 American Constitutional Law (3)

Students study legal constitutional principles. Emphasis is on access to the courts, growth of federal power under the Commerce Clause, due process and equal protection, and case law methodology. **Prerequisite**: LEGL 5000.

LEGL 5470 Civil Actions (3)

Course content focuses on a variety of civil law areas such as contracts, torts, evidence, property, corporations, tax, wills, and trusts. Students examine actions based on these areas of law. **Prerequisite**: LEGL 5000.

LEGL 5480 Criminal Actions (3)

This course is an in-depth study of all facets involving criminal law. Students will study the criminal court system from law enforcement investigations through criminal trials and correctional facilities. Students will also study United States Constitutional Amendments which deal with criminal law, as well as statutory laws involving crimes against persons and property. **Prerequisite**: LEGL 5000.

LEGL 5490 Advanced Topics in Law (3)

Current and significant issues in legal studies are examined. Course content focuses on selected topics, with emphasis given to new and emerging developments in the field. May be repeated for credit if content differs. **Prerequisites**: LEGL 5000 and LEGL 5260.

LEGL 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in legal studies. The professional seminar supplements the core and elective courses in the area of legal studies by focusing on issues of current and special interest. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation. This course may not be completed by directed study. **Prerequisites**: LEGL 5000 and LEGL 5260.

LEGL 5501 International Trials: An International and Informed View (3)

This course will utilize the unique function of the Hague as a center of international trials by preparing students before they observe the trials and court proceedings to understand the basics of international law and the facts and issues that underpin the trials and related institutions they will observe. The procedural and substantive law that controls trials in the United States and in international law will be compared. Because this course depends heavily on the specific trial being conducted at the time of the course, it is impossible to present definite class agendas.

LEGL 5502 International Criminal Law: A Human Rights Perspective (3)

This course will offer a comparison between international law as viewed by most of Europe and as viewed by the United States. The impact of those two views of international law will be studied both in theory and as they apply to tribunals, governmental organizations, and non-governmental organizations that are located in the Hague.

LEGL 5503 International Issues Related to Women and Children (3)

This course will explore issues relating to women and children from an international perspective. Special attention is directed toward comparing and contrasting law and policy on juvenile delinquency; women, children, and poverty; child labor; child soldiers; and child maltreatment.

LEGL 5504 International Jurisprudence and Law (3)

This course will study the historic background of international law and its formation and development, including the formation and enforcement of treaties; the role of the international courts; international human rights and the protection of individuals; conflicts in international law; and, if time permits, the law of the sea and international terrorism laws.

LEGL 5505 Constitutional and International Issues: Human Trafficking & Slavery (3)

This course will explore constitutional and human rights issues which arise as individual countries and the international community work to address issues and concerns involving slavery and human trafficking. Topics discussed include: trafficking in women and children; sexual exploitation; labor exploitation, i.e. domestic slavery, forced labor, bonded labor; racial discrimination; refugee issues/status; and other related topics. The mandatory on-site portion of this course is offered in Leiden, the Netherlands.

LEGL 5506 International Law and the Environment (3)

This course will explore the development of international law on issues related to environmental concerns, including the international lawmaking process, development of treaties and protocols related to regulation of national resources, waste management issues, environmental concerns relating to marine environments, laws related to freshwater resources; exchange of information among countries, and reporting and monitoring issues.

LEGL 5507 The Hague: Peacemaking Catalyst in International Conflict (3)

This course will explore The Hague's pivotal role in preventing, resolving, and redressing international conflicts, with heavy emphasis on law enforcement and interpretation. Numerous law-related institutions that make The Hague their home will be explored, including international courts, international law-enforcement establishments, legal think tanks, international arms-control entities, and dispute resolution organizations. Pertinent documents and analysis by leading experts in the field will be studied, discussed, and analyzed, with an eye toward the future roles these entities may play in peacemaking.

LEGL 5508 Collision Course: A Critical Approach (3)

This course will lay a foundation for student understanding of basic international law principles. In addition to exploring the traditional topics of international law such as sources of international law, the role of states, and the management of international conflict, the course will consider the application of international law as applied outside of the United States. Particular emphasis will be placed on the effect of these often colliding views on human rights around the world.

LEGL 5550 Paralegal Clinical Studies (3-6)

The internship augments the legal studies curriculum by placing the student in a private or public organization under the supervision of an appointed internship supervisor. Application for placement should be made a term in advance of enrollment. **Prerequisite**: Completion of all other required courses in this major.

LEGL 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 copyright rights in works of authorship in the U.S. and abroad, and the paralegal's role in securing and enforcing trade secret rights. **Prerequisite**: LEGL 5000.

LEGL 5965 Computerized Intellectual Property Research for Paralegals (3)

This is a legal researching and writing skills course that will focus on searching strategies and databases in intellectual property contexts. This course will address both publicly-available and private databases for searching for prior art for patentability and validity purposes, trademarks and services marks for availability and clearance searches, and legal precedent to support application and enforcement efforts. **Prerequisite**: LEGL 5000.

LEGL 6000 Research and Writing Project (3)

The student is expected to synthesize and integrate the learning experiences acquired in legal studies and to evaluate the research and current topics relative to this area of concentration. Techniques used to accomplish these goals may vary. **Prerequisite**: Completion of all other required courses in this major.

MBA - Master of Business Administration

MBA 5010 Value Creation (3)

The successful business organization correctly identifies and efficiently manages those activities with the potential to generate the greatest possible value, congruent with overall organizational direction. This course lays the foundation for further study by carefully examining the meaning and potential sources of value creation, the interaction of stakeholder interests in the distribution of value created and the specific role of functional business areas in the generation of value. There is an additional course fee of $42.

MBA 5020 Quantitative Methods for the MBA (3)

This course provides an overview of quantitative skills necessary to succeed in the MBA program. The time value of money concept is used as context to assist students in learning basic math functions and how to compute them within Excel. The student is also introduced to basic probability calculations and concepts including the normal distribution.

MBA 5030 Market Analysis and Business Planning (3)

Optimal business decisions are based on a plan that maximizes the value of the organization. This course is designed to help students develop the analytical skills necessary to create effective plans based on the evaluation of an organization's strengths and the external environment in which it operates. **Prerequisite**: BUSN 5000 and MBA 5010.

MBA 5100 Adding Value through Human Capital (3)

Human capital is a valuable asset that influences productivity and performance. Employees contribute most effectively to business objectives and value when their goals are aligned with those of the organization. This course explores the role the new workforce ecosystem, team dynamics and effective leadership play in strengthening this link. **Prerequisites**: BUSN 5000, MBA 5010, MBA 5020 and MBA 5030.

MBA 5200 The Financial Value of Capital Projects (3)

In order to increase the financial value of a firm, a project must produce sufficient profits to satisfy the firm's owners. In this course, students evaluate whether proposed projects are consistent with the business plan and use capital budgeting techniques to determine if projected cash flows adequately compensate the organization for the risk associated with the project. **Prerequisite**: BUSN 5000, MBA 5010, MBA 5020 and MBA 5030.

MBA 5300 Providing Value to Customers (3)

A successful organization delivers value to its customers. This course covers the activities of strategic marketing to manage external uncontrollable factors on the firm's strengths, weaknesses and objectives with the goal to identify desired customers, build and maintain relationships with them, and determine appropriate market mix, which best creates sustainable market-centered value. **Prerequisites**: BUSN 5000, MBA 5010, MBA 5020 and MBA 5030.

MBA 5400 The Supply Chain and Business Processes (3)

Efficient operations are a key component of firm value. This course delves into the supply chain and other business processes with a focus on continuous improvement. Students explore workflow processes, inventory systems, logistics, cost estimation, project management and variance analysis. **Prerequisites**: BUSN 5000, MBA 5010, MBA 5020 and MBA 5030.

MBA 5500 Information Support for Decision Making (3)

In order to appropriately assess new value creating opportunities and efficiently manage internal processes, businesses need access to accurate, useful data. This course provides an overview of an organization's information infrastructure and the processes by which data is acquired, secured, analyzed and presented to decision makers. **Prerequisites**: BUSN 5000, MBA 5010, MBA 5020 and MBA 5030.

MBA 5910 Cases in Value Creation (3)

Walker School of Business and Technology students address a real-world organizational opportunity or challenge and create value-added solutions. Teams communicate their recommendations in both oral and written reports. There is an additional course fee of $90. **Prerequisites**: MBA 5100, MBA 5200, MBA 5300, MBA 5400 and MBA 5500 (can be taken concurrently with MBA 5500).

MBA 5920 Walker Consulting Project: Adding Value to Organizations (3)

Walker School of Business and Technology students address a real-world organizational opportunity or challenge and create value-added solutions. Teams communicate their recommendations in both oral and written reports. There is an additional course fee of $80. **Prerequisites**: MBA 5100, MBA 5200, MBA 5300, MBA 5400 and MBA 5500.

MEDC - Media Communications

MEDC 5000 Media Communications (3)

Students examine communications theory and its application to mass media. The course introduces students to the graduate program and describes program expectations as well as introduces research methodologies used throughout the program and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications. **Prerequisite**: Students should have an educational background or professional experience in media communications, or they must enroll in 6 credit hours of additional preparatory undergraduate course work, as determined by an academic advisor.

MEDC 5010 Introduction to Graduate Studies: Advanced Thinking and Writing (3)

This course is an introduction to graduate studies that provides students with knowledge and skills in three important ways to maximize academic success as a graduate student. The course will focus on critical thinking and advanced analysis skills, basic information on academic research and library searches, and advanced writing. The course will also offer a brief introduction to effective online learning.

MEDC 5200 Directed Studies in Media Communications (3-6)

Under faculty supervision, students examine an area of specialty not currently offered in the media communications curriculum. The student and instructor develop a written course proposal. Requires approval of the director of Graduate Studies and the dean of the School of Communications. 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. **Prerequisite**: MEDC 5000.

MEDC 5310 Media and Culture (3)

This course examines the mass media as it reflects and influences the attitudes, values, behaviors, myths, and preoccupations that define a given culture. The course considers the functions of mass media in society and the effect on the individual. **Prerequisite**: MEDC 5000.

MEDC 5345 Writing for Media Communications: Journalism (3)

Writing for journalism is intended to give the student an understanding of the various genres of journalistic expression, including the hard-news story, feature story, and investigative story, as well as interpretive and explanatory journalism. Additionally, students are introduced to the trends of journalistic writing, from yellow and tabloid journalism to muckraking and the new civic journalism. Students can expect a number of writing/reporting assignments in this course. Cross-listed with JOUR 5345. **Prerequisite**: MEDC 5000.

MEDC 5346 Writing for Media Communications: Interactive Scriptwriting (3)

Development of the script in adherence to the planning vehicle requires a thorough understanding of the primary and secondary tasks of the interactive environment. This script must provide full detail for execution of the planning vehicle. Scripting for computer-based training, point of information, point of sale, and other deployments are discussed in this course. **Prerequisites**: MEDC 5000, MEDC 5600 and NPRO 5100.

MEDC 5350 Media Organization and Regulations (3)

The student examines the legal structure of the media communications industry. The course focuses on the formation, rationale, and implications of policies that form the basis of media law and regulation. **Prerequisite**: MEDC 5000.

MEDC 5360 International Communications (3)

This course focuses on the history, issues, and future of international communications. The class considers individual media systems, including different understandings of the role of the media, freedom of press and information in different areas of the world; parity between distribution of news and the shaping of the public mind; international stereotyping; and international propaganda. The course also examines the relationship between national and global media systems and the role of international communications in the development of the new world order. **Prerequisite**: MEDC 5000.

MEDC 5370 International Media Literacy (3)

This course focuses on the global implications and applications of the discipline of media literacy. First, the course examines points of conceptual consensus that exist within the global media literacy community. In addition, the course compares the media literacy principles, concepts, and approaches that are characteristic of different cultures. Students conduct media literacy analyses of media presentations as a way to learn about cultural attitudes, values, behaviors, preoccupations, and myths. Moreover, students consider whether media literacy approaches commonly employed in other countries might provide fresh insight into the media presentations of one's own country of origin. Finally, the class looks at ways in which media literacy analysis signals change in both media and cultural landscapes. **Prerequisite:** MEDC 5310.

MEDC 5390 Practicum (3)

Students undertake, with the supervision of a qualified professional, an approved internship in a media-related setting. The course includes work and academic experience. The work experience involves professional media duties. The academic experience involves written assignments and attendance at seminars. The outline of duties and evaluative methods are established by the student and the internship mentor and approved by the mentor prior to initiation of the program. **Prerequisites**: Completion of at least 21 credit hours in the MA in media communications program, including MEDC 5000; meeting program criteria; and permission of the internship coordinator and the director of Graduate Studies. Note: Internships should be directly relevant to students' course of studies and majors.

MEDC 5400 Media Production Management (3)

The student applies theories of how communications campaigns work in a real-world environment. Students will critically examine all aspects of the strategic campaign planning process, including research, budgeting, planning, writing and evaluation. The course focuses on how corporate communications, such as public relations, internal communications, advertising and marketing all work together to achieve organizational objectives. **Prerequisite**: MEDC 5000.

MEDC 5401 Media Production Management: Interactive (3)

This course prepares students to manage the variety of disciplines involved in the development and production of interactive media. Students learn to manage projects from the concept and script, video, audio, and screen design to programming and testing. Budgeting, invoicing, scheduling, flowcharting, treatment, presentation, and delivery platforms are examined. **Prerequisites**: MEDC 5000, MEDC 5600 and NPRO 5000.

MEDC 5430 Media Communications Technology (3)

The student explores new technologies in mass communications and the choices that these technologies present in the area of media communications. Course content focuses on the impact of computer technology, artificial intelligence, and wireless technology on business and government and the increasing reliance on the management and communication of information. Future applications, active media technology, E-commerce and Web services, and Web-based social networks are also considered. **Prerequisite**: MEDC 5000.

MEDC 5460 Media Research (3)

This course introduces students to the major research methodologies, communication theories, and topics of study

within media research. Theories, models, and methods are applied toward the development of research projects. Students discuss and examine qualitative and quantitative methods of media research employed by various aspects of the media. **Prerequisites**: MEDC 5000, MEDC 5310 strongly recommended.

MEDC 5480 Comparative Approaches to Media Literacy (3)

This course focuses on qualitative approaches to the study of media literacy, including nonverbal, mythic, Socratic, ideological, autobiographical, and production elements. Students will consider various aspects of the field of media literacy including international approaches/developments in the field; media literacy sectors (education, production, public policy, community) and assessment strategies. Students assume responsibility for a major project or paper. **Prerequisites**: MEDC 5000 and MEDC 5310.

MEDC 5500 Professional Seminars (1-3)

Students may supplement the core and elective courses in media communications with professional seminars designed to examine contemporary issues in this field. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation. This course may not be completed by directed study. **Prerequisite**: Graduate standing. Undergraduate seniors require approval from their academic advisor.

MEDC 5550 Topics in Media Communications (3-6)

This course offers a variety of topics to address emerging theories, practices, and applications in the field of communications. Topics are timely and of interest to professionals currently working in or pursuing media-related careers. Classes may focus on such topics as campaign strategy and political power; video and media literacy; ethical issues in the media; applications for podcasting and blogs; creating cultural change through organizational communications; etc. May be repeated once for credit if content differs and is appropriate for student's course of study, not to exceed 6 credits. **Prerequisites**: May vary by topic.

MEDC 5600 Introduction to Interactive Communications (3)

A practical, up-to-date introduction to the documentation process required to plan and initiate interactive multimedia projects. This course offers a comprehensive approach to planning interactive media projects within an ever-changing multi-device environment. Through hands-on exercises, students will become familiar with the key processes and decision points required to fully document aspects of strategy, research, planning and implementation for digital projects.

MEDC 5631 Interactive Media Applied to the Internet (3)

Students review concepts of interactive digital media and the methodologies used to deliver interactive media over the internet. This course introduces students to web-based distribution languages such as HTML, XML, JavaScript, and ASP, as well as the authoring tools that assist in creating content for the web. Students are required to design content that incorporates internet technologies and a minimal amount of HTML coding, which is introduced during the class. **Prerequisites**: MEDC 5000 and MEDC 5600.

MEDC 5710 Writing for Latino Media Outlets (3)

This course is a basic journalism course that teaches writing aimed at websites, apps, social media, and newspapers, and various other communications platforms that connect with and inform the Latino community. This course teaches the basics of journalistic writing and how journalistic forms are important to community building. This course may include some bilingual assignments.

MEDC 5715 Analyzing the Latino Media Market (3)

This course will give students insights into the fastest growing demographic group in the United States, the Latino market. In this course, students will use analytical methods to understand the Latino community and to see how marketing firms and advertisers interact with this important demographic group. This course will help illuminate how various marketing firms are pursuing the Latino market and are succeeding and sometimes failing. The course will delve into the important intercultural aspects necessary to understand how the media interact with the Latino community. And the course will dissect how various Latino media outlets also interact with the community and act as liaisons between marketers and Latinos. **Prerequisite**: MEDC 5000.

MEDC 5720 Latin American Issues and Media Production (3)

This course will teach intermediate to advanced journalism techniques, with students learning how to write and produce short-form radio stories. Students will also have the opportunity to have their stories and material broadcast on both Webster University's internet radio station The Galaxy Radio and as part of program content in the "Latin Pulse" radio series produced at Webster University. This course will focus on teaching stronger writing, interviewing, editing, and programming techniques. All of the content for this course will include subject matter important to Latino communities and to those tracking news in Latin America. **Prerequisites**: MEDC 5000 and MEDC 5710.

MEDC 5725 Media and Communications in Latin America (3)

This course examines the emerging power dynamic between the media in Latin America and the political and economic structures of the region. This course will provide a blend of communication analysis, history, and politics. This course is for students who want to immerse themselves in the analysis of media in this region. The course will examine the structure, role and challenges for the media. Students will be expected to discuss, analyze, make presentations, and write with depth on these topics. **Prerequisites**: MEDC 5000 and MEDC 5360.

MEDC 5981 Integrated Studies in Media Literacy (3)

An in-depth study in the field of media literacy, students examine a variety of approaches to the discipline, as well as consider issues related to the field of media literacy. Students assume responsibility for a major project or paper. **Prerequisites**: MEDC 5000, MEDC 5310 and MEDC 5480.

MEDC 5985 Media Literacy Fieldwork (3)

This course provides students with the opportunity to apply media literacy principles through fieldwork at one of a number of sites including schools, retirement centers, parent-teacher organizations, and businesses. Under the direction of the instructor, students assume responsibility for program initiation, development, implementation, and evaluation. May be repeated once for credit, not to exceed 6 credit hours. **Prerequisites**: MEDC 5000, MEDC 5310, MEDC 5480 and permission of instructor.

MEDC 6000 Seminar in Media Communications (3)

In this course, students create a capstone research project. Students are expected to synthesize and integrate the learning experiences acquired in the curriculum and to evaluate current media communications research topics relative to a particular area of interest. Students should seek to add to the body of

media communications knowledge with all capstone research projects. Papers used in previous courses cannot be resubmitted or repackaged in order to meet the requirements of this course. However, it is acceptable to continue researching ideas which students may have pursued during their degree program, building on them to complete the large, comprehensive paper required in this capstone course. Students are encouraged to have their capstone research project topics approved prior to the start of class. **Prerequisite**: Completion of all other graduate courses in program. This should be the last course taken before graduation. Any exceptions must be approved prior to registration by submitting a program option request to be signed by the director of Graduate Studies and the dean of the School of Communications.

MEDC 6250 Thesis Project in Media Communications (3-6)

The student synthesizes and integrates the learning experiences from all previous media communciatons courses and researches a specific topic to complete a thesis project relevant to the student's media communications major. The student must submit a written project proposal. **Prerequisites**: Completion of all other graduate courses and approval of written project proposal by the chair of the communications and journalism department and the dean of the School of Communications. The written project proposal must follow current thesis guidelines and include appropriate graduate thesis forms.

MIGR - Migration, Climate Change and the Environment

MIGR 5000 Introduction to Contemporary Migration Studies and Practice (3)

This course is designed to provide students with a lively, up to date and comprehensive introduction to contemporary international migration studies. It will cover theories and practice, legal approaches and human centered ones, historical developments and future projections, through exploring case studies from around the world.

MIGR 5100 Research Methods and Perspectives (3)

Students are introduced to skills, methodological issues and bibliographic resources, which enhance their ability to critically evaluate and conduct research in the field of migration, climate change and the environment. **Prerequisite**: Permission from the instructor required for students not enrolled in the MA in migration, climate change and the environment.

MIGR 5400 International Migration Law (3)

This course is designed to help students to understand the role of international law in the complex and ambiguous field of migration. There is no single source for the international law governing migration. The current framework is scattered throughout a wide array of rules belonging to numerous fields of international law, including refugee law, human rights law, humanitarian law, labor law, trade law, maritime law, criminal law and consular law.

MIGR 5500 International Environmental Law (3)

This course will offer an overview of the main current principles, standards and practices related to international environmental law. The relationship between international environmental law and other areas of international law, including human rights, migration law and international humanitarian law, will also be examined. Case studies from judicial and non-judicial dispute settlement mechanisms will be used to illustrate the challenges and opportunities in the protection of environmental human rights.

MIGR 5580 Migration and Health (3)

This course offers the participants the possibility to develop their knowledge and understand health issues linked with migration internally and internationally. Diverse theoretical, research and practical dimension to human sciences, nursing, medicine, sociology, psychology, history, economics, education and philosophy of science will be explored, analyzed and synthesized as part of a student's project. Emphasis will be on situational awareness. Students will study specific migration situations and health issues: concerning uncertainty, finding shelters, obstacles, resilience regarding remoteness; identity loss; embrittlement, stigmatization and unburdening. Published official reports will be studied. Visits to international organizations such as the WHO, the International Labor Organization and the UNHCR will be organized. Healthcare field research in the local area will be conducted.

MIGR 5600 Migration, Climate Change and the Environment (3)

This course analyzes how environmental pull and push factors impact contemporary migration dynamics around the world. It provides students with the most recent research findings and policy developments on the topic, while critically assessing and questioning available methodologies, evidence and projections.

MIGR 6250 Thesis (6)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department website. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed. **Prerequisite**: Completion of 30 credit hours including MIGR 5100.

MIGR 6900 University Thesis Requirements (0)

Required of all MA students completing a thesis project. All theses must follow university and departmental guidelines and be deposited in the University library. Recognizes successful completion of all thesis requirements. **Prerequisite**: Completion of 30 credit hours including MIGR 5100.

MNGT - Management

MNGT 5000 Management (3)

This course introduces the principles of management and leadership by engaging the four primary managerial functions of planning, organizing, leading and controlling. Students learn to conduct environmental analysis, analyze strategy, structures and governance utilized by managers for creating effective and efficient organizations. There is an additional course fee of $30.

MNGT 5300 American Business and Management (3)

The international student is introduced to the language and terminology of business and management in the United States. Students examine the fundamental concepts and practices of American business and management and the social, economic, and political implications in the application of these concepts.

Note: This course is for students who have satisfactorily completed English as a Second Language.

MNGT 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in management. The professional seminar supplements the core and elective courses in the area of management by focusing on issues of current and special interest. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation. This course may not be completed by directed study. (Note: WSBT 5000 is not considered a seminar course.)

MNGT 5590 Organizational Behavior (3)

This course introduces students to the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

MNGT 5650 Management and Strategy (3)

Strategic management refers to long-term resource allocation decisions either in pursuit of competitive advantage or pressing the current advantage at the right time. This course teaches students how to analyze an industry to understand profit potential. This course teaches how to conduct an internal analysis to understand relative competitive strength. The course provides hands-on experience in decision-making using the Capstone Simulation. There is an additional course fee of $99. **Prerequisites**: BUSN 5200 and MNGT 5000.

MNGT 5670 Managerial Leadership (3)

Organizational leadership is the process of influencing other people to achieve organizational goals. This leadership course reviews and builds upon the basic knowledge of leadership provided in an introduction to organizational behavior course by expanding the scope and depth of the student's knowledge of leadership theories, by providing practice in basic leadership skills, and by developing the student's self-knowledge of his or her preferred leadership styles.

MNGT 5710 Cross Cultural Management (3)

Culture's influence on attitudinal and behavioral differences that arise in international and domestic business is examined. Course considers various organizational models designed to address cultural differences at the interpersonal, intergroup, and cross-national levels.

MNGT 5870 Issues in Management (3)

Current issues in management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Total Quality Management, self-directed work teams, workplace innovation are recent examples. May be repeated for credit if content differs.

MNGT 5910 Ethical and Legal Issues in Management (3)

Students examine current topics in the areas of law, regulatory controls, and ethical issues. Discussions focus on the implications of these legal situations in management.

MNGT 5950 The Woman Manager (3)

Students examine the role of women in modern industrial society. Emphasis is placed on the particular difficulty women experience in assuming managerial roles in a predominantly male enterprise. Course content focuses on the managerial tools women managers may use to control their organizations.

MNGT 5960 Corporate Budgeting and Control (3)

The student examines the method by which modern American business looks at the future and marshals its financial resources to cope with change. Course content focuses on the development of forecasting techniques, planning strategies, and the creative use of budgeting.

MNGT 5990 Corporate Responsibility and Society (3)

In this course students evaluate the role of business in society and the demands managers face in maintaining moral integrity while fulfilling their obligations as agents of organizations and firms. Special emphasis is placed on ethical issues confronted by middle managers, as well as strategic implications of corporate responsibility.

MNGT 6000 Integrated Studies in Management (3)

In this capstone course, the student is expected to analyze, synthesize and integrate the conceptual and theoretical knowledge based around the four program learning outcomes using a case study. The emphasis in on the application of theoretical and conceptual material found in management, leadership, strategy and problem-solving frameworks. **Prerequisites**: MNGT 5000, MNGT 5590, MNGT 5670, MNGT 5650, BUSN 5200, HRMG 5000 and HRDV 5630.

MNGT 6250 Thesis (6)

The student completes a management thesis project under the supervision of a faculty thesis supervisor and one other faculty member. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department website. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed. **Prerequisites**: Completion of all core course requirements for their major, as well as any specific prerequisite course specified for the thesis course. A thesis may not be substituted for any core course or for any capstone course requirement for the student's field of study.

MNGT 6500 Management Internship (3)

This course is designed to enhance the graduate management curriculum. Along with a faculty internship coordinator, students play an instrumental role in creating an experience that blends coursework knowledge with practical knowledge by working with a host organization under the supervision of a qualified professional. All work performed for the purpose of satisfying the requirements of the internship program must in some way relate the field of management.

MNGT 9950 Travel Course-Issues in Management (3)

Current issues in management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Total Quality Management, self-directed work teams, workplace innovation are recent examples. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

MRKT - Marketing

MRKT 5000 Foundations of Marketing Strategic Thinking (3)

This survey course is an applied-based introduction to the process of strategic decision-making within the marketing functions of an organization. The goal of this course is to assist students in advancing their ability to determine and employ effective goals, strategies and tactics which create (i.e. market oriented) and capture (i.e. organization oriented) value. The course topics include: market sensing; marketing strategy; buyer/consumer behavior; segmentation, targeting and competitive positioning; market mix goals, strategies and tactics. There is an additional course fee of $50.

MRKT 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in marketing. The professional seminar supplements the core and elective courses in the area of marketing by focusing on issues of current and special interest. This course may not be completed as directed study. May be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation.

MRKT 5520 Consumer Behavior (3)

The course includes an analysis of consumer motivation, buyer behavior and perceptions, market adjustment, and product innovation relative to current theories of consumer market behavior and product reactions. Communication vehicles necessary to target specific marketing strategies to address unique consumer buying behavior traits are an integral part of this course. **Prerequisite**: MRKT 5000.

MRKT 5550 Sales Management (3)

This course is designed to help the students become familiar with the theory, concepts, terminology, and problem-solving techniques used in sales and how sales are an important part of the overall promotion plan. In addition, the student will be given insight into how a successful salesperson communicates, including an analysis of consumer buying behavior. **Prerequisite**: MRKT 5000.

MRKT 5570 Marketing in Electronic Commerce (3)

This course will focus on the strategy involved to market products and services in the age of electronic commerce. Specific emphasis will be placed upon understanding the paradigm shift that the internet has created in business and marketing's role in that shift. Both consumer and business-to-business applications will be discussed as well as topics such as website functionality, search engine optimization, and the use of social media.

MRKT 5610 Marketing Channel Management (3)

The student studies distribution processes and institutional structures as subsystems of marketing strategy. Focus is on channel structure, product assortment considerations, promotional activities, pricing strategies, and physical logistics necessary to achieve channel objectives. Governmental, economic, and competitive aspects affecting channel management are included. **Prerequisite**: MRKT 5000.

MRKT 5690 Pricing Strategies (3)

Students study pricing theory in-depth as it applies to marketing strategy decisions. This course includes study of the impact of pricing decisions on income statement performance, gross margins, contribution margin results, and price changes on profitability. **Prerequisite**: MRKT 5000.

MRKT 5720 Promotional Management (3)

Students examine the use of all available promotional vehicles to communicate to potential customers the messages that support the objectives of the marketing plan. Each of the four elements of the promotion mix is covered: advertising, publicity, sales promotion, and personal selling. Specific focus is applied to building differentiated value perceptions in the customers in relation to competitors' products. **Prerequisite**: MRKT 5000.

MRKT 5730 International Marketing (3)

Students are exposed to several aspects of international marketing. This includes the international marketing environment and the international marketing mix--product, pricing, distribution, promotion--as well as emerging issues in international trade such as trading blocs, trade barriers, and standardization/adaptation. **Prerequisite**: MRKT 5000 or permission of the instructor.

MRKT 5740 Management of Digital Marketing (3)

This course examines the management of digital marketing including strategy, implementation and executional considerations. Participants will acquire the fundamental knowledge of how to formulate an integrated digital marketing plan through a combination of lecture, case studies, and course projects. **Prerequisite**: MRKT 5000.

MRKT 5750 Management of Social Media (3)

Students examine tactical and strategic processes necessary for utilizing social media to engage customers and develop markets. Emphasis is placed on measuring and tracking effectiveness of social media marketing strategies. **Prerequisites**: MRKT 5000 and MRKT 5740.

MRKT 5790 Digital Marketing Strategy (3)

The course will allow students to strategically integrate the skills and knowledge from the prerequisite courses (listed below). This will be accomplished through a combination of lecture, case studies, and course projects. Successful students will complete the course with a comprehensive knowledge of and experience with how to develop an integrated digital marketing strategy from formulation to implementation. **Prerequisites**: MRKT 5740, MRKT 5750 and MRKT 5895.

MRKT 5850 Marketing Research (3)

Students examine the application of research in gathering and analyzing information to forecast and control marketing activities. Problem formulation, procedures of research techniques, and application of tools and models to improve marketing decisions are covered in depth. This course includes a statistics component. Emphasis is given to acquiring and analyzing marketing information, understanding primary and secondary sources of information, and survey research techniques. Attention is given to improve techniques and criteria for identifying and selecting markets, and the usefulness of marketing data is evaluated. This course is presented from a viewpoint of a consumer of marketing research, rather than a practitioner of marketing research. **Prerequisites**: MRKT 5000, MRKT 5890 or BUSN 5760.

MRKT 5890 Marketing Statistics (3)

The student examines the application of statistical analysis to marketing decisions. Descriptive statistics, probability theory, sampling theory, statistical inference, and techniques of statistical analysis are included, especially as they apply to real-life marketing decisions in business. MBA students should take MRKT 5890. Students who have completed BUSN 5760 may not enroll in MRKT 5890. MBA students who are taking an emphasis in marketing and who take BUSN 5760 can substitute that course for MRKT 5890. **Prerequisite**: MRKT 5000.

Course Descriptions

MRKT 5895 Marketing Analytics (3)

The overarching purpose of this course is to convey the benefits of a systematic and analytical approach to marketing decision-making. Further, students will learn to build skills, acquire knowledge and develop attributes necessary to undertaking such marketing analyses. This course will prepare individuals who (1) appreciate the importance of competitive advantages leveraged by analytics: (2) understand the existence of the tools, the advantages and limitations of each tool; and (3) can apply these tools, interpret the input and communicate the output from these tools and models and apply them to assist business decisions. **Prerequisites**: MRKT 5000 or equivalent and BUSN 5760 or MRKT 5890.

MRKT 5960 Marketing Management (3)

The student examines the life cycle management of a product from inception to the point where it is no longer offered. Specific topics covered in the course include the product development cycle, product assortment decisions, branding, pricing, and others that make up the marketing mix and that are dynamic throughout the product life cycle. Specific emphasis is placed on identifying marketing problems, investigating alternative solutions, and rendering appropriate strategies and decisions. Techniques associated with situational analysis of problems are stressed. **Prerequisites**: At least four courses (12 credit hours) from the MS in marketing program must be completed with a B- or better.

MRKT 5990 Strategic Market Planning (3)

This course is designed to develop the student's ability to effectively assemble an entire strategic and tactical market plan. The student prepares strategic and tactical market plans for a consumer product, an industrial product, and a specific service. The entire concept of marketing is employed in this course, relating to the three basic areas of marketing applications: consumer goods, industrial goods, and services. The specific differences between strategic and tactical planning are covered in depth. This course stresses market planning rather than problem solving. **Prerequisite**: MRKT 5960.

MRKT 6000 Integrated Studies in Marketing (3)

The student is expected to synthesize and integrate the learning experiences acquired in marketing and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. **Prerequisite**: Completion of all other required courses in this major.

MRKT 6250 Thesis (6)

The student completes a marketing thesis project under the supervision of a faculty thesis supervisor and one other faculty member. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department website. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed. **Prerequisites**: Completion of all core course requirements for their major, as well as any specific prerequisite course specified for the thesis course. A thesis may not be substituted for any core course or for any capstone course requirement for the student's field of study.

MRKT 6500 Marketing Internship (1-6)

This course is designed to enhance the graduate marketing curriculum. Along with a faculty internship coordinator, students play an instrumental role in creating an experience that blends coursework knowledge with practical knowledge by working with a host organization under the supervision of a qualified professional.

All work performed for the purpose of satisfying the requirements of the internship program must in some way relate to the field of marketing.

MRKT 9950 Travel Course-Issues in Marketing (3)

Current and significant issues in marketing are examined. Course content focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

MTHC - Mathematics for Educators

MTHC 5230 Discrete Mathematics (3)

This course covers mathematical structures pertinent to an understanding of computers, including graphs, Boolean algebra, and finite state machines.

MTHC 5250 Vector Geometry (3)

Basic concepts pertaining to vectors in the plane are developed. Proofs of theorems of plane geometry, using a synthetic approach, an analytic approach, and a vector approach are compared. The class introduces vector spaces.

MTHC 5260 Algebra for Secondary Teachers (3)

Students examine and extend topics in secondary school algebra. Techniques and materials for teaching algebra are also discussed.

MTHC 5280 Calculus for Teachers (3)

The course reviews the basic concepts of differential and integral calculus, with special focus on central ideas, theory, and applications. Computers and/or graphing calculators are used to help investigate ideas. Students enrolling in this course are assumed to have completed the undergraduate calculus sequence with grades of B or higher.

MTHC 5300 History of Mathematics (3)

This course is based on selected readings that examine the history and philosophy of mathematics. An important goal is to provide students with a perspective on the relationship between mathematics and culture as well as an insight into how and why mathematical ideas have evolved. May be repeated for credit if content differs.

MTHC 5310 Geometry for Secondary Teachers (3)

This course deals with areas of geometry relevant to high school teachers. Content varies according to the interests of the faculty and students. May be repeated for credit if content differs.

MTHC 5320 Topics in Mathematics (3)

Typically this course introduces areas of mathematics not covered in other courses. Content depends upon the interests of the faculty and students. May be repeated for credit if content differs.

MTHC 5330 Probability (3)

Participants study probability on finite sample spaces along with applications to gambling and game theory.

MTHC 5350 Logic (3)

This course includes propositional and predicate logic, with the objective of increasing students' understanding of what constitutes

valid reasoning, as well as increasing their ability to express formal mathematical arguments.

MTHC 5360 Algebraic Structures (3)

Students examine the algebra of various mathematical structures with the goal of gaining a broader and more sophisticated understanding of ordinary algebra. Relevant theory is developed.

MTHC 5370 Linear Algebra (3)

Concepts and techniques of linear algebra are developed.

MTHC 5390 Statistics (3)

This course covers the basic concepts (including applications) of the binomial and normal distributions, the chi-square test, analysis of variance, and nonparametric statistics. Emphasis is placed on educational applications as well as the abuses and misuses of statistical ideas. Computers and/or graphing calculators are used to investigate ideas.

MTHC 5430 The Real Number System (3)

The course covers the algebraic and topological properties of the real number system and several of its subfields and subrings.

MTHC 5450 Topics in Number Theory (3)

This course covers selected topics in number theory, such as modular systems, quadratic reciprocity, number-theoretic functions, Pythagorean Triples, and perfect numbers. Specific topics to be determined by instructor. Relevant theory will be developed.

MTHC 5480 Problem-Solving Strategies in Mathematics (3)

The primary objective of this course is to help students develop reasoning strategies that are powerful tools in solving problems.

MTHC 5500 Studies in Mathematics (1-6)

Courses in this category are offered on an irregular basis. May be repeated for credit if content differs.

MTHC 5900 Final Reflections (0)

All math students are required to register for this zero-credit hour course during their penultimate semester. Students write an essay describing how they have changed as a result of their participation in the math program. For specific guidelines see the math coordinator. This course is graded on a credit/no credit basis only.

MTHC 5995 Independent Study (1-6)

Students with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. In no case may an independent study be set up when an existing course already covers the subject. May be repeated for credit if content differs.

MUSC - Music

MUSC 4010 Composition (1-3)

For students contemplating composition and related activities as occupations. Each student develops content in consultation with the instructor. May be repeated for credit. **Prerequisite**: MUSC 3010 or permission of the instructor.

MUSC 4030 Eighteenth-Century Counterpoint (3)

Practical study of counterpoint as used in the works of Bach. Includes study of the invention, chorale prelude and fugue, and extensive analysis of the music of the period. **Prerequisite**: MUSC 2020.

MUSC 4040 Music of the Twentieth Century (3)

A historical survey from Debussy, Ives, Stravinsky, and Schoenberg to Bartók, Cage, Babbitt, and Glass. Involves musical analysis of works involving twentieth-century tonality, modality, the 12-tone method, set theory, microtonality, and aleatoric elements. **Prerequisites**: MUSC 2020 and MUSC 2040 or permission of instructor.

MUSC 4070 Choral Arranging (2)

Covers arranging for choral ensembles of various voice groupings and abilities. Projects may include arrangements of folk songs, simplification or re-voicing of previously composed choral music, adapting choral parts to accommodate boys' changing voices, limited ranges, and other exigencies. **Prerequisite**: MUSC 2020.

MUSC 4080 Secondary Choral Methods and Literature (3)

This course is designed to help prepare the prospective music educator with the essential musical knowledge, teaching skills, and values necessary to provide a meaningful choral experience for his or her students. **Prerequisite**: MUSC 3410 or permission of the instructor.

MUSC 4120 Piano Accompanying (2)

Designed primarily for piano majors. Teaches the specific skills required for accompanying. Emphasizes art song literature, but also includes operatic and instrumental music. **Prerequisite**: Permission of the instructor.

MUSC 4140 Lyric Diction (2)

Focuses on the correct pronunciation of foreign language sounds using the International Phonetic Alphabet. **Prerequisite**: Students must be voice majors of junior or senior status.

MUSC 4150 The Art Song (3)

Solo art songs of the nineteenth and twentieth centuries are studied and performed, with emphasis on works by German, French, and American composers. Studies include analysis of style and idea in music and poetry, and the art of programming the song recital. **Prerequisites**: Music major and junior or senior standing.

MUSC 4160 Operatic Literature (3)

Studies important works from 400 years of operatic history, including Monteverdi through Glass. The history of operatic style is studied as are the development of recitative, aria, ensembles, and other aspects of operatic form. **Prerequisites**: MUSC 2020 and MUSC 2040.

MUSC 4170 Piano Literature I (2)

Designed primarily for junior or senior piano majors. A survey of the standard keyboard literature for piano. Style analysis, performance-practice problems, and editions are emphasized. **Prerequisite**: Permission of the instructor.

MUSC 4175 Piano Literature II (2)

Continues MUSC 4170. **Prerequisite**: MUSC 4170.

MUSC 4180 Piano Literature III (2)

Continues MUSC 4175. **Prerequisites**: MUSC 4170 and MUSC 4175.

MUSC 4185 Piano in Chamber Music Literature (3)

A survey of the chamber music keyboard literature. Style analysis, performance-practice problems, and editions are emphasized. **Prerequisite**: Permission of the instructor.

MUSC 4190 Orchestral Literature (3)

Examines the development of orchestral literature from the eighteenth century to the present. Study topics include sonata form, instrumentation, the concerto, the tone poem, and so forth. Major works from Haydn, Mozart, Beethoven, the German Romantic composers, and twentieth century composers such as Bartok, Hindemith, Schoenberg, Schwantner, Shostakovich, and Stravinsky will be covered. **Prerequisite**: MUSC 2040.

MUSC 4220 Instrumental Music Methods (3)

Teaching and administering the instrumental music program, grades 5-12, with emphasis placed on philosophy, facilities/ equipment management, ensemble development (concert band/wind ensemble, orchestra, marching band, and chamber ensembles), and appropriate repertoire and methodology for technical and musical growth. **Prerequisite**: Two semesters of MUSC 2120.

MUSC 4250 Voice Pedagogy I (2)

Studies the human voice and its registers, classification of voices, methods of practicing, analysis, style, and selection of literature. **Prerequisite**: Junior or senior voice student or permission of the instructor.

MUSC 4255 Voice Pedagogy II (2)

Students enrolled in the Voice Pedagogy courses study the human voice through reading, writing, listening, and class discussion. **Prerequisite**: MUSC 4250.

MUSC 4260 Piano Pedagogy I (3)

Examines teaching materials from beginning through intermediate levels. Students gain supervised teaching experience. **Prerequisite**: Junior or senior piano student or permission of the instructor.

MUSC 4270 Piano Pedagogy II (1)

Continues MUSC 4260. **Prerequisite**: MUSC 4260.

MUSC 4320 Jazz Education Methods (2)

A survey of pedagogical techniques, conducting, and teaching materials for the development of the middle school and high school instrumental and vocal jazz program. **Prerequisite**: Permission of the instructor.

MUSC 4340 Jazz Scoring and Arranging I (3)

Covers scoring and arranging for jazz ensembles of various sizes, from combo to jazz orchestra. Material covered includes melodic and rhythmic variation, reharmonization and voicing techniques, jazz instrumentation and orchestration, elements of form, and score and part preparation. **Prerequisites**: MUSC 1380 and MUSC 2020.

MUSC 4350 Jazz Scoring and Arranging II (3)

Continues MUSC 4340. **Prerequisite**: MUSC 4340.

MUSC 4360 The Working Musician (3)

Examines aspects of contracts, auditions, copyright, publishing, license (BMI, ASCAP, SESAC), union issues, promotion-marketing, taxes, grant applications, non profit organizations and foundations, exploration of careers in the music industry: entertainment law, retail, marketing, recording industry, arts management, self employment as a free lance musician (business owner, recording studio musician, teacher, composer, conductor, and so forth). **Prerequisite**: BUSN 3700 or permission of the instructor.

MUSC 4370 Marketing for Musicians (3)

Examines aspects of image building, promotion kits (letterhead, internet site, photography, video/audio discs (repertoire, recording, art work, copyright, licensing, promotion, sales, reviews, etc), working with a publicist, advertising agency, manager and/or agent, audience connections (targeting educational residencies, seminars, and conventions), contracts, auditions, professional organizations and memberships. **Prerequisite**: MUSC 4360 or permission of the instructor.

MUSC 4700 Advanced Topics in Music (2-3)

A capstone course synthesizing various aspects of music history, theory, performance practice, and/or vernacular and world music traditions. **Prerequisites**: MUSC 2040; junior standing or permission of the instructor.

MUSC 4800 Advanced Topics (2-3)

Course content varies each semester. See current course description book for subject matter for a particular semester. Credit may be in music history, music theory, music business, or music education. May be repeated for credit. **Prerequisites**: MUSC 2020 and senior standing.

MUSC 4900 Webster University Chorale (1)

This choir is open to undergraduate singers in the University community. The Chorale performs a variety of choral literature representing many periods and styles, sometimes in cooperation with other Webster choirs. May be repeated for credit. **Prerequisite**: Audition or permission of the instructor.

MUSC 4910 Webster University Chamber Singers (1)

This select chamber choir is open to all students by audition. The Chamber Singers perform a cappella and accompanied choral masterpieces from the Renaissance to the present, sometimes in cooperation with other Webster choirs. May be repeated for credit. **Prerequisite**: Audition.

MUSC 4920 Webster University Aurelia (1)

This choir is open to undergraduate and graduate students in the University community. Aurelia performs a variety of choral literature for treble voices, representing many periods and styles, sometimes in cooperation with other Webster choirs. Treble voices only. May be repeated for credit. **Prerequisite**: Audition or permission of the instructor.

MUSC 4940 Webster University Orchestra (1)

The Webster University Orchestra is comprised of student musicians, faculty members, and community members. The orchestra presents five to six concerts each year with repertoire from chamber orchestra to full symphonic settings. May be repeated for credit. **Prerequisite**: Audition. Instrumental majors who do not qualify will be placed in other instrumental ensembles.

MUSC 4950 Webster University Chamber Music Ensembles (1)

The Department of Music offers numerous smaller ensembles, including New Music Ensemble, Guitar Ensemble, String Quartet, Sax Ensemble, Woodwind Quintet, and the like. Enrollment in each of these ensembles is by permission of the appropriate instructor. Additional information is available from the Department of Music.

MUSC 4955 Webster University Jazz Singers (1)

A select vocal jazz ensemble focusing on jazz charts for mixed voices. Emphasis is placed on improving vocal technique, ensemble singing, development of improvisational skills, an ongoing emphasis in building sight reading, overall musicianship skills, improvisation and the study, listening and performance of vocal jazz styles and vocal jazz choral repertoire. **Prerequisite**: Permission of the instructor.

MUSC 4960 Webster University Jazz Ensembles (1-2)

The Jazz Ensembles are combos of three to eight members that offer a practical approach to jazz styles and improvisation through rehearsals. The Jazz Ensembles perform a wide range of music from the past 100 years on weekly Monday afternoon recitals as well as public concerts each semester. May be repeated for credit. **Prerequisite**: Audition.

MUSC 4970 Webster University Jazz Collective (1)

The Jazz Collective is a large ensemble that performs literature from all style periods of jazz, with focus placed on works from after 1960. Emphasis is placed on developing skills in improvisation, stylistic awareness, reading, and ensemble interaction. The ensemble performs several concerts each semester. May be repeated for credit. **Prerequisite**: Audition.

MUSC 4980 Webster University Wind Ensemble (1)

The Wind Ensemble is open to all woodwind, brass, and percussion students. The ensemble is comprised of the brass ensemble, chamber winds, saxophone ensemble, and percussion ensemble, each of which is directed by a faculty specialist. These groups join together to form the Wind Ensemble. Emphasis is placed on literature that calls for one performer per part in works from the Renaissance through contemporary periods. The ensemble presents four concerts annually. May be repeated for credit. **Prerequisite**: Audition.

MUSC 4990 Webster University Opera Studio (1)

The Opera Studio is open by audition to all Webster voice students. The ensemble presents opera scenes and complete works from the Baroque through contemporary periods twice annually. The ensemble frequently works with renowned guest directors and conductors, and receives assistance from Repertory Theatre of St. Louis and Opera Theatre of St. Louis. May be repeated for credit. **Prerequisite**: Audition.

MUSC 5001 Applied Piano (2-4)

One hour-long lesson weekly on piano. For graduate students admitted to the Department of Music. May be repeated for credit. **Prerequisite**: Graduate standing.

MUSC 5002 Applied Voice (2-4)

One hour-long lesson weekly on voice. For graduate students admitted to the Department of Music. May be repeated for credit. **Prerequisite**: Graduate standing.

MUSC 5003 Applied Jazz (2-4)

One hour-long lesson weekly on a jazz instrument. For graduate students admitted to the Department of Music. May be repeated for credit. **Prerequisite**: Graduate standing.

MUSC 5004 Applied Instrument (2-4)

One hour-long lesson weekly on an orchestral instrument or guitar. For graduate students admitted to the Department of Music. May be repeated for credit. **Prerequisite**: Graduate standing.

MUSC 5005 Applied Organ (2-4)

One hour-long lesson weekly on organ. For graduate students admitted to the Department of Music. May be repeated for credit. **Prerequisite**: Graduate standing.

MUSC 5010 Composition (1-4)

Each student in consultation with the instructor develops the content for this advanced course in composition. This course may be repeated for credit. **Prerequisite**: Graduate standing.

MUSC 5100 Analytical Techniques I (3)

MUSC 5100 is the first of a two-semester course sequence that focuses on the analysis of traditional Western music dating from approximately 1650 to the present. In this semester, we will study analytical approaches that can be applied to Baroque, Classical and Romantic compositions. These analytical techniques include structural and formal approaches, Schenkerian analysis, motivic analysis, interdisciplinary approaches and ways to analyze musical ambiguity to provide a deeper understanding of music from the common practice period. **Prerequisite**: Graduate standing.

MUSC 5110 Analytical Techniques II (3)

MUSC 5110 is the continuation of a two-semester course sequence that focuses on the analysis of Western art music dating from approximately 1650 to the present. In this semester, we will study analytical approaches that can be applied to twentieth- and twenty-first-century compositions. This course will investigate current trends in music theory related to modes and collections, set theory, serialism, rhythmic analysis, and formal procedures, among other analytical approaches. **Prerequisite**: Graduate standing.

MUSC 5120 Seminar in Music Literature (3)

This course involves advanced study of special topics in the history of music from all periods (Medieval, Renaissance, Baroque, Classical, Romantic and Twentieth Century). **Prerequisite**: Graduate standing.

MUSC 5200 Independent Study (1-4)

MUSC 5230 Seminar in Music Business (2)

This seminar addresses the theoretical as well as practical processes of creating a career as a member of a professional ensemble, a free-lance musician, teacher, composer, or conductor. Topics covered could include creating professional work, organizing ensembles, publishing music and method books, and applying for arts grants. **Prerequisite**: Permission of the instructor.

MUSC 5320 Advanced Instrumental Conducting (1-4)

The student cultivates skills in conducting instruments and instruments with voices. The course includes studies in score reading, literature, score study, and other appropriate areas of general musicianship, depending on the individual needs of the student. May be repeated for credit. **Prerequisite**: Permission of the instructor.

MUSC 5330 Advanced Choral Conducting (1-4)

The student cultivates skills in conducting voices and voices with instruments. The course includes studies in literature, score reading, diction, and other appropriate areas of general musicianship, depending on the individual needs of the student. May be repeated for credit. **Prerequisite**: Permission of the instructor.

MUSC 5500 Music Education Workshops (1-6)

These seminars and courses supplement the core and elective courses in the music education area by focusing on topics of current and special interest, such as specific methods and techniques for music teaching. This course may not be completed by directed study. May be repeated for credit if content differs.

MUSC 5800 Advanced Studies in Music (1-6)

This course concentrates on advanced topics and may include scoring and arranging, pedagogy, history and literature, performance practices, or musical form. May be repeated for credit if content differs. **Prerequisite**: Graduate standing.

MUSC 5900 Supervised Apprenticeship (1-2)

The apprenticeship is a practicum in which a student serves in either a continuing position as a church musician or as an apprentice in a selected position. Supervision is by a Music Department faculty member. Emphasis is on practical experience in the following areas, as deemed appropriate by the supervisor: recruit and plan for, rehearse, and direct a church choir; play the organ for a variety of types of church services; develop and maintain special groups such as children's choirs and bell choirs; budget for and administer a church music program and library; work with the church staff in a collegial and efficient manner. Students are required to maintain a well-organized and comprehensive log during the practicum.

MUSC 6250 Thesis/Document in Music (2-4)

This course focuses on original research in special projects in the field of music. **Prerequisites**: Graduate standing in music and permission of the instructor.

NPLR - Nonprofit Leadership

NPLR 5000 Nonprofit Organizations (3)

This course provides an overview of the management functions relevant to nonprofit organizations, including legal structure, organizational design and behavior, communications, ethics, managing information systems, assembling and managing boards, as well as pro-gram design and implementation. The focus of the course is integration of theory and real-world application in nonprofit organizations.

NPLR 5010 Governance and Executive Leadership in Nonprofits (3)

The primary focus of this course is the need to develop a strong partnership between the Board and senior leadership in nonprofits. This course will examine contemporary governance theories for nonprofits, along with applications and case analysis of small and large nonprofit organizations. In addition, the role of the chief executive as supervisor, colleague, leader and visionary will be developed and examined.

NPLR 5020 Essentials of Marketing and Resource Development in Nonprofits (3)

This course will provide a comprehensive survey of the fundamentals and issues of marketing and resource development in the nonprofit sector. Coursework will emphasize the skills and techniques needed to develop innovative marketing plans that promote interest in the services, clients and products which comprise the focus of nonprofit organizations and that result in an overall organizational approach to resource development.

NPLR 5210 Social Enterprise and Social Entrepreneurship (3)

This course will provide an understanding of the specific skills, and knowledge required to lead and manage the revenue development process in today's social enterprise organizations. Through readings, discussion, and best practices, students will identify and examine related business revenue development and funding issues and methods with a goal of becoming a self-sustaining nonprofit or social entrepreneurial organization.

NPLR 5710 Contemporary Issues in Nonprofits (3)

Contemporary issues and trends facing today's nonprofit and social enterprises will be discussed and examined. The course focuses on existing theories and practices, as well as on new and emerging topics relevant to the field. May be repeated for credit if content differs.

NPLR 5810 Alliances, Partnerships and Mergers Among Nonprofits (3)

This course will provide both theory and real-world applications relevant to formation of alliances, partnerships, and mergers, in nonprofit organizations in today's "new normal" economic environment. Students will also examine the similarities and differences of alliances and mergers in the two sectors for-profit and nonprofit through readings, case studies and guest lecturers.

NPLR 5910 Planning, Implementation, and Evaluation in Nonprofits (3)

This course focuses on the various planning, implementation, and evidence-based program evaluation processes in nonprofit organizations. Students will integrate these processes into a course project ("nonprofit implementation and assessment" plan). **Prerequisites**: Students must complete NPLR 5000, NPLR 5010, NPLR 5020, NPLR 5210 and BUSN 5210 prior to enrolling in this course, or with permission of the instructor.

NPLR 6210 Integrated Studies in Nonprofit Leadership (3)

In this capstone course, the student is expected to synthesize and integrate the conceptual and theoretical knowledge and understanding acquired in the curriculum by use of live and written case study analysis, a research project, or nonprofit business plan. The emphasis is on the student's development of written analytic material that can be utilized for program assessment as well as individual student assessment. **Prerequisite**: Completion of all other required courses in the major.

NPRO - New Media Production

NPRO 5000 New Media Tools (3)

This course will provide an overview of new and emerging media for students. As digital platforms are dynamic and in flux, the introduction of key and fundamental digital platforms may shift, however, important online and social media platforms for media projects will be introduced as part of this course. This course will explore which platforms are best for multimedia presentations on the web and in social media and introduce students to the best strategies in employing these platforms. The course will stress application of analytical thinking to the challenges posed by the modern and dynamic digital media environment.

NPRO 5100 Written Storytelling (3)

This course helps students develop several styles of nonfiction video scriptwriting for storytelling across platforms. The course will apply to both traditional media (radio, television, films) and also to emerging media structures (webisodes and the use of multimedia on social media platforms). **Prerequisite**: NPRO 5000.

NPRO 5200 Audio Storytelling (3)

In this course, students will learn to tell stories through the creation and manipulation of verbal and nonverbal audio elements. Students will create audio essays, sound portraits and audio mini-documentaries. The course combines theory and practice. **Prerequisite**: NPRO 5000.

NPRO 5300 Visual Storytelling (3)

This course will stress visual strategies for storytelling. The course will include static images, digital slideshows and videography. The course will cover visual strategies as techniques to creating both short-form and long-form productions. Students will learn techniques that are applicable to documentary films, photojournalism, television, and multimedia projects. **Prerequisite**: NPRO 5100.

NPRO 5650 Special Topics in New Media Production (3-6)

This course addresses current and significant issues in interactive media and interactive communications. The course focuses on existing theories and practices, with emphasis on new and emerging topics and technologies in this field. May be repeated once for credit if content differs, not to exceed 6 credit hours. **Prerequisites**: NPRO 5000 and MEDC 5600 recommended.

NPRO 5900 New Media Project Production (3)

This course will stress the research and production of stories on multimedia platforms. The student will create a series of multimedia projects in the course that are integral to a theme picked by the student with the consultation of the instructor. Students will use research techniques to improve the planning of large multimedia projects. Students will advance their knowledge of how best to use multimedia in a multiplatform digital environment while researching and producing stories. **Prerequisites**: NPRO 5000 and NPRO 5300.

NPRO 6000 New Media Thesis Project (6)

This course challenges the student to demonstrate a synthesis of all previous course work in the creation of a capstone project. This capstone project will demonstrate the student's mastery of various multimedia techniques. The student will research and create a written proposal for this capstone project and then produce that project during the course. The outcome for this course should be a portfolio-quality multimedia work or works that can be displayed in a multiplatform environment. **Prerequisite**: All other core courses in the MA must be completed and with the permission of the program facilitator.

NTSC - National Security

NTSC 5000 Introduction to National Security Studies (3)

This course introduces students to the primary actors and institutions involved in national security as well as the ideas, concepts, theories and practices in the field of national security 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 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 the research methods, knowledge and skills from the entire program, students will produce a research product informed by scholarship and practice in the field that accurately assesses a national security issue and recommends a logical course of action. **Prerequisites**: NTSC 5000, NTSC 5100 and completion of 30 credit hours.

NTSC 6250 Thesis in National Security Studies (3)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the departmental website. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposal to be submitted before the 24th credit hour is completed. **Prerequisites**: NTSC 5000, NTSC 5100 and completion of 30 credit hours.

NURN - Nursing

NURN 5005 Collaboration and Communication (3)

This course focuses on the effective communication and collaboration skills of the master's prepared nurse as a member and leader of interprofessional teams. A variety of communication modes including oral, written and emergency technologies are practiced. May be repeated once for credit.

NURN 5050 Policy and Politics in Nursing (3)

This course examines policy within the health care arena focusing on the policymaking process; the organization, delivery, and financing of healthcare; and the nurse's role in advocacy. Conceptual models clarify aspects of policy problems suggesting explanations for decisions and consequences. Political advocacy and the health policy change process will be explored at the local, state, national, and global level. This course reviews principles of health care economics affecting health policy.

NURN 5210 Strategies to Facilitate Learning (3)

This course is designed to explore a variety of teaching methods used by nurse educators/leaders to facilitate learning. Learning theories and principles of adult learning to achieve outcomes are examined. Use of technology to facilitate learning is integrated throughout the course. Students develop, implement and evaluate a plan for teaching a defined target audience.

NURN 5220 Curriculum Development and Evaluation (3)

Curriculum design, development, and evaluation are explored. Students examine the philosophical and theoretical bases for curriculum. The influence of nursing and health care trends and community/societal needs on curriculum is discussed. Students design a sample curriculum component, program evaluation, and outcome criteria to evaluate student achievement.

NURN 5230 Practicum in the Nurse Educator Role I (3)

This practicum course explores the role of the nurse educator in healthcare and educational settings. Students synthesize knowledge attained in the MSN program courses in collaboration with faculty and preceptors. **Prerequisites**: NURN 5210 and NURN 5220, or permission of the instructor.

NURN 5240 Practicum in the Nurse Educator Role II (3)

This practicum course builds on practicum I and further explores the multifaceted role of the nurse educator in healthcare and educational settings. Students design, implement and evaluate teaching experiences at a practicum site. **Prerequisites**: NURN 5210 and NURN 5230.

NURN 5340 Population Health (3)

This course summarizes the theoretical basis of health promotion and disease prevention. Emerging global health issues are explored. Principles of program planning, implementation and evaluation are discussed. Students develop culturally relevant health promotion plan for a selected population, which includes an extensive windshield survey and stakeholder interviews. The role of the MSN nurse in population health is examined.

NURN 5360 Organization and Systems Leadership (3)

This course provides the student with a theoretical foundation of organization and systems leadership within complex health care settings. Leadership skills necessary for promoting high quality care, safe patient care, improving outcomes, and leading change are explored. Communication and collaboration and critical decision making will be examined across organizations and systems and as a part of interprofessional teams.

NURN 5370 Quality and Safety in Health Care (3)

This course integrates knowledge of quality care, safety measures and standards to examine processes to minimize risk to patients, employees, organizations and systems. Competencies related to quality and safety are studied. Strategies to build a just culture of safety and quality are explored.

NURN 5380 Pathophysiology and Application 1 (3)

In this course, students explore the assessment, pathophysiology and interventions, including pharmacological, for common disorders of the cardiovascular, respiratory, renal and musculoskeletal systems; as well as genetic diseases and cancer. Variations in disease occurrence, onset, signs/symptoms and interventions due to age, gender, race, genetics and other variables are examined. Application of clinical reasoning skills, current evidence based practice, treatment and prevention is emphasized. Students develop and implement a lesson plan for teaching assessment, pathophysiology and interventions of a specific disease/disorder.

NURN 5390 Pathophysiology and Application 2 (3)

In this course, students explore the assessment, pathophysiology and interventions, including pharmacological, for common disorders of the nervous, immune, endocrine and reproductive systems. Variations in disease occurrence, onset, signs/symptoms and interventions due to age, gender, race, genetics and other variables are examined. Application of clinical reasoning skills, current evidence based practice, treatment and prevention is emphasized. Students develop and implement a lesson plan for teaching assessment, pathophysiology and interventions of a specific disease/disorder.

NURN 5420 Financial Issues for Nurse Leaders (3)

This course focuses on financial and strategic management important to nurse leaders. Emphasis is on the interpretation and application of financial information from a departmental or organizational strategic plan. Basic financial decision-making principles, the role of money and financial markets in the economy, financial statement analysis, and the budget process are examined. Criteria for allocating resources that optimize quality cost-effective care are explored.

NURN 5440 Practicum in Nurse Leader Role I (3)

This practicum course is designed to explore the role of nurse leader in health care organizations. Students synthesize knowledge attained in the MSN program courses to assess a practice gap and strategically plan a practice improvement project in collaboration with faculty and preceptors. **Prerequisites**: NURN 5360 and NURN 5420, or permission of the MSN coordinator.

NURN 5450 Practicum in the Nurse Leader Role II (3)

This practicum course builds on practicum I and further explores the role of nurse leader in health care organizations. Students implement and evaluate their practice improvement project in collaboration with faculty, preceptors and key stakeholders in the practicum environment. Students present their project and outcomes in a simulated boardroom in-class presentation. **Prerequisite**: NURN 5440 or permission of the MSN coordinator.

NURN 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in nursing. The professional seminar supplements the core or focus area courses by focusing on issues of current and special interest. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars to meet the credit-hour requirements for graduation.

NURN 5550 Translating Evidence to Practice (3)

The over-arching goal of this course is for students to gain core knowledge to apply evidence to practice. Students systematically explore and evaluate current nursing knowledge for scientific and clinical merit. Nursing practice issues are identified. Evidence is evaluated and synthesized. Models and strategies for implementation of evidence based practice are explored.

NURN 5990 Advanced Studies in Nursing (1-3)

Students with special interests or needs not met by existing curricula may request that a faculty member supervise a directed study. Content of the study and evaluation criteria are mutually decided upon by the student and faculty. This course may be repeated for credit if content differs. **Prerequisite**: Permission of the department chairperson.

ORDV - Organizational Development

ORDV 5000 Practicing Organizational Development (3)

To introduce experienced middle managers and other professionals to the theories, skill-sets, and interventions of change management and organization development (OD). The students will learn about the latest approaches and best practices and begin to experiment with interventions in their own organizations. This course constitutes the first course in a competency-based graduate certificate that will prepare managers to lead, execute, and evaluate change management and related interventions.

ORDV 5100 Change Leader Self-Mastery (3)

This course focuses on the student's self-awareness and self-understanding at the deep level required for change agents to be

effective. Managers who facilitate change methods and processes need to be aware of their management styles, personality profiles, and core interpersonal skills in order to learn how to leverage these with different stakeholder groups. This is personal work done by the individual, in a classroom, with the assistance of peers and instructors. The goal is to increase intra-personal insight and integration so that the change manager can face their blind-spots, build on their strengths, and behave with maximum agility in their change-related work roles. **Prerequisite**: ORDV 5000.

ORDV 5200 Organizational Development Consulting Practices (3)

This course is concerned with the dilemmas faced by the manager or change leader as they attempt to develop partner relationships with their employees and their stakeholders. Participants go beyond techniques to negotiate expectations, diagnose interpersonal dynamics, and continually deal with normal resistance to change. Participants will learn how to build stakeholder partnerships, create a safe climate for risk-taking, and effectively confront resistance. **Prerequisite**: ORDV 5000.

ORDV 5300 Data-Driven Approaches to Organizational Development (3)

This course provides core skills needed in data-driven change management and measurement. Data-driven action research entails systematically gathering either quantitative or qualitative data, or both, analyzing the themes and patterns in that data, feeding back a summary and analysis of that data in some participative form, and then taking action based on the results of that diagnosis and analysis. The purpose of the data-gathering, feedback, and discussion is the understanding of the organizational system and its dynamics so that model-driven, measurable changes can be implemented at the organization system and environmental levels. Organization surveys, multi-source feedback, focus groups and individual interviews, process observation and consultation, action learning, appreciative inquiry, and large scale interventions all fall within this framework. So do the change management aspects of more traditional work tools such as project management. The students are expected to participate in action learning exercises in the classroom and in change management activities in their own work place. In the process they learn how to think about the types of client data they will need, how they will process that data, and the skills and techniques needed to facilitate engaging dialogue and action planning with individuals, teams, and the members of the larger organizational system. Students learn the importance of measuring against goal performance. **Prerequisite**: ORDV 5000.

ORDV 5400 Designing, Building, and Leading Effective Teams (3)

To utilize teams effectively, attention must be pain to how and why teams are assembled, launched, managed and rewarded. This course is designed to immerse the student in these content areas. The course provides fundamental principles and methods required to create high functioning work, project, and problem-solving teams. Topics covered will include: moving from group to team; stages of team development; identifying the key competencies for successful team functioning; critical roles and responsibilities on a team; ensuring team productivity; aligning corporate culture with team culture; techniques for using a systematic problem-solving methodology; and troubleshooting common team problems. **Prerequisite**: ORDV 5000.

ORDV 5450 Managing Communication During Change (3)

The purpose of this course is to understand how organizations create, perpetuate, and encourage formal communication during times of change. Standard communication channels don't always work as intended. This course will cover the topic of communication in organizational change and development and how it is dealt with among business leaders, organizations, OD professionals, and management. **Prerequisite**: ORDV 5000.

ORDV 5600 Leveraging Diversity and Inclusion (3)

This course will prepare middle managers and others to influence and position their organizations to maximize employee engagement through diversity and inclusionary practices. To compete in a global environment, organizations must continually innovate and utilize the full potential of their workforce. In addition, given changing demographics, change leaders must be able to help their organization tap into the diversity that already exists. **Prerequisite**: ORDV 5000.

ORDV 5700 Designing and Facilitating Organizational Development Interventions (3)

To introduce experienced middle managers and other professionals to the basic facilitation tools required for change management and organization development practice. To provide significant opportunities to develop and practice process facilitation and workshop design competencies. **Prerequisite**: ORDV 5000.

ORDV 5800 Achieving Breakthrough Results (3)

This course provides a conceptual and pragmatic framework for students to understand three different levels of change: (1) developmental; (2) transitional; and (3) transformational change. It helps students to understand which consulting and leadership tools are required to bring about each type of change. The course further clarifies the ways in which transformational change differs significantly from developmental and transitional approaches, achieving breakthrough business results. Personal and leadership transformational practices are demonstrated as essential to the organizational development effort. **Prerequisite**: ORDV 5000.

ORDV 5900 Organizational Development in Emerging Situations (3)

This course focuses on the models and behaviors required to work with bottom-up, emergent responses to change in the context of a long-term change project. The organization is metaphorically conceived as a jazz ensemble; disciplined, creative, and improvisational. Students learn to create improvisational leader behaviors, which build on the organization dynamics that emerge. **Prerequisite**: ORDV 5000.

ORDV 5950 Organizational Development in a Global Context (3)

This course is designed to facilitate student awareness of the issues confronting the field of Organizational Development around the world. The course will provide an overview of the elements and trends related to all major aspects of global organizational development. Effects of the national culture on approaches to OD is an example. **Prerequisite**: ORDV 5000.

ORDV 6000 Capstone Project in Organizational Development (3)

This course is designed to integrate the theories, models, and skill-sets acquired during the course of the MA in organizational development. This is accomplished through an organizational development practicum project or an integrative course study. **Prerequisites**: Completion of all other required courses in the major.

PADM - Public Administration

PADM 5000 Public Administration (3)

This course examines the foundations of public administration through its history and current applications in the field, exploring both principles and problems. There is an additional course fee of $42.

PADM 5800 Public Management and Leadership (3)

This course examines the functions and responsibilities of management and leadership practices in public service organizations through the application of theories and behaviors on various stakeholders, including motivations for change and development.

PADM 5820 Public Research Design and Analysis (3)

This course examines methods in research design and anlysis of public policy and organizations, including the evaluation and application of credible information.

PADM 5830 Public Law and Ethics (3)

This course debates public service values both ethically and legally, including in decision making and professional responsibility.

PADM 5840 Public Budget and Finance (3)

This course analyzes public budgeting at all levels of government, including the relationship of the budget to fiscal policy and public finance practices and applications.

PADM 5850 Public Data Design and Analysis (3)

This course introduces foundational quantitative design and data analysis through applied descriptive and inferential statistics, data management principles, sampling designs, survey methodologies, and simple experimental and quasi-experimental designs, including integrating assessment methods and tools used by public administrators in data analytics and visualizations for decision making in public policy and organizations.

PADM 5870 Public Human Resource Management (3)

This course examines the principles and practices of human resource management in public service through various diverse and inclusive stakeholders, including conflict and dispute resolution integration.

PADM 5880 Issues in Public Administration (3)

Current and significant issues in public administration are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. May be repeated for credit if content differs.

PADM 5890 Public Policy (3)

The student examines public policy and its implications both economically and socially, including in sustainable development.

PADM 6000 Integrated Studies in Public Administration (3)

The student is expected to synthesize and integrate the learning experiences acquired in public administration and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. There is an additional course fee of $42. **Prerequisite**: Completion of all other required courses in this major.

PADM 6500 Public Service Internship (3)

This course is designed to enhance the graduate public administration curriculum. Along with a faculty internship coordinator, students play an instrumental role in creating an experience that blends coursework knowledge with practical knowledge by working with a host organization under the supervision of a qualified professional. All work performed for the purpose of satisfying the requirements of the internship program must in some way relate to the field of public service. May be repeated once for credit. **Prerequisites**: Completion of at least 12 credit hours and a minimum cumulative GPA of 3.0.

PADM 9950 Travel in Public Administration (3)

Current and significant issues in public administration are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. This course includes a mandatory travel component. An additional course fee applies based upon travel. May be repeated for credit if content differs.

PATA - Patent Practice

PATA 5120 Foundations in Intellectual Property Law (3)

This course is a survey of the four primary areas of intellectual property -- patents, trademarks, copyrights, and trade secrets. This course will compare and contrast the protections afforded by each of these primary areas of intellectual property law, and will clarify the scope and limits of patent protection for new inventions and discoveries.

PBRL - Public Relations

PBRL 5322 Public Relations (3)

This course integrates communications strategy with organizational mission statements, demonstrates stakeholder and issues management techniques and considers ethical dilemmas in public relations situations. Public relations cases are examined in order to learn effective strategic and tactical answers to public perception problems and opportunities. **Prerequisite**: MEDC 5000.

PBRL 5323 Organizational Communications (3)

This course considers the relationship of organizational mission, employee values, organizational cultures and motivation. Both formal and informal communication networks are studied as they pertain to appropriate use of media to communicate with employees or volunteers. Students examine case studies showing proactive employee information efforts. **Prerequisites**: MEDC 5000 and PBRL 5322 or MEDC 5300.

PBRL 5342 Writing for Public Relations (3)

This course applies public relations strategies and theories to writing for specific stakeholder audiences in a variety of complex public relations situations. Various persuasive techniques are applied to specific target audience needs, as indicated by audience analysis. Students examine professional copy and produce their own advanced public relations writing for inclusion in their portfolios. Topics include news releases, social media/viral PR, pitch letters, brochures, newsletters, blogs, websites, speechwriting and other communications forms. **Prerequisites**: MEDC 5000 and PBRL 5322.

PBRL 5344 Speech Writing (3)

Students review and create organizational and business speeches, with special emphasis on assessing the audience, incorporating the organizational mission, researching the speech and writing for the ear. **Prerequisites**: MEDC 5000 and PBRL 5322.

PBRL 5380 Strategic Communication Applications (3)

This course provides students with an understanding of how various traditional and social media communication platforms effectively deliver key messages to different targeted audiences. Tactical communication products such as news releases, social media postings, blogs, e-commerce networks, special events, video and graphic arts techniques are examined as they are applied to meeting organizational mission and strategic goals. Techniques for measuring the effectiveness of tactical applications in meeting strategic goals are examined. **Prerequisite**: MEDC 5000.

PBRL 5451 Communication Strategies for Investors and Financial Stakeholders (3)

This course addresses the specific communication requirements of the financial stakeholder audience, including discussion of annual reports and meetings, analyst information programs and meetings, shareholder communications and legal communication requirements. **Prerequisites**: MEDC 5000 and PBRL 5322.

PBRL 5452 Communication Strategies for Public Affairs and Government Relations (3)

This course focuses on managing public relations strategies and tactics used in conducting public affairs, public policy lobbying efforts, political campaigning, and government public information functions. Students examine the role of the public affairs practitioner, the role of the media in public affairs, and military public affairs. **Prerequisites**: MEDC 5000 and PBRL 5322.

PBRL 5453 Communication Strategies for Nonprofit Organizations (3)

This course addresses the specific public relations strategies needed to effectively manage the communications function within the nonprofit sector of organizations. The challenges of meeting the communication needs of volunteers and donors will be addressed as well as fundraising communication techniques. **Prerequisites**: MEDC 5000 and PBRL 5322.

PBRL 5465 Crisis Management Communications (3)

A specialized function of the public relations practice is the management of crisis communications. Students in this course study the relationship of the organization and its culture to the external environment in times of crisis. Risk assessment, preparation of a crisis plan and use of appropriate media in addressing crisis communication needs are studied. **Prerequisites**: MEDC 5000 and PBRL 5322 or PBRL 4800.

PBRL 5550 Topics in Public Relations (3)

This course offers a variety of topics to address emerging theories, practices, and applications in the field of public relations. Topics are timely and of interest to professionals currently working in or pursuing public relations-related careers. May be repeated once for credit if content differs and is appropriate for the student's course of study. **Prerequisites**: May vary with the topic.

PBRL 5770 Multinational Public Relations (3)

This course focuses on the challenges and opportunities in public relations in a global environment. Students analyze case histories from both U.S.-based multinational companies and non-U.S. multinationals. Study is also directed toward differences in cultures and audiences on each continent. Special attention is given to questions such as: What kind of media works best where? What cultural expectations inform audience decisions and responses? Which techniques are accepted globally? Pitfalls and common errors are examined. Review of major worldwide media is included. Students develop global public relations strategies and communication plans. **Prerequisites**: MEDC 5000 and PBRL 5322.

PHOT - Photography

PHOT 5060 Digital Images and Storytelling (3)

This course covers the digital workflow involved in shooting still images with a digital camera, from the initial capture through processing to output. Students will work with digital single-lens reflex (DSLR) cameras, learn the basics of camera usage, learn how to use Photoshop to digitally process and adjust an image file and then to prepare it for output both in print and for the web. Students will learn how to make still photographs that communicate clearly and expressively. **Prerequisite**: NPRO 5000.

PHYS - Physics

PHYS 5500 Physics for Anesthesia (2)

Provides the student an opportunity to correlate physical properties as they apply to the physiology, pathology and pharmacology of anesthesia. Major emphasis is on states of matter, gas laws, thermodynamics, fluids, theories of narcosis, oxygen and ancillary gas delivery devices, heat, humidification, and pressure regulation. The student engages in critical thinking regarding the effects of these various principles on homeostatic functions and its relation to the client's state of health/wellness as it interacts with culturally diverse populations in the twenty-first century. **Prerequisite**: Enrollment in the nurse anesthesia program.

PHYS 7500 Physics for Anesthesia (2)

Provides the student an opportunity to correlate physical properties as they apply to the physiology, pathology and pharmacology of anesthesia. Major emphasis is on states of matter, gas laws, thermodynamics, fluids, theories of narcosis, oxygen and ancillary gas delivery devices, heat, humidification and pressure regulation. The student engages in critical thinking regarding the effects of these various principles on homeostatic functions and its relation to the client's state of health/wellness as it interacts with culturally diverse populations in the twenty-first century.

PROC - Procurement

PROC 5000 Procurement and Acquisitions Management (3)

This course is an overview of acquisitions and materials management. Students examine the functional roles of those individuals having responsibility in this area. The course includes discussion of acquisition law, operations management, pricing, negotiations, and logistics.

PROC 5220 Systems Procurement and Project Management (3)

Development, procurement, and management of major systems are studied. Systems management, life-cycle acquisition, and project management as a multifunction managerial and systems concept are examined.

PROC 5270 Acquisitions Management (3)

Students examine the theory and practice of acquisitions management and the control of materials in a business enterprise. Engineering, production, marketing, finance, transportation, warehousing, and inventory control and the relationship of these activities to the acquisitions management function are investigated.

PROC 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in procurement and acquisitions management. The professional seminar supplements the core and elective courses in the area of procurement and acquisitions management by focusing on issues of current and special interest. This course may not be completed by directed study. May be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation.

PROC 5810 Acquisitions Law (3)

The legal framework for acquisition contracts is examined. Students review the Uniform Commercial Code as it relates to acquisitions and basic contract law.

PROC 5820 Operations Management (3)

Needs assessments are translated into facilities procedures and operating methodologies. The course includes an analysis of inventory, reliability and quality assurance, value analysis/engineering, and site and layout analysis.

PROC 5830 Pricing (3)

The student reviews the competitive and financial environment related to price proposals utilizing the techniques of cost and price analysis, life-cycle costing, return on investment, and cost-benefit analysis.

PROC 5840 Negotiations (3)

The course involves scope, strategies, and objectives related to negotiated acquisitions. The preparation, conduct, and documentation of the negotiation process are included.

PROC 5850 Logistics (3)

The student reviews the area of physical distribution management, including warehouse management and layout, transportation, and customer service.

PROC 5860 Government Contracting (3)

Students will examine contracting, focusing on complex, non-commercial acquisitions. Through lecture, case study, exercises, and other action teaming activities, students will be challenged to accept their roles as business advisors and to apply ethical principles and sound judgments to resolve contracting issues. **Prerequisite**: PROC 5000 or an equivalent introductory course in procurement and acquisitions management.

PROC 5870 Pricing and Contract Integration (3)

This course reinforces pricing skills taught in the basic Pricing and Negotiation course and further develops skills in pricing, cost analysis and managing contract issues. Integrated Program Teams (ITPs) are established to resolve simulated case studies.

Each ITP is required to demonstrate its ability to recognize, resolve and provide advice on pricing issues. Students will appropriately use price and cost analysis in developing pre-negotiation objectives so that a fair and reasonable cost or price position can be supported. **Prerequisites**: PROC 5830 or an equivalent basic pricing course and a general understanding of the government acquisitions process.

PROC 5880 Issues in Procurement and Acquisitions Management (3)

Current and significant issues in procurement and acquisitions management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. May be repeated for credit if content differs.

PROC 5890 Government Procurement Law (3)

The law and legal processes associated with government procurement are explored. An overview of government procurement and acquisitions management is presented, with particular attention given to the legal framework in which these activities must take place.

PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3)

The student is expected to synthesize and integrate the learning experiences acquired in procurement and acquisitions management and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. **Prerequisite**: Completion of all other required courses in this major.

PROC 9950 Travel Course-Issues in Procurement & Acquisitions Management (3)

Current and significant issues in procurement and acquisitions management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

PSYC - Psychology

PSYC 5000 Bases of Counseling Psychology (3)

This course provides an introduction to the field of counseling psychology. Topics addressed include the history of the discipline, professions within it, and how counseling psychology relates to other disciplines in psychology and mental health. Participants learn about the development of the profession, examine the counseling process and the importance of the therapeutic relationship, discuss ethical and professional issues, and learn to understand the role of research and science in the field. In addition, students learn basic counseling and communication skills through lectures, small group discussions, role-plays, and helpful interviews conducted with others.

PSYC 5100 Approaches to Counseling and Therapy (1-3)

This course will explore underlying theories, principles, techniques, and areas of applications of the main approaches to counseling and psychotherapy. The unity and diversity among counseling and psychotherapeutic orientations will be explored with a focus on their implications for counseling and psychotherapeutic practice. Throughout the course, participants will be encouraged to develop the skills of learning to select and/or integrate appropriate orientations for intervention. The course may be presented as a one credit hour course focused on a

particular counseling orientation. May be repeated for credit if content differs.

PSYC 5200 Advanced Developmental Psychology (3)

This course covers research and theory concerning the psychological development of the maturing human. Students examine the nature and needs of individuals at all developmental levels as the course covers physical, cognitive, social, and emotional development from conception through death. This advanced class emphasizes the scientific and theoretical bases of developmental psychology, and relates the material to counseling and psychotherapy. Included are such areas as human behavior (normal and abnormal), personality development, family relations and development, and life cycle issues. Moreover, the application of developmental theories to child and adolescent deviant development and the counseling/therapy process is explored.

PSYC 5300 Psychopathology (3)

This course focuses on the understanding and identification of the major psychological disorders as detailed in the current Diagnostic and Statistic Manual of Mental Disorders (APA) and the ICD (WHO). The behavioral manifestations and psychological dynamics of mental disorders will be explored, focusing on therapeutic assessment issues and case conceptualization relevant to counselors and therapists. The course also includes a discussion of practical aspects of dealing with psychopathology in out-patient and in-patient settings.

PSYC 5400 Research Design (3)

This course both examines the role of science and research in counseling psychology and psychotherapy on a theoretical and philosophical level and introduces participants to some of the most relevant methodological issues involved in counseling and psychotherapy research. The first part of the course examines theoretical and general aspects of research in counseling psychology. The importance of process research, evaluation, and documentation for research in this field is also explored. The second part of the course is about how quantitative and qualitative methods are used to conduct research.

PSYC 5500 Assessment (3)

This course covers topics relevant to assessment in counseling psychology, including procedures for diagnostic interviewing, report writing, interpreting personality and performance assessment, and ethical issues in testing. The first part of this course acquaints students with key psychometric concepts and several commonly used assessment instruments in counseling psychology. The second part of this course focuses on specific aspects of assessment in therapeutic settings and in different schools of therapy. Students gain experience in interpreting psychological tests, writing psychological reports based on assessment data, providing and receiving feedback on assessment reports, and performing assessment procedures in an ethical, professional, and culturally-sensitive manner.

PSYC 5600 Group Processes and Group Therapy (3)

This course introduces participants to the theory behind some of the most important processes and phenomena in groups. It explores various types of groups, the role of a group leader or facilitator, and the group process. Group phenomena discussed concern both therapeutic and non-therapeutic groups such as work groups and teams, and they come from such diverse areas as counseling, psychotherapy, social psychology, and organizational psychology. This course also provides participants with the possibility to experience group phenomena and group processes first-hand in the experiential setting of a group and allows them to connect research insights and theoretical knowledge about groups to their own experience.

PSYC 5700 Psychopharmacology (1-3)

This course explores the relationship between counseling psychology, psychopharmacology, psychotherapy, and psychotropic drugs. Brain neuroanatomy, various types of psychopharmacological agents, and their mechanisms are discussed. Students explore when treatment with psychotropic drugs is indicated, and effects and side effects of various types of psychotropic drugs. The class also provides an introductory overview of medical terminology relevant for psychotherapists and counseling psychologists. Students may be introduced to first aid in therapeutic practice and explore how to assess a variety of medical emergencies and how to react appropriately. The course may be presented as a one or two credit hour course focused on a particular aspect of psychopharmacology. May be repeated for credit if content differs.

PSYC 5800 Ethical and Legal Foundations (1-3)

This course focuses on identifying and resolving ethical dilemmas, the relationship of personal values with ethical practice, and the philosophical foundations of ethical practice. The course also explores relevant national and international codes and guidelines of ethics in counseling and psychotherapy. In addition to exploring ethical foundations, the course also examines the surrounding conditions and regulatory framework relevant to the practice of counseling psychology and psychotherapy. It explores international and national legal regulations from diverse areas of law. The course may be presented as a one or two credit hour course focused on a particular aspect of ethical and legal foundations. May be repeated for credit if content differs.

PSYC 5900 Applied Statistics and Research Methods (3)

This course builds on undergraduate knowledge of statistics and research methods. It is intended for graduate students who are engaged in or will shortly be engaged in their own empirical statistical research (master's thesis). The course (1) provides a practice-oriented overview of selected procedures and of quantitative and qualitative research methods, and (2) provides the possibility to develop ideas and skills for conducting one's own research and analyzing one's own data. Wherever possible, the course considers actual research issues which participants currently encounter. For practice purposes, the use of thesis data and work on other research problems in which student may be engaged is explicitly encouraged.

PSYC 6000 Special Topics in Counseling Psychology (1-3)

This course introduces students to topics of special interest within the field of counseling psychology. The course may be presented as a one credit hour course focused on a particular counseling topic. May be repeated for credit if content differs.

PSYC 6100 Master's Thesis (3-6)

The master's thesis consists of an individual research project designed by the student and carried out under the direction of a thesis faculty advisor. The thesis project allows students to contribute to the research in the field and to gain important research experience necessary for entrance into a doctoral program. All thesis topics need to be approved by the thesis advisor and the department. Students are expected to develop a topic, design the study, obtain IRB approval, collect and analyze data, and report the results of their research in APA format. Following completion of the thesis, students are encouraged to submit their work for possible publication. In addition to the individual feedback and support they receive from their thesis faculty advisor, students working on a thesis participate regularly in the monthly meetings of the departmental research series (consisting of psychology faculty, thesis students, and invited

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guests) where their work is presented and critically discussed. May be repeated for credit.

PSYC 6200 Practice and Supervision (1-3)

This course provides students with the opportunity to learn and develop their counseling skills by systematically observing peers and experts in counseling interactions, by providing observations and feedback to others, and by systematically analyzing their own and others' counseling experience. A significant part of this class is based on activities and exercises in the counseling lab, supported by modern technical equipment. This course also provides students with the possibility of being led in group supervision by the instructor. Supervised content may include internship work and other relevant experience in counseling contexts. The course is typically taken for one credit hour over three terms. May be repeated for credit.

PSYC 6300 Internship (3-6)

The internship is a fieldwork experience that provides a supervised transition from learning in the classroom to the professional field of counseling. The internship provides the student with the practical application of counseling knowledge and skills. It consists of 500 hours of professional experience in a qualified institution in the social or health care system which provides the opportunity to perform a variety of activities related to counseling psychology and therapy. The internship must be completed in an approved setting under the supervision of a qualified supervisor.

Program participants are responsible for applying and being accepted to their internship site. A list of approved internship sites is available at the department; students may also complete their internship at another site (locally or internationally) if these sites are approved by the department. In addition to external sites, participants may also apply for an internship position at the on-campus Psychological Counseling Service to complete their internship, or part of their internship, under the supervision of qualified faculty. The internship is grade on the credit/no credit grading option. Duration: 500 hours. May be repeated for credit. **Prerequisite**: 24 credits must be completed in the program.

READ - Reading Education

READ 5190 Advanced Studies in Language Development and Acquisition (3)

This is a core course for the reading program. Focus is on teaching students to recognize both normal and disordered/delayed language development in the areas of pragmatics, phonology, semantics, and syntax, and to understand the relationship of this development to reading and reading disabilities such as dyslexia and comprehension deficits. Students will complete a case study on a school age child, evaluating both oral and written language abilities in order to develop a comprehensive program for remediation. (Required for Special Reading Certification.)

READ 5235 Understanding Diverse Reading Profiles, Including Dyslexia (3)

This course explores the literacy needs of students in elementary, middle school and high school classrooms. Students examine and understand the characteristics of a variety of reading profiles and learn about how reading difficulties vary in presentation and degree. Students review federal and state laws pertaining to literacy disabilities, including dyslexia and other reading and language disability subtypes. Cross-listed with SPED 5235.

READ 5412 Instructional Methods for Diverse Reading Profiles, Including Dyslexia (3)

This course addresses Structured Literacy teaching, offering detailed guidance with regard to the nature of effective instruction in each major skill domain (phonological sensitivity and phoneme awareness, phonic and word recognition, reading fluency, vocabulary, listening and reading comprehension, and written expression). Students focus on educational programming of students with literacy disabilities, instructional techniques, curricular adaptations and modifications, classroom management tactics, and cognitive and metacognitive strategies. Cross-listed with SPED 5412.

READ 5777 Literacy Coaching (3)

Core components of literacy coaching within a balanced literacy framework are introduced in this core course. Participants will understand exemplary practices and learn how to implement this knowledge in classroom environments using the literacy coaching model. The definition of and roles of the coach, the "coaching, continuum," and collaboration will be studied in detail. Appropriate for classroom teachers, reading teachers, reading specialists, curriculum coordinators, and administrators.

READ 5870 Supervision of Reading Programs (3)

Teachers who wish to become reading supervisors or consultants will benefit from this course. The class emphasizes demonstration teaching, designing in-service education models, and evaluating reading programs and materials, K-12 and adult level.

READ 5940 Literary Strategies K-12 (3)

The emphasis of this course is to expand the students' knowledge of instructional strategies in reading and writing across the curriculum including content areas. Guiding students to use strategies across the curriculum will be a focus along with the use of formative and summative assessments to drive diverse instruction. Students will examine current literacy research and trends in K-12 literacy programs.

READ 5950 Diagnosis and Correction of Reading Problems (3)

This course emphasizes effective use of formal and informal assessments for documenting strengths and determining needs; detecting, correcting and preventing reading difficulties; and matching instruction and leveled materials to meet all needs. Participants learn to choose and employ materials and methods for differentiated instruction, a student-centered approach that builds on strengths. The study of specific problems with possible corrective procedures will include a miscue analysis to determine a reader's strategy use and a thorough assessment of all levels of comprehension. Each candidate will complete an extensive case study with teaching recommendations for home and school to share with parents and teachers. (Required for Special Reading Certification.) Cross-listed with SPED 5040.

READ 5970 Practicum in Diagnosis of Reading Problems (3)

This practicum examines the place of testing, assessment, and evaluation. After exploring the related issues of testing and diagnosis, participants work with small groups and individuals on a regularly scheduled basis in a clinical setting. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs. (Required for Special Reading Certification.) **Prerequisites**: READ 5950 and 6 credit hours of READ reading methods courses.

READ 5980 Practicum in Remediation (3)

This practicum in remediation is the complementary course to READ 5970 Practicum in Diagnosis of Reading Problems. It

is a requirement for teachers working toward special reading certification. Participants focus on interpreting and recommending curriculum materials and methods to encourage and help readers become proficient. Strategies and activities are designed to meet the instructional needs of individual students who have been assessed and evaluated. A focus on the strengths as well as the needs of the student is the basis of the development of an individualized program. (Required for Special Reading Certification.) **Prerequisites**: READ 5950 and 6 credit hours of READ reading methods courses.

SCML - Science Management and Leadership

SCML 5050 Communication for Professional Science Management and Leadership (3)

This course teaches effective ways to communicate -- both in writing and verbally -- with colleagues across disciplines, with business and corporate supervisors, and with the general public. Topics also include crisis management and dealing with difficult people. Preparing memos, slide show presentations, reports, and briefing papers will be practiced.

SCML 5100 Technical Writing for the Sciences (3)

Writing is a critical element of all aspects of science; it is particularly relevant to scientific proposals, technical reports, technical journalism as well as government and regulatory submissions. Essential to this skill is the ability to identify, describe and explain scientific concepts. This is a required expertise for the science manager. This course is designed to develop the scientific reporting, descriptive and explanatory skills necessary to be an effective manager in a scientific environment. The course will feature lectures and reading assignments on scientific writing, but will also embrace writing assignments and exercises in scientific journalistic and report writing. The use of scientific databases, journals and websites will also be explored. Students will be able to focus on any number of scientific writing topics, including, but not limited to, nature, technology, health, engineering, aeronautics, medicine or other areas. This course is designed to orient the student to the proper skills necessary to successfully complete writing assignments in required courses such as Regulatory and Quality Affairs and SCML Capstone. This course is expected to be completed within the first two semesters of the SCML program.

SCML 5590 Ethics and Social Responsibility in Science Management and Leadership (3)

This course examines the moral and social context of professional managers and leaders in science organizations. Topics include: moral, social, and legal issues in contemporary business management; ethical theories as frameworks for managerial decisions; corporate social responsibility; dilemmas of conscience for science managers; ethical issues in the workplace; morality and leadership; and codes of conduct and professional standards. Analysis and discussion of case studies comprise a significant portion of the class.

SCML 5700 Marketing and Comparative Analysis for Science Management and Leadership (3)

This course focuses on globalized marketing strategies largely focused on science-based industries, product management (including pricing and inventory control), SWOT analysis, competitive intelligence, branding, and methods of market

research, channels of distribution, political risk factors, and export aspects. Students will also learn how to be effective participants of a focus group.

SCML 5800 Project Management (3)

Students will demonstrate the ability to manage science-based projects. They will learn to use current project planning tools to develop project plans that aid in bringing a project to completion on time and within budget. Special attention will be given to the WBS, cost, scope, time, and scheduling.

SCML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership (3)

This course examines the philosophy, structure, and select guidelines and standards associated with principles of administrative law, intellectual property, regulatory standards, and quality assurance and quality control (QA/QC) organizations such as the USDA, US EPA, US FDA, US DOT, OSHA, EFSA , the OECD, ANSI, and ISO.

SCML 6000 Practical Application in Science Management and Leadership (3)

This capstone course will have the student carry out a well-defined team-based project including marketing and business plans for a new science-based company or other appropriate project. All aspects of the SCML curriculum will be included in the project. Each student and team will present their final paper to a panel. **Prerequisite**: Completion of all other courses in the SCML program.

SECR - Security Management

SECR 5000 Security Management (3)

This course is an overview of principles and issues in business and organizational security management. Students examine the challenges embodied in various aspects of security such as personnel, facility, and information. Principles of loss prevention and the protection of assets are examined. Students employ the use of situational analyses, case studies, and other research-oriented approaches.

SECR 5010 Legal and Ethical Issues in Security Management (3)

This course is an overview of important legal and ethical issues with which the business and organizational security management professional must deal. Students examine such issues as personnel law and obligations; negotiations; contract management; constitutional rights of individuals; legal liability of security professionals and organizations; legal compliance; and ethical standards.

SECR 5020 Security Administration and Management (3)

Students apply principles of management to security administration. Topics include personnel management, security planning, organizational leadership and communication, and recruitment and training.

SECR 5030 Business Assets Protection (3)

Students examine the application of security knowledge and techniques to the protection of business assets. The security planning process is examined by the study of risk analysis,

security surveys, and financial planning and decision making for development of security programs and countermeasures.

SECR 5060 Emergency Planning (3)

Students discuss the role of the security manager in the identification, analysis, and response to a variety of human and natural crises. They examine threats resulting from riots, demonstrations, product tampering, work stoppage activities, terrorism, and natural disasters.

SECR 5070 Issues in Security Management (3)

This course provides the opportunity for the student to analyze special problem areas in security management such as security education and training; labor problems; bank security; campus security; hospital security; military security; and other general contemporary issues. May be repeated for credit if content differs.

SECR 5080 Information Systems Security (3)

Students examine the management of information security and data-processing facilities, including thefts of data, unauthorized uses of information technology, computer viruses, and methods of protecting information, with an emphasis on networked computers. The course covers information technology laws, issues of privacy, and security planning.

SECR 5090 Behavioral Issues (3)

This course focuses on historical and contemporary perspectives of human behavior. Theories of behavior in the context of threat-producing activities are discussed. Contemporary issues such as substance abuse, violence, ideologies, and similar themes are examined.

SECR 5110 Government Security Management (3)

Students in this course will focus on government security, its changing role in the security field, and the increasing complexity of the tasks that government managers face today. Focus of study is on the threats to government due to technology advancements, heightened concerns for the safety of personnel in facilities, the complexities of increased globalization, and the myriad of laws and regulations designed to maintain a balance between securing the country and maintaining its citizens' rights. Students will have an opportunity to analyze and discuss new endeavors by government to secure its institutions and its people. **Prerequisite**: SECR 5000.

SECR 5120 Business Intelligence (3)

This course is designed to consider the increased business and trade competition among domestic and international markets and the need for business leaders to develop management tools to protect intellectual capital and physical asset from competitors. Students will consider, understand, and analyze methods used to collect information on businesses. In this course, students will explore the true nature of corporate security management in the marketplace and among business alliances, competitors, and governments.

SECR 5130 Investigations Management (3)

This course focuses on the role of investigations in business operations and related issues that must be addressed in any organizational or corporate setting. These issues include legal aspects of investigations, pre-employment screening, employee misconduct investigations, and the protection of intellectual property. Important peripheral issues are the use of polygraph and wiretaps, computer crime investigations, corporate e-mail and internet use policies, surveillance techniques, and workplace violence. The course will provide students with an overview of the investigative process and discuss its relationship to organizational and management functions. **Prerequisite**: SECR 5000.

SECR 5140 Critical Infrastructure Protection (3)

This course is an overview and continuing analysis of the President's Commission on Critical Infrastructure Protection (PCCIP) and the efforts to ensure the safety of these vital assets. Originally, the commission studied the critical infrastructures that constitute the life support systems of the United States, determined their vulnerabilities, and proposed strategies for protecting those infrastructures into the future. Students will critically examine the Commission's report, critique its recommendations, and analyze how effective government is in light of past experiences and what may be required to ensure the future.

SECR 5150 Terrorism and Extremist Activity (3)

Understanding the motivation, tactics, and targeting trends of terrorist and extremist groups is mandatory if managers are to be able to evaluate potential threats and then develop appropriate countermeasures to protect the organization's personnel and other assets. Students discuss terrorism as a form of political violence and its effects on security management. Using case studies and class discussions, students examine groups ranging from radical religious fundamentalists to environmental extremists along with other extreme special interest groups. Understanding the manifestations of terrorism will enable students to develop and to apply some of the countermeasures against it through the use of case studies and specific activities.

SECR 5160 Violence in the Workplace (3)

This course is designed for managers in any organization who have responsibility for the safety and security of personnel and clients and would be responsible for managing incidents of violence in the workplace. This course provides an in-depth review of this important security challenge and will emphasize prevention response and recovery. Students will address and become familiar with warning signs that could telegraph potential acts of violence. Also, students will analyze crisis management teams, post incident trauma, and other critical issues associated with violence in the workplace.

SECR 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in security. The professional seminar supplements the core and elective courses in the area of security management by focusing on issues of current and special interest. Topics might include substantive content areas derived from the Certified Protection Professional Program. This course may not be completed by directed study. May be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation.

SECR 6000 Integrated Studies in Security Management (3)

The student is expected to synthesize and integrate the learning experiences acquired in security management and to evaluate the research and current topics relative to this major. Techniques used to accomplish those goals may vary. **Prerequisite**: Completion of all other required courses in this major.

SECR 9950 Travel Course-Issues in Security Management (3)

This course provides the opportunity for the student to analyze special problem areas in security management such as security education and training; labor problems; bank security; campus security; hospital security; military security; and other general contemporary issues. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

SOCS - Social Science Education

SOCS 5010 Social Studies for Secondary Schools (2-4)

This course is designed to assist participants in gaining an overview of significant social studies curricula being used at the secondary level. It also introduces students to the area of historiography, which enables them to understand specific ways students can grasp the historical process.

SOCS 5760 Middle School Curriculum and Instruction (3)

Students examine curricular and instructional strategies for the middle school. Interdisciplinary curricula, evaluation of instruction and learning, instructional technologies, and personalization of learning are discussed. **Prerequisite**: CMAT 5700.

SPED - Special Education

SPED 5010 Differentiated Mathematics Instruction (3)

This is a special topics course designed to explore the literature and current practices in differentiating math instruction in K-12 classrooms. The primary objective of this class is for students to advance their professional knowledge, skills and practice for effectively teaching mathematics through differentiated instruction. An additional emphasis will be placed on response to intervention and students will learn how to assess mathematics formatively and develop strategies and interventions that target specific math difficulties. **Prerequisite**: MTHT 4310 or permission of the advisor.

SPED 5020 Assistive Technology for Students with Special Needs (2-3)

This course focuses on hardware and software designed for persons with disabilities. Students will carry out a hands-on project designed to provide educators with the tools needed to evaluate hardware and software in relation to a student's specific disability.

SPED 5030 Students with Mild/Moderate Disabilities (3)

Students in this course study mild/moderate disabilities, including learning disabilities, behavior disorders, mental retardation, physical disabilities and other health impairments. Course content focuses on the identification and characteristics of students with mild to moderate disabilities in each category. Topics explored also include historical perspectives of special education, legal issues, ethical considerations of labeling individuals, definitions, interventions and educational models.

SPED 5040 Assessment of Reading Disabilities, including Dyslexia (3)

This course explores methods to assess and evaluate the academic skills and knowledge of K-12 pupils. Students will examine the practical and theoretical issues related to the development, administration and interpretation of curriculum-based assessments (formal and informal), behavioral assessment methodologies and progress-monitoring strategies. This course examines assessment of students with literacy difficulties, including dyslexia within a response-to-intervention (RTI) framework. Cross-listed with READ 5950. **Prerequisite**: SPED 5235.

SPED 5050 Language Development (3)

This course examines language development in children and youth with and without disabilities. Evaluation of language delays, differences and disabilities are reviewed. Language intervention activities for English Language Learners and students with disabilities as well as English language arts education instructional strategies are covered. **Prerequisite**: SPED 5860 or permission of the advisor.

SPED 5090 Special Education Practicum (1-3)

Practicum experiences and requirements vary by emphasis area. Location, field experience and identity of the practicum supervisor will be decided upon in each practicum situation. May be repeated for credit if content differs. **Prerequisites**: Advisor permission; completion of coursework in the specific area of the practicum, including a minimum of 3 credit hours from the Webster University School of Education.

- Practicum: Applied Behavior Analysis (1-3 hours)
- Practicum: Cross-Cat (1-3 hours)
- Practicum: Dyslexia (1-3 hours)
- Practicum: Severe Developmental Disabilities and Autism (1-3 hours)

SPED 5200 Independent Study (1-3)

Students with special interests or needs not met by existing curricula may request that a faculty member supervise an independent study. Together the student and faculty member decide the content of the study and the criteria for evaluation. In no case can an independent study be set up when an existing course already treats the subject. May be repeated for credit if content differs. **Prerequisite**: Permission of the advisor.

SPED 5220 Topics in Special Education (1-3)

Students in this course explore, in depth, specific topics in the education of children with special needs. Topics are selected that promote the integration of these children into the mainstream of education. Topics vary. May be repeated for credit if content differs.

SPED 5235 Understanding Diverse Reading Profiles, including Dyslexia (3)

This course explores the diverse literacy needs of students in elementary, middle school and high school classrooms. Students understand the characteristics of dyslexia and how reading difficulties vary in presentation and degree. Students review federal and state laws pertaining to literacy disabilities, including dyslexia and other reading and language disability subtypes. Cross-listed with READ 5235. **Prerequisite**: READ 5190.

SPED 5240 Psychoeducational Assessment (3)

This course examines assessment of students with learning difficulties. A review of the statistical properties of standardized instruments and the social and legal issues in testing is presented to provide a framework from which students examine instruments of intelligence, language, perception, motor skills, academics, and behavior. The information derived from these instruments is used to determine specific strengths and weaknesses in individual students using a case-study approach.

SPED 5245 Counseling for Life's Transitions (3)

This course focuses on counseling and communication techniques appropriate to the needs of the exceptional individual and their families. The content and skills needed for special educators to facilitate effective transitions at multiple transition periods from birth through age twenty-one are a major focus of the course. Curriculum and instruction for the transitions period from school to adult life specifically addresses post-secondary

education, vocational training, integrated employments (including supported employment), continuing and adult education, adult services, independent living and community participation. **Prerequisite**: SPED 5860 or permission of the advisor.

SPED 5250 Behavior Management for Children with Special Needs (3)

Students are introduced to the principles and techniques of behavior management appropriate to the needs of individual students with disabilities. Students will utilize the framework of Positive Interventions and Support to support students with challenging behavior at the school, classroom, and individual level. Content includes understanding student behavior, partnering with students and families, identifying problem behaviors, functional behavior assessment, direct and indirect observational techniques, preventative and pre-correction techniques, methods to strengthen, replace or weaken behavior, measurement techniques, and program evaluation. **Prerequisite**: SPED 5860 or permission of the advisor.

SPED 5270 Advocating for Persons with Disabilities (3)

Students examine the role of teachers, parents, and professionals in advocating for appropriate services for persons with disabilities. Special emphasis is on the parent-professional relationship, civil rights, due process, participation in educational planning, and advocating for fuller inclusion.

SPED 5275 Reflective Teaching and Mentoring (3)

This course will explore a variety of topics in special education that help build the capacity of special educators to become reflective practitioners, teacher leaders, advocates and mentors in th field of special education. Coaching, mentoring, collaboration, collegial relationship building and teacher leadership will be explored to advance the student's own professional practice and the profession. Research will be presented with ethical dilemmas and other difficult situations surrounding students with disabilities and strategies to prevent or resolve issues will be discussed and explored. Students will learn about the foundations of professional and ethical behavior needed to ensure a high quality of practice in special education. This course uses and is aligned with the Council for Exceptional Children (CEC) Standards and Code of Ethics.

SPED 5285 Understanding and Responding to Trauma in Schools (3)

This course increases student's awareness and understanding of trauma, increasing their knowledge to create a trauma-sensitive environment. This course will introduce students to the impact of trauma or stress on the brain and how it effects a student's ability to function in the school environment. This course will focus on helping professionals understand the impact of trauma and stress on both students and staff. This training is designed to support professionals in becoming more trauma informed, resulting in reduced stress in the classroom; increased student time in class; decreased suspensions and behavioral referrals; and increased empathy for students and families. This seminar is based on the Neurosequential Model of Therapeutics (NMT), developed by Dr. Bruce Perry and the Child Trauma Academy.

SPED 5290 Co-Teaching and Collaborative Practices for the 21st Century Classroom (3)

This course focuses on co-teaching methods, professional collaboration, including teachers working together as well as students working together. Participants will learn to use the six types of co-teaching approaches, a variety of collaborative structures, effective collaboration and cooperative teaching techniques, problem solving methods, effective communication and negotiation techniques and devices for enhancing content and learning. The course is designed for general and special education teachers, reading specialists, ELL teachers, corporate trainers who have to co-teach, as well as other educational professionals, who co-teach, serve on problem-solving teams and consult in schools.

SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities and Autism (3)

This course examines the use of standardized and ecologically based assessments in all areas of skill development. Coursework includes the opportunity to examine and use a number of different assessments designed for students with severe developmental disabilities and autism.

SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities and Autism (3)

This course examines the development and implementation of chronologically age-appropriate functional curriculum for students with severe developmental disabilities or autism in integrated settings. Curriculum and instructional strategies in the areas of domestic skills, vocational skills, leisure skills, and community access skills are covered as well as skills in the embedded areas of communication, social, motor, and functional academics.

SPED 5313 Augmentative and Alternative Communication for Students with SDD and Autism (3)

This course introduces strategies for enhancing the functional communication skills of students with severe developmental disabilities or autism. The use of aided and non-aided augmentative strategies are addressed as well as alternative communication systems with an emphasis on using a multi-modality approach.

SPED 5314 Children and Youth with Emotional and Behavioral Disorders (3)

This course examines current knowledge and theory of the educational, sociocultural, psychological, and biological factors that influence children and youth with, or at risk for, emotional and behavioral disorders. The course content focuses on current issues and practices regarding characteristics, identification, and assessment procedures specific to this population of students with disabilities.

SPED 5315 Identification and Assessment of Children with Emotional and Behavioral Disorders (3)

This course examines current knowledge and theory of the educational, sociocultural, psychological and biological factors that influence the developmental pathways of children and youth with, or at risk for, emotional and behavioral disorders. Students investigate the identifying characteristcs 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.

SPED 5319 Disability and Ethics (3)

This course explores the topic of ethics and professional conduct in situations involving persons with disability. Modern moral philosophical theories will be reviewed and applied to specific cases. Both margin of life issues and quality of life issues are discussed. Codes of ethics promulgated by American Psychological Association, Council for Exceptional Children, and the Behavior Analyst Certification Board are studied, through comparative analysis of case studies.

SPED 5330 Legal Issues in Special Education (3)

Students review the laws governing special education at the federal and state levels. The course covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion.

SPED 5331 Working with Difficult Students (3)

This course focuses on students who are difficult to teach, "inflexible and explosive" (Greene, 2005). Students examine the characteristics and features of students with disruptive behavior disorders, such as oppositional disorders, conduct disorders, and attentional disorders. Students read professional literature, review case studies, interview professionals and family members who are familiar with these youngsters, survey intervention approaches, and summarize findings into class presentations.

SPED 5350 Enhancing Self-Regulated Learning and Social Competency for Students with Exceptionalities (3)

This course examines the theoretical interrelationship between metacognition, executive function and self-competency in the development of self-regulated learning. Assessment tools for identifying student strengths and areas of need related to self-regulated learning as well as strategies for developing students' skills in goal setting, planning, organizing, problem solving, remembering, self-monitoring, emotional self-regulating and social competency are explored. Curricula on learning strategies and social skills are explored.

SPED 5380 Methods for Students with Mild/Moderate Disabilities I (3)

This course is designed to prepare the teachers of students with mild/moderate learning disabilities, behavior disorders, mental retardation, and physical and other health impairments to develop instructional strategies and curricula to provide an effective program in a range of placement settings, with an emphasis on inclusive placements. It emphasizes a metacognitive approach to instruction based on the functional analysis of the learning behaviors. It focuses on team model of planning and delivery, including the parents, regular education teachers and administrators, and support specialists. **Prerequisite**: SPED 5240.

SPED 5381 Methods for Students with Mild/Moderate Disabilities II (3)

This course introduces pre-service special education teachers to the curriculum, organizational strategies, and instructional techniques appropriate to the needs of students with mild/moderate disabilities, with a focus in the content areas of physical education, health, art, music, science, child and adolescent literature and social studies (government, geography, and economics). It emphasizes the use of technology in adapting the general education curriculum based on a functional assessment of the curriculum and learner behavior. The course emphasizes team planning and delivery, including parents, regular education teachers, administrators, and support specialists. **Prerequisite**: SPED 5860 to permission of the advisor.

SPED 5410 In-Service Topics (1-3)

In-service courses are designed to provide degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the program with prior approval of the student's advisor. May be repeated for credit if content differs.

SPED 5412 Instructional Methods for Diverse Reading Profiles, including Dyslexia (3)

This course addresses Structured Literacy teaching, offered detailed guidance with regard to the nature and effective instruction in each major skill domain (phonological sensitivity and phoneme awareness, phonic and word recognition, reading fluency, vocabulary, listening and reading comprehension, and written expression). Students focus on educational programming of students with literacy disabilities, instructions techniques, curricular adaptations and modifications, classroom management tactics, and cognitive and metacognitive strategies. Cross-listed with READ 5412. **Prerequisite**: SPED 5040.

SPED 5413 Intensive Academic Intervention (3)

This course is designed to present information on the process of intensive academic intervention, which helps students with severe and persistent learning needs. The course will help prepare teachers to become competent in the use of data-based individualization, which involves the systematic use of assessment data, selection and implementation of validated interventions, and use of research-based adaptation strategies as needed. This course surveys the practical and theoretical issues relating to assessment within the classroom. Curriculum-based Measurement (CBM) methodologies will be explored through direct implementation of the tools. Upon completion, students should have a broad knowledge base regarding principles of sound assessment and intervention selection. The class will emphasize formats for problem solving and decision-making based upon the individual needs of students.

SPED 5414 Children and Youth with Learning and Academic Disorders (3)

This course examines current knowledge and theory of the educational, sociocultural, psychological, and biological factors that influence children and youth with, or at risk for, academic disorders. The course content focuses on current issues and practices regarding characteristics, identification, and placements specific to this population of students with learning disabilities or mental retardation.

SPED 5480 Learning and Behavior Problems in the Classroom (3)

This course updates classroom teachers on effective teaching practices and strategies designed specifically for students with learning and behavior problems. Focus is placed on strategies that enhance the success of all students in the regular education setting, including elementary, middle, and high school.

SPED 5500 Socioemotional Development: Children with Special Needs (3)

This course addresses the implications of theories and research in the areas of social and emotional development of children with special needs. Students explore the relationship between cognitive development and social and emotional development. Emphasis is placed on investigation of environments and interactions that foster trust, self-regulation, self-esteem, social competence, and interdependence.

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).

SPED 5830 Evaluation (3)

This course is designed for all educators who wish to explore the importance of formal and informal evaluation procedures as related to the instructor in the classroom. Evaluation will review the concepts of assessment and measurement, study curriculum-based evaluation, teaching and decision making, and explore issues such as national standards, functional curriculum and behavior assessments, and social/cultural transformations in education as related to the ethics of evaluations.

SPED 5850 Single-Subject Research Design (3)

This is a graduate level course that is designed to provide an in-depth study of single-subject research design. It includes a comprehensive overview of behavioral measurement, different types of single-subject research design and methods of data analysis. It also explains how single-subject research design serves as a framework that enables educators, clinicians and researchers to (1) demonstrate a functional relation between interventions and changes in behaviors, and to (2) evaluate the effectiveness of behavioral interventions. Further, the course provides graduate students with an opportunity to design a

hypothetical research project using single-subject research methodology. **Prerequisite**: SPED 5901 or SPED 5318.

SPED 5860 Psychology of the Exceptional Student (3)

This course focuses on students gaining an understanding of the abilities and disabilities of children who are commonly identified as exceptional or handicapped. Attention is given to the psychological and educational needs of these children and the instructional organization employed to meet such needs.

SPED 5880 Integrating Resources: Community, School, and Family (3)

This course is designed to help students identify changing family and community structures, patterns, and relationships. Students determine how these influence children and their educational needs. Methods of assessing family needs and interests, identifying and utilizing community resources, and responding to family needs through education and partnerships are addressed as well as models of consultation and case management in regard to children and families with special needs. They explore and simulate techniques for interacting with parents, and they examine collaboration strategies for interdisciplinary team efforts.

SPED 5890 Introduction to Applied Behavior Analysis (3)

This is a graduate-level course that provides a thorough introduction of applied behavior analysis (ABA) as (1) a science that has its deep root in the early work of Thorndyke, Hull, Pavlov, Watson and Skinner on respondent and operant conditioning, and as (2) a practice that uses behavioral technology to improve socially significant behaviors for individuals with disabilities as well as to understand any analyze human behaviors in general. This course serves as the first course in a series of seven BACB verified courses for students in the special education (MA) with an emphasis in applied behavior analysis and the applied behavior analysis (advanced graduate certificate).

SPED 5900 Concepts and Principles of Behavior Analysis (3)

This is a graduate level course that is designed to assist students in developing an accurate understanding of the science of Behavior Analysis. Specifically, this course introduces (a) the basic concepts and principles underpinning Applied Behavior Analysis; (b) behavior measurements; (c) reinforcement and punishment; (d) schedules of reinforcement; (e) motivation operation; (f) stimulus control, and (g) functional behavior assessment. **Prerequisite**: SPED 5890.

SPED 5901 Behavior Change Procedures (3)

This graduate level course expands on the basic concepts and principles of Applied Behavior Analysis and covers the established behavior change procedures that have been used to (1) develop new behavior and (2) decrease behavior with non punishment methods. These procedures include imitation, shaping, chaining, extinction, antecedent-based interventions, differential reinforcement. Further, the course discusses how to use Skinner's analysis to teach verbal behavior, different contingency plans, self-management, and generalization and maintenance of behavior change. **Prerequisite**: SPED 5900.

SPED 5902 Supervision and Staff Performance (3)

This graduate level course is designed to provide students who are pursuing BCBA certification with the knowledge and skills required for effective supervision. Based on the BACB Supervisor Training task list, the course covers (1) the purpose of supervision; (2) features of supervision; (3) behavior skills training (BST); (4) performance feedback delivery; (5) supervision evaluation. Additionally, the course discusses how effective supervision could be helpful for making data-based decisions about the need for behavior intervention revision, and for providing ongoing services to individuals with disabilities. **Prerequisite**: SPED 5703.

SPED 5903 Ethics and Professional Issues in Applied Behavior Analysis (3)

This graduate level course covers the origins of ethical codes and specific issues in ethics related to professional conduct in applied behavior analysis. Specifically, the course discusses the responsibility of behavior analysts to clients (e.g., consent, confidentiality, conflict of interest), to behavior assessments and behavior change programs, to supervisees, to the ABA field and to society. The course content is based on the specific code listed in the Professional and Ethical Compliance Code for Behavior Analyst. This course serve as the last course in the series of seven courses for students in the special education (MA) with an emphasis in applied behavior analysis and the applied behavior analysis (advanced graduate certificate). **Prerequisite**: SPED 5902.

SPED 6000 Applied Field Research (1-6)

This course offers students an opportunity to engage in applied research and inquiry in order to evaluate and improve curriculum, instructional strategies and programs/services for students with disabilities. Students are encouraged to examine and reflect on typical evidence-based practices in the classroom or ones' work environment. Students may choose to conduct systematic field observations, action research, program evaluation, a behavior analytic intervention, and educational curriculum, or conduct a meta-analysis of research literature on a special education or ABA-related topic. Depending on the nature of the project, students may be required to submit a proposal the Webster University Institutional Review Board. Students are expected to work independently, with the guidance from the instructor of record and/or mentor. Students may register for a minimum of one credit, up to a maximum of six credits, depending on the extent and scope of the field research. Students considering graduate study at the doctoral level are encouraged to complete 6 credits of field research. **Prerequisite**: SPED 5800 or SPED 5850.

SPED 6250 Thesis (6)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. **Prerequisite**: SPED 5800.

SPSM - Space Systems

SPSM 5000 Space Environment (3)

This course is designed to provide students an overview of the concepts, terminology and math they will encounter in their Space Systems Operations Management degree Emphasis Area. It covers the space environment, including the ionosphere, the magnetosphere, radiation, human factors and limitations, solar effects, near-Earth and deep space operations, propulsion systems, satellite communications systems, spacecraft design, ground control and supporting infrastructures, manning, technical support, outsourcing, and large-scale long-term space operations. It also includes the orbital elements within the space environment and the broad range of parameters and constraints of navigation and operations in space are explored. Students are introduced to the mathematics of orbital mechanics and determination techniques, and learn how to calculate orbital parameters.

SPSM 5300 Remote Sensing Analysis Concepts and Geospatial Information System Technology (3)

Introduction and overview of satellite-based remote sensing including the evolution of national and international imagery policies and the growth of the commercial industry. Practical exposure to data types, imagery manipulation applications, software tools, and future technology developments is included.

SPSM 5310 Remote Sensing and Geospatial Information System Applications (3)

Commercial and civil applications such as homeland security, emergency management, forestry, urban planning, property assessment, natural resources management, utilities, etc., from business, marketing, and management standpoints are studied. Practical application, case study, and hands-on exercises using Webster University Space Lab resources and imagery products form a significant portion of the curriculum.

SPSM 5320 Remote Sensing and Geospatial Imagery Analysis (3)

Methods for deriving economic advantage and increasing resource management effectiveness through the use of remotely sensed imagery products are studied. Basic techniques for the analysis of imagery will be combined with hands-on use of current and evolving software applications and tools.

SPSM 5330 Geospatial Information System (GIS) Technologies (3)

Geospatial Information Systems (GIS) processes and their support of integrated applications, analysis, and resource management methods are examined. Instruction includes practical application and hands-on exposure to current and evolving GIS manipulation software applications and tools available in the Webster University Space Lab.

SPSM 5340 GPS - Position Determination and Coordinate Applications (3)

This course focuses on the use of Global Positioning System (GPS) and gives the student hands-on experience with the space-based radio navigation system. This course examines current and future GPS applications that lend themselves to use in a variety of mapping, cartography, surveying, geological formation and resource location and identification. Students may explore basic navigation, map coordinate systems, differential GPS position determination and surveying applications and then integrate this knowledge with the remote sensing applications knowledge. **This course may not be used to substitute for SPSM 5800.**

SPSM 5360 Practical Research in Remote Sensing Analysis and Geospatial Information Systems (3)

Focused on federal, state, local municipality and commercial cartography and mapping projects using imagery as a base. This applications course will include practical lab instruction on the primary systems for Earth projection as well as basic cartography and topography skills. The course complements previous topics by providing a synthesis of the primary applications of remotely sensed data and GIS products. The student is expected to synthesize and integrate the learning experience acquired in the certificate program and to evaluate current relevant topics. Internships or practical research projects are considered appropriate for demonstration of student research in conjunction with the completion of this course. These projects may have a direct application relative to the student's current employment or professional development for future career advancement.

SPSM 5600 Space Systems Acquisition Law (3)

The law and legal processes associated with government acquisition and procurement are explored. An overview of government acquisitions and procurement management is presented, with particular attention given to the legal framework in which these activities must take place. The Federal Acquisition Regular (FAR) or the Uniform Commercial Code (UCC) may be specific areas addressed in this course. **Students who have completed PROC 5810 or PROC 5890 may not waive this course**.

SPSM 5650 Space Systems Contracting (3)

Students will be exposed to the major principles and concepts of the government contracting process, application of the Federal Acquisition Regulation (FAR), and integrating contracting activities into space systems acquisitions. Students examine the acquisition strategy development and contract definition processes, and the roles of the program manager and contracting officer. Contract types and application are presented with emphasis on: requirements/capabilities development; the Request for Proposals (RFP) process; awards; protests; dispute resolution; risk; and government contracting agencies' roles and responsibilities. Contractors; use of the Bid and Proposal (B&P) process, along with socio-economic and domestic preference policies, will be explored.

SPSM 5700 Space Commanding Systems (3)

This course is recommended only for space systems engineering and technical management track students due to the technical content and hands-on nature. This course provides hands-on commanding of spacecraft systems using an industry standard COTS software product. Students will be exposed to establishing commands and receiving and reading telemetry from (simulated) satellites. **Prerequisites**: Students should have a programming course, minimum BASIC or C++, as well as completion of SPSM 5740, prior to taking this course.

SPSM 5710 Space Communications Systems (3)

This course examines the technical aspects of satellite communication systems, including an extensive evaluation of space, ground and user segments. Topics include space communications design and performance analysis, design trade-offs, antenna design and performance, link equation, focused beam and power management, attenuation, modulation, scintillation, jamming and anti-jamming techniques, encoding and decoding, encryption and decryption, access, error detection and correction, frequency hopping, spread spectrum, CDMA, TDMA, FDMA and other access schemes. This course presents an in-depth analysis of current and future trends in satellite communication systems development and technologies such as Laser, Satellite-to-Satellite, Direct Broadcast, Global Cellular and WiFi support.

SPSM 5730 Space Operations Research (3)

Students examine modeling techniques that assist in the decision-making process of space operations. Linear, nonlinear, integer, and dynamic programming techniques applicable to space operations are among the deterministic mathematical methods explored.

SPSM 5740 Space Systems Orbital Mechanics (3)

Students examine the basic application of orbital maneuvers, ground traces, ballistic trajectories, mathematics associated with the solution of the two- or three-body problem, satellite stability and attitude control, and boost/re-entry dynamics and attitude control. The theory of basic navigation guidance and control, the dynamics of interplanetary travel, and the effects of space environment and debris are explored.

SPSM 5750 Space Systems Engineering (3)

Students examine a wide range of engineering issues and consider factors that affect spacecraft design. Topics include

human factors engineering, logistics support, long-duration low-Earth and deep space operations, design trade-offs, risk identification, and mitigation techniques. Use of tele-robotics and interactive virtual environmental support systems, computer-based modeling and simulation tools, and other current engineering considerations are studied.

SPSM 5760 Space Bio-Astronautics (3)

Students examine the broad range of environmental stresses on the human element for short- and long-duration space travel, including psychological and physiological effects. Pressure, temperature, G-forces, and radiation are among the specific stresses considered. The extension of space operations and human survivability and considerations that affect spacecraft and spacesuit designs, are studied. Consumables such as food, water, breathable air, and fuel are addressed with respect to manned space travel.

SPSM 5770 Space Operations Management (3)

Students examine various operations issues such as launch facilities, Space Vehhicle design and development, ground control infrastructure, and end user support operations. Manning, technical support, outsourcing and other issues impacting operations management are included. The International Space Station (ISS) may be used as a potential course topic for examining large-scale low-Earth operations. Long-term projects such as lunar and Mars missions are potential projects for research.

SPSM 5800 GPS Space Radio Navigation Systems (3)

This course focuses primarily on the Global Positioning System (GPS) and gives the student hands-on experience with a space-based radio navigation system. This course examines current and future GPS applications. Students will explore basic navigation, map coordinate systems, and then integrate this knowledge by understanding the GPS satellite navigation signal properties, capabilities and limitations. Differential GPS and Continuous Broadcast Service will be addressed. Additional information on other radio navigation systems may be included. **This course may not be used to substitute for SPSM 5340.**

SPSM 5900 Space Commercialization (3)

Students examine the early development of space operations from the first rocket and satellite launches; U.S. and international policies and their effect on space operations; orbit topologies and the impact they have on the space, ground and user segments. Current initiatives in the commercialization of space including: launch services; the NASA technology transfer programs; satellite communications - voice and data services, direct broadcast TV; remote sensing; radio navigation; mining, manufacturing and tourism. Examination of commercial space services, spaceports and the assessment of business risks associated with new start-ups and competing terrestrial services is integral. Included will be a review of the U.S. International Traffic in Arms Regulation (ITAR) and Export Administration Regulation (EAR) and the impact they have on U.S. space business competitiveness. Investments and incentives for commercial development of new space business ventures, as well as legal issues with areas such as geostatic rights, international sovereignty and claim of rights of off-world resource ownership, limitations of World Radio Frequency allocations, and a broad spectrum of current trends in commercial space operations will be explored.

SPSM 5910 Space Systems Integration (3)

Students examine those system engineering processes that facilitate the design, development, integration, manufacture, deployment, sustainment, and disposal of space systems. The course identifies those criteria needed to reduce risks and ensure that performance integrity, compatibility, testing, and validation of functional and physical requirements are met. Aspects of the Program Management Institute (PMI$_®$), Government Extension to the Program Management Book of Knowledge (PMBOK$^®$) may be addressed.

SPSM 5930 Space Systems Law and Policy (3)

Students examine national and international efforts to establish space policies, laws, and treaties. The policy positions of the United States, as defined by presidential administrations, and other nations' positions will be included. The development of future national space priorities and their impact on national and international space law and policy will be discussed. The workings of the UN Committee on Peaceful Uses of Outer Space (COPUOS) to establish international treaties, work legal aspects of outer space law through the complexity of interrelationships of those countries, companies and agencies involved with major space systems worldwide will be examined. Upcoming issues related to the expansion of mankind's presence beyond Earth and impacts to existing treaties may be included.

SPSM 5940 Space Decision Support Systems (3)

This course is designed toward the understanding and application of decision support systems and technology tools. The student will examine the various stages of DSS development and use in assisting the manager in making effective decisions relevant to space operations or planning activities. Decision-making processes appropriate for effective control, strategic planning, and management information systems, and the role that computers have in presenting complex data to decision makers are examined.

SPSM 5950 Space Systems Project Management (3)

Students examine those processes used by space system managers to engage and communicate with stake holders, plan, organize, coordinate, and direct the efforts of functional staff, other technical, and project groups in accomplishing the objectives of space system programs and projects. Project cost and personal work estimating are included. Relevant aspects of the Program Management Institute (PMI$_®$), Program Management Book of Knowledge (PMBOK$^®$) may be addressed.

SPSM 5990 Issues in Space Operations (3)

Current, timely and significant issues in space operations are examined. The course focuses on existing and proposed theories and practices, with emphasis given to new and emerging topics in the field. Significant or advanced topics may be addressed in these issues courses. May be repeated for credit if content differs.

SPSM 6000 Practical Research in Space Operations (3)

The student is expected to synthesize and integrate the learning experiences acquired in space operations and to evaluate current topics relative to this major. Prerequisite successful completion of all required core courses in this major and declaration of the thesis option in accordance with the thesis policy (as applicable). Specific projects or delivery methods will include space-related technical and engineering areas of emphasis. Internships or practical research projects are considered appropriate applications of student research in conjunction with the completion of this course.

TELD - Teacher Leadership

TELD 6000 Equitable Learning: Accessibility, Adaptation, and Accommodation (3)

This course is designed to study the skills and responsibilities of the Teacher Leader in promoting change in the pursuit of social justice for all learners in communities, schools and classrooms. This course examines the role and responsibilities of the teacher leader in regard to providing access and quality instruction through adaptations and accommodations in the school and classroom. A brief foundational perspective to Federal and State law concerning individuals with disabilities will be provided, including the following: organizational structures, relationship to general school curriculum, instruction and related services. Current issues in the field of education will also be explored. Participants will apply the context readings, class discussions, field observations, and group experiences in reflecting on their role as an educator and leader. Students will examine issues such as teacher leadership, parent communications and advocacy for all children. An internship/field experience is also embedded in this course. **Prerequisities**: A master's degree and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

TELD 6020 Coaching, Mentoring, & Evaluating (3)

This course prepares teacher-leaders to do their personal best, to be of service to others, and to be knowledgeable, informed, responsible and reflective life-long learners. The course is designed to encourage teacher-leaders to take ownership and accept accountability for serving as effective coaches and mentors to educators in their school systems and to create a culture of partnership. A goal in the course is that teacher-leaders are able to motivate, utilize, and retain talent in their system and can to explain and perform their roles, their accountability, and their expected outcomes, based on ISLLC (Interstate Leaders Licensure Consortium) standards. Teacher-leaders will learn the importance of coaching individuals, capable of professional responsibilities, who have the knowledge, information, and responses required to incorporate differentiated instruction and reflective dispositions necessary for serving their communities. Understanding how to use and apply formative and summative assessments to achieve a cohesive community where student outcomes can be measured and where student responses in the classroom are valued will be stressed. Teacher-leaders will also be required to apply their knowledge of the requirements their roles by completing a case study. **Prerequisities**: A master's degree and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this certificate.

TELD 6040 School Improvement (3)

This course is for future leaders to understand the school improvement process: to use and analyze data and demographics of the school community for school improvement and goal setting; to understand models for educational program planning and evaluation; to understand research based school improvement strategies, and to involve community members and stakeholders in the school improvement process. Students will also gain an understanding of how the relationships among the development of learning communities, teacher leadership, school effectiveness, and site-based accountability can positively improve schools. Activities may include site-based visits, including participant-observer studies, shadow studies, problem-based learning activities, case studies, and research studies. Students will demonstrate an understanding of data collection and analysis issues, evaluate school improvement models, and develop a product representing their growth in understanding of teacher leadership and school improvement. **Prerequisities**: A master's degree and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

TELD 6060 Culture and Diversity of Schools (3)

Due to the significant technological progress and to the accelerated increase in population relocation numbers, contact between cultures has become an everyday occurrence. Given their classroom roles, teachers are always exposed to a full array of cross cultural interactions. This course combines theory with practical projects that allow learners to improve their understanding and knowledge of various aspects of cross-cultural contact involving "traditional" and "nontraditional" families and diverse populations. Teachers will learn how culture and language influence one's behavior, actions and judgment. Using this knowledge, learners will be asked to explore and discuss how families and cultures are represented in a school structure and curriculum. **Prerequisities**: A master's degree and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this certificate.

TESL - Teaching English as a Second Language

TESL 5030 Language History, Planning and Policy (3)

This course provides an overview of natural language change and applies general linguistics, sociolinguistics and World Englishes to language diversity in the United States and English around the world. With a focus on language planning and policy, this course helps students explore relevant laws and policies that affect English language instruction and then prepares students to write their own original language planning and policy proposal in order to meet the needs of learners they currently serve or will serve.

TESL 5040 Practicum in ESOL (3)

This practicum is a culminating experience that provides students an opportunity to demonstrate proficiency in prior TESL coursework through differentiated curriculum development, demonstrated classroom teaching and collaboration with other teachers and administrators. Students submit a portfolio of unit lesson plans that demonstrate skills in ESOL methods, curriculum design and language assessment practices that can meet the needs of diverse learners in today's classrooms. Students will also be assessed based on their reflection, classroom observations and professionalism. **Prerequisite**: Candidacy.

TESL 5139 English to Speakers of Other Languages (ESOL) Methods (3)

This course provides an overview of methods for teaching English to speakers of other languages with a focus on the "four skills" of reading, writing, listening and speaking; the use of authentic materials; and the integration of technology. Students will develop instructional materials to meet the needs of English learners to help them acquire and practice aspects of the English language while differentiating instruction and assessment to meet the needs of diverse learners.

TESL 5200 Independent Study (3)

MA students with special interests or needs not met by existing curricula may request that a faculty member supervise an independent study. Together the student and faculty member decide the content of the study and the criteria for evaluation. In no case can an independent study be set up when an existing course already treats the subject. May be repeated for credit if content differs. **Prerequisite**: Permission of the program director.

TESL 5220 Curriculum Development in Second Language Classrooms (3)

This course applies a curriculum-planning process to the second or foreign language classroom. Students will develop lesson plans and curricula that address both content and language objectives; that differentiate instruction based on learner proficiencies and differences; and that track and assess learners' comprehension, acquisition and performance based on planned instructional activities.

TESL 5230 Second Language Acquisition (3)

This course explored theories and perspectives of second language acquisition. Students will analyze and compare first and second language learning with a particular focus on cognitive, emotional and sociocultural perspectives. Students will learn to collect data on language learners in order to make research-based decisions to inform language instruction and assessment.

TESL 5311 Principles and Practices of Language Testing (3)

This course introduces and analyzes different formats and types of language assessments as a reflection of varies linguistic contexts, language teaching and language acquisition goals. Assessment techniques, practices and procedures are discussed in terms of test validity and reliability, in addition to formative and summative assessment practices. Students will learn to develop, critique and modify testing items, procedures and materials in order to benefit the diverse needs of English language learners.

TESL 5350 Language and Culture (3)

Culture greatly affects communication and the kind of language used in various situations. This course focuses on both the different styles of communication found across different cultures and the strategies that speakers use when communicating within their own culture. Special attention is paid to the role of Pragmatics and the use of "speech acts" in communication. Students will develop classroom materials that will help learners acquire the pragmatics skills they need to be successful communicators today.

TESL 5710 Grammar for ESL/EFL Teachers (3)

This course introduces modern English grammar, as well as modalities of including it in the day-to-day language instruction. It is designed to provide the adult ESL/EFL teacher with a knowledge base of various English structures, with regard to syntax (i.e., form), semantics (i.e., meaning), and pragmatics (i.e., use). Special emphasis is given to the development of fun, communicative and interactive lesson plans and activities, which target specific grammar points while meeting various test standards (e.g., MOSPE, TESOL and TOEFL). Theory and research is concentrated in the areas of SLA, Methodology, and Assessment. **Prerequisite**: Candidacy or permission.

TESL 5720 Teaching English Pronunciation (3)

Teaching English pronunciation to non-native speakers of English is often one of the most intimidating tasks facing an ESL teacher. This course takes students through the consonant and vowel systems of English, with focus on describing proper articulation and developing pedagogical materials. Special attention is paid to "suprasegmental features" in English, which are the stress, rhythm, and intonation patterns that can more affect intelligibility. Students will design pronunciation materials and conduct a textbook analysis. **Prerequisite**: Candidacy or permission.

TESL 5730 Materials Development for Language Classrooms (3)

This course introduces digital literacy and its application in language teaching. It assists candidates to create hands-on teaching materials for both face-to-face and online courses in language classrooms. The course focuses on creating mini-lessons using handouts, descriptive packets, cartoons, animations, movies, video games, youtube, vimeo, mobile apps, social networking sites, and other web-enhanced materials. The main emphasis is on using new technologies to create engaging teaching and learning activities. Candidates will develop a digital portfolio, which will be useful for their job interviews and conference presentations. The course should benefit all TESL candidates, Communication Arts students, and foreign language education candidates.

TESL 5740 English for Academic Purposes (3)

In this course, students will build the necessary academic English skills for the successful completion of graduate-level coursework in a U.S. university program. Students will also reflect on the course activities and consider how they might use similar activities in their future teaching.

TESL 5750 Special Institute in TESL (3)

Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the teaching English as a second language program. Detailed current information appears in the specific semester course offerings. May be repeated for credit if content differs.

TESL 5760 English for Specific Purposes (3)

In order to prepare teacher candidates to meet the needs of English learners in varied contexts (content classrooms, business English, scientific writing and research, high-stakes testing preparation, etc.), this course in English for Specific Purposes (ESP) is designed to prepare teacher candidates to conduct needs analyses, develop innovative lessons and courses, design needs-focused materials and respond dynamically to meet the needs of varied ESP learners.

TESL 6250 Thesis (3)

The student completes a thesis project under faculty supervision. The thesis option is recommended for those considering graduate study at a doctoral level. All theses must follow university guidelines and be deposited at the Webster University library. All teaching English as a second language theses must follow both university guidelines and the additional specific guidelines for teaching English as a second language. The student pursuing the thesis option initially registers for a minimum of 3 credit hours, and subsequently maintains a minimum enrollment of 3 hours until the thesis is completed. Most students need more than one semester to finish the thesis. A maximum of 12 credit hours may be applied toward the graduate degree, with appropriate approvals. Credit for the thesis and thesis project is awarded in a non-letter grade format (Credit/No Credit). **Prerequisite**: Permission from the director of the TESL 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 TESL 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.

Graduate Catalog Addendum/Errata

Below are listed additions and corrections to the 2021-22 Graduate Studies Catalog since its publication on 01 June 2021. All corrections listed below have been made in the main online catalog sections to which they apply and will appear in the print version of those individual pages. They do not appear, however, in the PDF version of the full catalog.

This page was last updated on 15 July 2021.

Changes by Department/Program

- Accreditation and Memberships - International Accreditation and Recognitions
- Accreditation and Memberships - Licensure/Approvals and Specialized Accreditations - State Licensures - Virgina
- Campus Locations and Offerings
- Campus Locations and Offerings - International Campuses - Greece - Athens
- Campus Locations and Offerings - International Campuses - Kazakhstan - Webster University at Astana International University
- Campus Locations and Offerings - International Campuses - Singapore - Webster University at PSB Academy
- Campus Locations and Offerings - International Campuses - Switzerland - Geneva
- Course Descriptions - COMM - Communication Arts
- Cybersecurity (MS)
- Key Dates from the Academic Calendar
- Master of Arts in Teaching (MAT) with an Emphasis in Middle School Education
- Master of Arts in Teaching (MAT) with an Emphasis in Secondary School Education
- Migration, Climate Change and the Environment (MA)
- School of Education
- Teaching English as a Second Language (MA)

Changes by Date

11 June 2021

Master of Arts in Teaching (MAT) with an Emphasis in Secondary School Education

The **Content Methods** under **Required Coursework** should read:

Content Methods (3 hours)
(Based on certification content area)

- CMAT 5350 Arts and Humanities Methods (3 hours)
  or CMAT 5360 STEM Methods (3 hours)

School of Education

The leadership for the **School of Education** should read:

Michael Hulsizer, acting dean

18 June 2021

Campus Locations and Offerings

The first paragraph of the **Campus Locations and Offerings** section should read:

The home campus of Webster University is in Webster Groves, Missouri, a major suburban center of the St. Louis metropolitan area. In addition to the home campus, the University has

campuses in downtown St. Louis and in St. Louis County at Westport. In the continental United States, Webster University has campuses in 18 states and in the District of Columbia. Internationally, the University has campuses in Austria, China, Ghana, Greece, The Netherlands, Singapore, Switzerland, Thailand, and Uzbekistan. Webster also offers many of its programs online.

Campus Locations and Offerings - International Campuses - Singapore - Webster University at PSB Academy

Webster University at PSB Academy has been added as an international campus location in Singapore. Campus information is as follows:

Singapore
Webster University at PSB Academy
Marina Square, 6 Raffles Blvd, #03-200
Singapore 03594
Ph: +65 6885 1000

Programs offered:

- Cybersecurity (MS)

Cybersecurity (MS)

This program is offered by the George Herbert Walker School of Business & Technology. It is available online and at select U.S. and international campuses, but it is not available at the St. Louis home campus. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

25 June 2021

Master of Arts in Teaching (MAT) with an Emphasis in Middle School Education

The first paragraph under **Required Coursework** should read:

The following 27 hours of coursework and 14 hours of field experiences are required to earn the MAT with an emphasis in middle 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.

The **total** credit hours for the program should read:

Total: 41 credit hours

09 July 2021

Accreditation and Memberships - Licensure/Approvals and Specialized Accreditations - State Licensures - Virginia

The information for **Virginia** should read:

Campuses at Fort Belvoir and at Joint Base Myer/Henderson Hall are approved by the State Council of Higher Education for Virginia (SCHEV).

If a student has any complaints, questions or problems which were not resolved by the school to your satisfaction, you may contact:

State Council for Higher Education for Virginia (SCHEV)
101 N. 14th Street
Richmond, VA 23219

Graduate Catalog Addendum/Errata

Phone: 804-225-2600

The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill® beneficiaries. "GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email saa@dvs.virginia.gov.

Key Dates from the Academic Calendar

For programs in:

College of Arts & Sciences MSN
Leigh Gerdine College of Fine Arts MFA, MM
School of Education EdD, EdS, MA, MAT, MET

The **Spring 2022** dates should read:

- **Jan 17**: Spring 1 and Spring Semester classes start
- **March 11**: Spring 1 classes end
- **March 14**-18: Spring Break - no classes
- **March 21**: Spring 2 classes start
- **May 13**: Spring 2 and Spring Semester classes end
- **May 14**: Commencement Ceremony
- **May 21**: Spring Graduation Date

School of Education

The second bullet list under the **Certification Programs** section should read:

Students may obtain Missouri certification in:

- Art (K-12)
- Elementary (Grades 1-6)
- Middle School (Grades 5-9) Language Arts, Math, Science, Social Studies
- Secondary (Grades 9-12) Biology, Chemistry, English, Math, Social Science
- World Languages (French, German, Spanish) (K-12)
- Special Education (K-12 Mild/Moderate Cross-Categorical)

The following paragraph should read:

A student interested in the MAT degree must have a transcript evaluation by the Webster University Office of Teacher Certification that will indicate the State Department requirements. Some students may need additional coursework beyond what is required for the MAT degree. A student may fax, e-mail or send the transcripts to the Office of Teacher Certification: 314-246-7118 (fax), certifications@webster.edu (email), 470 E. Lockwood, St. Louis, MO 63119 (mail). A student should indicate which area of certification is desired and include a phone number and e-mail address.

15 July 2021

Accreditation and Memberships - International Accreditation and Recognitions

The **International Accreditation and Recognitions** section should read:

- **Austria**: Webster University in Vienna is accredited by the Agency for Quality Assurance and Accreditation Austria (AQ Austria) as an Austrian Private University.
- **China**: The Webster University MBA program offered in partnership with the Shanghai University of Finance and Economics (SUFE) and the University of Electronic Science and Technology of China (UESTC), is officially recognized by the Ministry of Education in China.
- **Ghana**: Webster University Ghana is fully accredited by the National Accreditation Board of Ghana.
- **Greece**: Webster University, through its Athens Campus, Webster Athens, has been accredited/licensed by the Ministry of Education, Research and Religious Affairs of the Hellenic Republic to operate in Hellas [Greece] under permit 127051/K1/01.08.2016 [Government Gazette 2585/ B/22.08.2016].
- **Kazakhstan**: The Webster University Master of Arts in Teaching English as a Second Language is offered in partnership with Astana International University. The Ministry of Education and Science of the Republic of Kazakhstan recognizes this program offering in its Register of Educational Programs of the Republic of Kazakhstan.
- **The Netherlands**: Selected Webster University programs in the Netherlands are accredited by the Netherlands-Flemish Accreditation Agency (NVAO). Webster is an approved institute of higher education under Dutch law.
- **Singapore**: Webster University partners with PSB Academy in Singapore to deliver undergraduate and postgraduate degrees that are registered with the Committee for Private Education (CPE).
- **Thailand**: Webster University in Thailand is accredited by the Office of the Higher Education Commission (OHEC), Ministry of Education, Thailand.
- **Uzbekistan**: By resolution of the President of the Republic of Uzbekistan and through the Ministry of Higher and Secondary Specialized Education, Webster University is registered to operate, and its diplomas, transcripts and other academic awards are recognized as documents of higher education in the Republic of Uzbekistan.

Campus Locations and Offerings - International Campuses - Greece - Athens

The list of programs offered at the Athens, Greece campus should read:

- International and Regional Security (Certificate)
- International Relations (MA)
- Master of Business Administration (MBA)
- Oil and Gas (Certificate)
- Project Management (Certificate)
- Psychology (MA) with an Emphasis in Counseling Psychology
- Teaching English as a Second Language (MA)
- Teaching English as a Foreign Language (Certificate)

Campus Locations and Offerings - International Campuses- Kazakhstan - Webster University at Astana International University

The list of programs offered at the **Webster University at Astana International University** campus should read:

- Master of Business Administration (MBA)
- Teaching English as a Foreign Language (Certificate)
- Teaching English as a Second Language (MA)

Graduate Catalog Addendum/Errata

Campus Locations and Offerings - International Campuses - Switzerland - Geneva

The list of programs offered at the **Geneva, Switzerland** should read:

- Advanced Research (Certificate)**
- Communications Management (MA)
- Counseling (MA)
- Creativity and Innovation (Certificate)
- Cybersecurity - Threat Detection (Certificate)
- Digital Marketing Management (Certificate)
- Health Care Management (MA)**
- Healthcare Leadership (Certificate)**
- International Development (Certificate)
- International and Nongovernmental Organizations (Certificate)
- International and Regional Security (Certificate)
- International Relations (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Migration, Climate Change and the Environment (MA)

**Courses are taught in French.

Key Dates from the Academic Calendar

The **Fall 2021 - Fall 2 Session** calendar for the **International Campuses** should read:

- **Athens**: Oct. 25 - Dec. 17
- **China - Chengdu**: Oct. 31 - Dec. 26
- **China - Shanghai**: Oct. 23 - Dec. 18
- **Geneva**: Oct. 25 - Dec. 17
- **Ghana**: Oct. 18 - Dec. 17
- **Kazakhstan**: Oct. 18 - Dec. 17
- **Leiden**: Oct. 18 - Dec. 17
- **Singapore**: Oct. 18 - Dec. 17
- **Thailand**: Oct. 18 - Dec. 17
- **Uzbekistan**: Oct. 18 - Dec. 17
- **Vienna**: Oct. 25 - Dec. 17

The **Spring 2022 - Spring 1 Session** calendar for the **International Campuses** should read:

- **Athens**: Jan. 17 - March 11
- **China - Chengdu**: To be determined
- **China - Shanghai**: To be determined
- **Geneva**: Jan. 17 - March 11
- **Ghana**: Jan. 10 - March 11
- **Kazakhstan**: Jan. 10 - March 11
- **Leiden**: Jan. 10 - March 11
- **Singapore**: Jan. 10 - March 11
- **Thailand**: To be determined
- **Uzbekistan**: Jan. 10 - March 11
- **Vienna**: To be determined

The **Spring 2022 - Spring 2 Session** calendar for the **International Campuses** should read:

- **Athens**: March 16 - May 13
- **China - Chengdu**: To be determined
- **China - Shanghai**: To be determined
- **Geneva**: March 21 - May 13
- **Ghana**: March 21 - May 20
- **Kazakhstan**: March 21 - May 20
- **Leiden**: March 21 - May 20
- **Singapore**: March 21 - May 20

- **Thailand**: To be determined
- **Uzbekistan**: March 21 - May 20
- **Vienna**: To be determined

Course Descriptions - COMM - Communication Arts

The **Course Descriptions** for **COMM- Communication Arts** should not include an entry for COMM 5300 Reporting Researching.

Migration, Climate Change and the Environment (MA)

This program is offered by the College of Arts & Sciences and is only available at the Geneva campus in partnership with the UN Migration Agency (International Organization for Migration or IOM).

Teaching English as a Second Language (MA)

The note regarding emphasis locations should read:

^The ESL/EFL education emphasis is available online and at the St. Louis, Bangkok*** and Webster University at Astana International University campuses. The emphasis in international education is available at the Athens, Webster University Tashkent,Webster University at Samarkand State Institute of Foreign Languages, and Webster University at Uzbekistan State University of World Languages campuses. The emphasis in K-12 ELL education emphasis is available online and at St. Louis home campus.

Graduate Catalog

Undergraduate Studies Catalog 2021-22

College of Arts & Sciences

George Herbert Walker School of Business & Technology

Leigh Gerdine College of Fine Arts

School of Communications

School of Education

Webster
UNIVERSITY

Undergraduate Studies Catalog

For general information or application materials:

U.S. Citizens to the St. Louis Campus

Phone: 314-246-7800 • 1-800-753-6765
Fax: 314-968-7116
E-mail: admit@webster.edu

U.S. Citizens to Extended U.S. Campuses

Phone or fax the campus of your choice. (For phone and fax information, see the Locations Offering Undergraduate Programs section of this catalog.)

International Students and U.S. Citizens Living Abroad to U.S. Campuses

Phone: international access code +314-968-7433
Fax: international access code +314-968-7119
E-mail: intlstudy@webster.edu

U.S. Residents to International Campuses

Phone: 314-968-6988 • 1-800-984-6857
Fax: 314-968-7119
E-mail: worldview@webster.edu

Non-U.S. Residents to International Campuses

Phone or fax the campus of your choice. (For phone and fax information, see the Locations Offering Undergraduate Programs section of this catalog.)

Webster University is a private, non-profit, independent, multicampus, international institution offering a wide variety of undergraduate and graduate degree programs. Founded in 1915, Webster University's home campus is in Webster Groves, Missouri, USA, a major suburban center of the St. Louis metropolitan area. Webster University also offers programs at extended campus locations throughout the United States, including military education installations and metropolitan centers, international programs in Europe, Africa, and Asia, and online distance learning programs in a large number of academic disciplines.

Webster University is academically organized into five schools and colleges:

- College of Arts & Sciences
- George Herbert Walker School of Business & Technology
- Leigh Gerdine College of Fine Arts
- School of Communications
- School of Education

The polices and courses listed in this catalog represent the curriculum for the following degrees:

- Bachelor of Arts (BA)
- Bachelor of Science (BS)
- Bachelor of Fine Arts (BFA)
- Bachelor of Music (BM)
- Bachelor of Music Education (BMEd)
- Bachelor of Science in Nursing (BSN)
- Dual Majors
- Sequential Degree Programs
- Combined Degree Programs
- Certificate Programs

Not all degrees and majors are offered at every Webster University location. A schedule of courses for the academic year is available at all Webster University locations that offer degree programs.

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and Webster University. The provisions of this catalog will ordinarily be applied as stated.

However, Webster University reserves the right to change any statement made in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. The student is responsible for knowing graduation requirements for his or her particular degree program.

Enrollment in Webster University or completion of a degree program does not guarantee employment. Career services are available to students at most U.S. campuses. Webster University makes no claim or guarantee that credit earned will transfer to another institution.

Webster University works with an independent certified public accountant to assure that there is sufficient funding through a tuition guaranty bond. A copy of the bond document can be requested by mail addressed to Webster University, Office of Academic Affairs, 470 E. Lockwood Ave., St. Louis, MO 63119. Webster University does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

It is the policy of Webster University not to discriminate in its educational programs, activities, or employment practices on the basis of race, sex, sexual orientation, gender identity, color, creed, age, ethnic or national origin, or non-disqualifying handicap, as required by federal laws and regulations, including Title IX of the 1972 Educational Amendments.

Webster University complies with the Family Educational Rights and Privacy Act of 1974, Public Law 93-380 as Amended.

Governance

Webster University accepts in principle that the governance of the University is a shared responsibility of administration, faculty, and students. Administrators provide executive continuity; faculty and students participate in governance mainly through the constituent assemblies and the work of committees. The latter provide for constructive interactions among administrators, faculty, and students.

Organizationally, the Board of Trustees oversees all activities of the University. Leadership is headed by the Chancellor, who is responsible for determining the overall strategic direction and priorities for the University. The President is Webster University's chief academic officer. A full description of the organizational structure of the University, including current administrators and a list of Board of Trustees members, can be found at https://www.webster.edu/about/leadership/.

Robert (Rob) Reeg, Chair of the Board, *Principal, RWReeg Consulting, LLC*
Susan (Gay) Burns, Vice Chair of the Board, *Executive Vice President, Chief Human Resources Officer, Reinsurance Group of America*
Elizabeth (Beth) J. Stroble, *Chancellor, Webster University*
Julian Z. Schuster, *President, Webster University*
Richard (Rick) Meyer, *Treasurer of the Board, Chief Financial Officer, Webster University*

Notice of Non-Discrimination

Webster University is committed to non-discrimination and equal opportunity regarding the treatment of students, faculty and staff. The University considers employment, admissions, financial aid, programs, and activity applications without regard to race, sex, sexual orientation, gender identity, color, creed, age, ethnicity or national origin, religion, genetic information or disability. Inquiries or complaints related to any of these areas should be addressed to the appropriate individuals identified below.

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Matters concerning potential sex- or gender-based discrimination, harassment or other topics addressed by the Webster University's Title IX Policy on Sex Discrimination, including Sexual Harrassment involving students, employees and/or applicants for employment or student admission:

Kimberley Pert
Title IX Coordinator
Interim Head of Webster University's Title IX Office
Webster University
200 Hazel, Office #5
St. Louis, MO 63119
314-246-7780
pertk61@webster.edu

Matters concerning athletics:

James (Scott) Kilgallon
Director of Athletics
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-246-7576
scottkilgallon@webster.edu

Matters involving student grievances:

Colette Cummings
Associate Dean and Director of the Multicultural Center and International Student Affairs
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-246-7738
cumminco@webster.edu

Matters concerning academic issues:

Thao Dang-Williams
Associate Vice President for Academic Affairs
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-246-8757
thaodangwilliams@webster.edu

Matters concerning all other forms of alleged discrimination involving employees and applicants for employment:

Cheryl Fritz
Chief Human Resources Officer
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-246-7055
cherylfritz49@webster.edu

Webster University 2021-2022 Undergraduate Studies Catalog

Colleges, Schools And Departments

Majors

Minors

Certificates

Course Descriptions

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 help students fully realize their academic and professional goals. Undergraduate students will be assigned either a faculty advisor or advisor from the Advising Center, who will assist them throughout their undergraduate 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 (ARC)

The **Reeg Academic Resource Center** provides academic resources, support, advocacy and access through relationships that empower students across the worldwide Webster University community. The Reeg ARC helps students succeed at Webster in a number of ways, including the following:

Academic Counseling is available to all students, undergraduate and graduate, throughout Webster's global system and 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 also includes work with students on Academic Probation, with low or failing grades, with grades of Incomplete, etc.; work with transfer students and students with disability accommodations; and work with conditionally admitted students, including an extensive program for students meeting the criteria for inclusion in the Transitions program. Academic Counseling is one-on-one support that provides the assistance students need when they need it.

Assistive Technology is available for students who need additional support. While many forms of assistive technology are available only to students with applicable disability accommodations, some technology and software is available to all students. Kurzweil 3000, a program that assists students with reading and writing, is an example of free software that is available to all students, undergraduate and graduate, throughout Webster's global system.

Disability Accommodations are available through the Reeg ARC, and Webster University considers admission, financial aid, program, and activity applications without regard to disability. The Reeg Academic Resource Center's Academic ADA Coordinator helps St. Louis and online students with documented physical, psychological, medical, and/or learning disabilities obtain the accommodations they need to have equal access to information and equal opportunity for program success. At extended sites and international campuses, the site director or a staff designee assists students with disability accommodations. Please see the section titled Services for Students with Disabilities for more information about disability accommodations.

The 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 who are available to work one-on-one or in small groups with students to help them achieve greater confidence, independence and success as learners. Individual peer tutoring is available by appointment for both short-term "catch-up" work and ongoing support. Online tutoring services 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 area 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 receive one-on-one coaching in order to become independent writers and demystify the writing process. Trained coaches help students through the process of writing a paper. Information about how to schedule appointments as well as about online resources and helpful writing tips may be found on the Reeg ARC website (www.webster.edu/arc). The Online Writing Center draws on a group of writing experts to offer writing coaching to students unable to meet face-to-face. Papers may be submitted by visiting the Resources link in WorldClassRoom (Canvas) and selecting Writing Assistance or by following the instructions on the Online Writing Center's website accessible through www.webster.edu/arc. NetTutor also provides writing support to all students worldwide. To access NetTutor, log in to WorldClassRoom and open any course shell. In the course, click on NetTutor in the left-hand course menu.

Contact Information:
Phone: 314-246-7620
Email: arc@webster.edu
Web: www.webster.edu/arc
Facebook: https://www.facebook.com/websterARC

Services for Students with Disabilities

Webster University considers admission, financial aid, program and activity applications without regard to disability. The Reeg Academic Resource Center's **Academic ADA Coordinator** helps St. Louis and online students with documented physical, psychological, medical and/or learning disabilities obtain the accommodations they need to have equal access to information and equal opportunity for program success. At extended sites and international campuses, the site director or a staff designee assists students with disability accommodations. The Reeg ARC's Academic ADA Coordinator supports extended sites and international campuses, as needed and requested, in assisting their students.

While Webster University does not provide diagnostic learning disability testing, faculty or staff members who suspect a student may have a disability should contact the Academic ADA Coordinator (or the appropriate site/campus representative) for consultation. Students who are concerned that they may have a disability may also make arrangements to discuss resources and psychoeducational testing referrals. Students with short-term disabilities (e.g., a broken leg) may also arrange temporary accommodations by contacting the Academic ADA Coordinator (or the appropriate site/campus representative).

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 consultation for Kurzweil 3000, Dragon Naturally Speaking, ZoomText, JAWS, Smartpen, Braille, alternative texts, alternative keyboards, reading software and other hardware/software is

available upon request. Alternatively formatted textbooks, within publisher permission and copyright parameters, may be ordered for students and faculty and staff members whose documented disabilities include this option as an accommodation.

Contact Information:
Phone: 314-246-7700
Email: disability@webster.edu
Web: www.webster.edu/arc
Facebook: https://www.facebook.com/websterARC

Online Learning Center

The **Online Learning Center** supports all students enrolled in online classes at the undergraduate and graduate level who may be enrolled at any campus in the Webster network. All students are provided with an orientation to online learning prior to their first online course and then assigned an Online Success Coach who will help resolve any concerns students may have along the way. Learn more about online student support at www.webster.edu/online/resources-support.php.

Contact Information:
Web: www.webster.edu/online/resources-support.php

Admission

The **Office of Admission** coordinates the recruitment and processing of applications for undergraduate, graduate and international students.

Contact Information:
Toll Free: 800-753-6765
Phone: 314-246-7800
Fax: 314-246-7122
Email: admit@webster.edu

Career Planning and Development Center

The **Career Planning & Development Center** (CPDC) provides comprehensive career development resources and individual support for all students.

Through career coaching, students meet individually with their designated advisor, who will serve as a consistent point of contact throughout their undergraduate studies. Career advisors assist students identify, present and articulate the essential career and job readiness skills that employers emphasize as essential to post-graduate success. The CPDC website includes a multitude of career resources, guides and sample documents that help students in a variety of career development areas including targeted internship and job searching, preparing customized application materials and interviewing strategies. Through Handshake, Webster University's online career management and recruiting platform, students can manage multiple aspects of their internship or job search process, register for career fairs and events, and schedule career advising appointments with their designated career advisor.

Contact Information:
Toll Free: 800-981-9805
Phone: 314-968-6982
Email: careercn@webster.edu
Web: www.webster.edu/career-services
Handshake: https://webster.joinhandshake.com
Facebook: https://www.facebook.com/WUCareerPlanning
Twitter: https://twitter.com/WebUCareerServ
Instagram: https://www.instagram.com/wucareerplanning
YouTube: http://bit.ly/1Pit1jr

Financial Aid

The **Financial Aid Office** processes applications for all federal, state, and institutional student financial aid for all applicants throughout the Webster network.

Contact Information:
Toll Free: 800-983-4623
Phone: 314-246-6992
Fax: 314-246-7125
Email: financialaid@webster.edu
Web: www.webster.edu/financialaid

IT Service Desk

Webster University students have access to some of the latest technology to support their learning experience.

The **IT Service Desk** is the first point of contact for students requesting services from the Information Technology department. The IT Service Desk assists students at any campus in the Webster network or online. Some of the services we provide include Connections account assistance, access to Office 365, joining the wireless network, support for WorldClassRoom (Canvas) online courses and much more.

Please visit our website to see our hours of operation and a full list of our services. We are dedicated to providing quality support and services to our students, faculty and staff. We strive to provide these services in a friendly and timely manner.

Contact Information:
Toll Free: 866-435-7270
Phone: 314-246-5995
Email: support@webster.edu
Web: www.webster.edu/technology/service-desk/

International Opportunities and Support

Preparing students to be global citizens and leaders is a core part of Webster University's mission. With an acclaimed study abroad program, campuses on four continents, and students from nearly every country in the world, Webster provides students with ample opportunity for a truly international education. To learn how Webster can broaden horizons and support international students, explore the programs and offices below:

The friendly staff members in **International Recruitment and International Services (IRIS)** assist Webster students coming from all over the world to study in the U.S. with visas, immigration check-in, maintaining visa compliance, applying for practical training opportunities (CPT and OPT) and more.

Contact Information:
Web: www.webster.edu/iris

The **Multicultural Center and International Student Affairs** at Webster University exist to provide programs and services to students and faculty; and to create a community environment that recognizes social differences, respects cultural uniqueness and facilitates cross-cultural interaction, learning and appreciation.

Contact Information:
Email: mcisa@webster.edu

The **Office of Study Abroad** in St. Louis is the place to start for U.S.-based students looking to study at any of Webster's international campuses and beyond. The office prepares students for their travel and connects them with a range of resources that will help them have a successful international experience. A wealth of information may be found on the Study Abroad website and within the Special Study Opportunities section of this catalog.

Contact Information:
Toll Free: 800-984-6857
Phone: 314-968-6988
Fax: 314-963-6019
Email: worldview@webster.edu
Web: www.webster.edu/study-abroad

Library

The **Webster University Library** offers the latest in online resources, collections and information technology. At library.webster.edu, students and faculty and staff members will discover a wealth of electronic resources including eBooks, articles, streaming video and music, online tutorials and research guides - all accessible 24/7 from campus, home or office. In addition, the Library houses a collection of more than 300,000 books, periodicals, scripts, music scores, CDs, DVDs, Blue-Ray and other media. The Library also provides services to obtain books and articles from other libraries for patrons' research needs.

Of course, the Library is more than just its physical and virtual presence - it is also a group of helpful, enthusiastic staff members. Librarians offer general reference assistance in person, over the phone, or via email and 24/7 chat. Appointments may also be made for in-depth help (either in person or online) from a subject specialist.

Contact Information:
Toll Free: 800-985-4279
Phone: 314-968-6950
Web: library.webster.edu
Email and 24/7 Chat: libanswers.webster.edu

Military Student Information

Webster University and the U.S. Department of Defense have worked together for more than 45 years to provide high-quality and cost-effective undergraduate and graduate programs at military installations across the nation.

Webster University's **Office of Military Affairs** (OMA) is committed to the continuing education needs of our military. The OMA's mission is to provide Webster's military students with access to the global Webster University network through a "single touch point." The OMA can assist military students in multiple areas, including financial aid, academic advising, academic testing, transfer credit (including over 60 cooperative degree programs and transfer credit agreements with DoD school houses, such as Army Captain's Career Courses), grants and proposals, military alumni and military student life activities (tutoring, writing assistance, accommodation assistance, etc.). Webster University also has a full-time Veterans Administration (VA) Success on Campus (VSOC) representative on the main campus who is fully equipped to offer Webster military veteran students the VA help they may need. Additionally, the main campus has a Veteran's Center where veterans can go to relax, study or network.

Contact Information:
Toll Free: 800-981-9801, ext. VETS (8387)
Phone: 314-246-VETS (8387)
Email: oma@webster.edu
Web: www.webster.edu/military

Office of the Registrar

The **Office of the Registrar** submits loan deferments to lenders; certifies degree audits; sends letters of good standing; does enrollment verifications, degree verifications and transfer credit evaluations; processes transcript requests; works with ArmyIgnitEd; registers students; and processes adds, drops and withdrawals.

Webster University maintains permanent student records and transcripts that show all course activity throughout the tenure of each student, to include completed degrees and certificates. Records will show recorded grades as well as incomplete or withdrawn classes. In addition, the GPA is also included on the transcript. The University stores student records electronically. Student permanent files are also imaged and stored electronically. Student records are released to third parties only by written consent from the student or per a court-ordered subpoena. Such requests must carry the student's signature.

Access to student records is limited to authorized users of the student information system. Users must have been granted a username and password to access the system. Users are trained in student confidentially and privacy laws such as the Family Educational Rights and Privacy Act (FERPA). Some of the records maintained in the student information system include student name, ID number, address, telephone number, date of birth, courses taken, grades earned, degrees earned and much more.

Contact Information:
Toll Free: 800-987-3447
Phone: 314-968-7450
Fax: 314-968-7112
Email: registraroffice@webster.edu
Web: www.webster.edu/academics/registrar.php

Student Affairs

Student Affairs is responsible for all co-curricular programs including Career Planning and Development, Campus Ministry, Counseling, First Year Experience (FYE) and Undergraduate Persistence, Campus Dining Services, Housing and Residential Life, Student Health Services, Multicultural and International Student Affairs, WebsterLEADS, Office of Student Engagement, Parent Programs, Student Conduct and the University Center. 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, stocks textbooks and supplies used in courses, as well as a variety of University clothing and accessories.

Financial Services

The Business Office provides a check-cashing service for students. 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 $300 per student available each year. The Money for Textbooks program is also available to St. Louis and online students with financial aid who meet certain criteria. This program provides an advance on an expected refund so that students can

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purchase their textbooks in a timely fashion. The application for Money for Textbooks, which must be submitted on line, can be found at: https://www.webster.edu/campus-life/student-services/money_for_textbooks-non_online.html.

Student Media

The *Ampersand* is Webster University's award-winning student magazine. The magazine continues to evolve as it is created each semester by a class of Webster students dedicated to its production. It is available in print and on an *Ampersand* app available from iTunes and Google Play stores. Content focuses on student life. See the latest edition at www.websterampersand.com.

The *Galaxy* is Webster University's student-run internet radio station located in the recently renovated section of Sverdrup Hall. The *Galaxy* offers students from all disciplines opportunities to work in a variety of positions in a creative environment while developing their communication skills. Listen to the *Galaxy* at www.thegalaxyradio.com.

The *Journal* is Webster University's award-winning student newspaper produced in the recently renovated section of Sverdrup Hall. It is published bi-weekly from September through May and is also available online. It covers news about campus life, sports, popular culture, politics and entertainment. Read the *Journal* at www.websterjournal.com.

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 18 of the last 21 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.

Key Dates from the Academic Calendar

U.S. Campuses

Summer Term 2021

- **May 10-28**: May term
- **May 31**: First 5-week session begins
- **May 31**: Memorial Day*
- **June 7**: Summer session begins
- **July 2**: First 5-week session ends
- **July 5**: Second 5-week session begins
- **July 5**: Independence Day Holiday*
- **July 30**: Summer session ends
- **Aug. 6**: Second 5-week session ends
- **Aug. 7**: Summer Graduation Date

Fall 2021

- **Aug. 23**: Fall Semester classes start
- **Aug. 23**: Fall 1 classes start
- **Sep. 6**: Labor Day Holiday*
- **Oct. 15**: Fall 1 classes end
- **Oct. 25**: Fall 2 classes start
- **Nov. 25-26**: Thanksgiving Break*
- **Dec. 17**: Fall 2 classes end
- **Dec. 17**: Fall Semester classes end
- **Dec. 18**: Fall Graduation Date

Spring 2022

- **Jan. 17**: Spring Semester classes start
- **Jan. 17**: Spring 1 classes start
- **Jan. 17**: Martin Luther King Jr. Day*
- **March 11**: Spring 1 classes end
- **March 14-18**: Spring Break
- **March 21**: Spring 2 classes start
- **May 13**: Spring Semester classes end
- **May 13**: Spring 2 classes end
- **May 14**: Commencement Ceremony
- **May 21**: Spring Graduation Date

International Campuses

Summer 2021

- **Athens**: May 24 - June 18 (Summer 1); June 22 - July 16 (Summer 2); July 17 - Aug. 13 (Summer 3)
- **Geneva**: May 17 - July 9
- **Ghana**: June 7 - July 30
- **Leiden**: May 17 - July 9
- **Thailand**: May 31 - July 23
- **Uzbekistan**: June 7 - July 30
- **Vienna**: May 10 - May 28 (3-week); May 31 - July 2 (5-week); June 7 - July 30 (8-week)

Fall 2021

Fall 1 Session

- **Athens**: Aug. 23 - Oct. 15
- **Geneva**: Aug. 23 - Oct. 15
- **Ghana**: Aug. 23 - Oct. 15
- **Leiden**: Aug. 23 - Oct. 15
- **Thailand**: Aug. 23 - Oct. 15

Fall Semester

- **Athens**: Aug. 23 - Dec. 17
- **Geneva**: Aug. 23 - Dec. 17
- **Ghana**: Aug. 23 - Dec. 17
- **Leiden**: Aug. 23 - Dec. 17
- **Thailand**: Aug. 23 - Dec. 17
- **Uzbekistan**: Aug. 23 - Dec. 17
- **Vienna**: Sept. 13 - Dec. 17

Fall 2 Session

- **Athens**: Oct. 25 - Dec. 17
- **Geneva**: Oct. 25 - Dec. 17
- **Ghana**: Oct. 25 - Dec. 17
- **Leiden**: Oct. 25 - Dec. 17
- **Thailand**: Oct. 25 - Dec. 17
- **Vienna**: Oct. 25 - Dec. 17

Spring 2022

Spring 1 Session

- **Athens**: Jan. 17 - March 11
- **Geneva**: Jan. 17 - March 11
- **Ghana**: Jan. 17 - March 11
- **Leiden**: Jan. 17 - March 11
- **Thailand**: To be determined
- **Vienna**: To be determined

Spring Semester

- **Athens**: Jan. 17 - May 13
- **Geneva**: Jan. 17 - May 13
- **Ghana**: Jan. 17 - May 13
- **Leiden**: Jan. 17 - May 13
- **Thailand**: To be determined
- **Uzbekistan**: Jan. 17 - May 13
- **Vienna**: To be determined

Spring 2 Session

- **Athens**: March 16 - May 13
- **Geneva**: March 21 - May 13
- **Ghana**: March 21 - May 13
- **Leiden**: March 21 - May 13
- **Thailand**: To be determined
- **Vienna**: To be determined

Note: The actual class attendance dates and the holiday schedule listed may vary as required by campus location. Some classes do meet on University holidays. Students should check with their local campus for specific calendar information. The calendar is subject to change should circumstances warrant.

*Only U.S. on ground courses do not meet on these dates.

For more detailed information, including registration dates and drop and withdrawal deadlines, consult the full Academic Calendar at www.webster.edu/academics/academic-calendar.

Locations Offering Undergraduate Programs

Not all degrees and majors are offered at every Webster University location. Campus offerings listed below are accurate as of June 1, 2021. Please see individual campus websites or Webster's Program Finder for current offerings.

^Campuses marked with this symbol are located on military bases. Students may be required to produce U.S. government issued picture identification to enter 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 who have U.S. government issued picture identification should be admitted to these campuses.

United States Campuses

Please see the University Overview section of this catalog to view Accreditation, State Licensures, and Specialized Accreditation information.

California

Webster University provides undergraduate level studies at its two locations in the State of California. Both locations have dedicated classrooms, computer labs, student learning spaces and administrative offices. The locations are overseen by directors who can provide detailed campus information at the local level. Webster University does not have dormitory facilities under its control and we do not provide assistance to the student in finding housing. The availability of housing near the institution is favorable with the average cost of a home in the area at around $715,000 and rent for a 1-bedroom apartment at approximately $1,800 per month.

Irvine Metropolitan
32 Discovery, Suite 250
Irvine, CA 92618
Ph: (949) 450-9066
Fax: (949) 450-9004
irvine@webster.edu

Programs offered:
(degree completion only)

- Management (BA)

Los Angeles Air Force Base^
61 FSS/FSD
483 N. Aviation Blvd.
Bdg 272, Rm C2-207
El Segundo, CA 90245
Ph: (310) 607-8005
Fax: (310) 607-8008
losangeles@webster.edu

Programs offered:
(degree completion only)

- Management (BA)

Missouri

Kansas City Metropolitan
1740 West 92nd Street
Suite 300
Kansas City, MO 64114
Ph: (816) 444-1000
Fax: (816) 444-1740

kansascity@webster.edu

Programs offered:
(degree completion only)

- Criminology (BA)
- Management (BA)

Gateway
812 Olive Street, Suite 20
St. Louis, MO 63101
Ph: (314) 968-5966
Fax: (314) 621-9232
downtown@webster.edu

Programs offered:

- Business Administration (BS)
- Criminology (BA)
- Legal Studies (BA)
- Management (BA)
- Paralegal Studies (Certificate)

St. Louis (Home Campus)
470 E. Lockwood Ave.
St. Louis, MO 63119
Ph: (314) 968-6900
admit@webster.edu

Programs offered:
Unless otherwise noted, all programs listed in this catalog are offered at the St. Louis home campus.

Westport
11885 Lackland Rd., Suite 600
St. Louis, MO 63146
Ph: (314) 968-5955
Fax: (314) 291-5099
westport@webster.edu

Programs offered:

- Business Administration (BS)
- Management (BA)

South Carolina

Webster University provides undergraduate level students at its four locations in the State of South Carolina. All locations have dedicated classrooms, computer labs, student learning spaces and administrative offices. The locations are overseen by directors who can provide detailed campus information at the local level. Webster University does not provide student housing in the State of South Carolina, nor does it find or assist a student in finding housing.

Charleston Metropolitan
4105 Faber Place Drive, Suite 100
N. Charleston, SC 29405
Ph: (843) 408-4145
Fax: (843) 760-1153
charleston@webster.edu

Programs offered:
(degree completion only)

- Business Administration (BS)

- Management (BA)
- Psychology (BA)

Columbia Metropolitan
100 Gateway Corporate Blvd.
Columbia, SC 29203
Ph: (803) 699-0900
Fax: (803) 699-2488
columbia@webster.edu

Programs offered:
(degree completion only)

- Business Administration (BS)
- Management (BA)
- Psychology (BA)

Greenville Metropolitan
124 Verdae Drive, Ste. 400
Greenville, SC 29607
Ph: (864) 438-2718
Fax: (864) 676-0601
greenville@webster.edu

Programs offered:
(degree completion only)

- Business Administration (BS)
- Management (BA)
- Psychology (BA)

Myrtle Beach Metropolitan
4589 Oleander Drive
Myrtle Beach, SC 29577-5706
Ph: (843) 497-3677
Fax: (843) 497-9268
myrtlebeach@webster.edu

Programs offered:
(degree completion only)

- Business Administration (BS)
- Management (BA)
- Psychology (BA)

International Campuses

Please see the University Overview section of this catalog to view International Accreditations and Recognitions information.

Austria

Vienna
Palais Wenkheim, 23 Praterstrasse
1020 Vienna, Austria
AUSTRIA
Ph: (011) 431-269-92-93
Fax: (011) 431-269-92-93-13

Programs offered:

- Business (Minor)
- Business Administration (BSc)*
- Economics (Minor)
- History (Minor)
- International Relations (BA)
- International Relations (Minor)
- Management (BA)
- Management (Minor)

- Management (BA) with an Emphasis in International Business
- Management (BA) with an Emphasis in Marketing
- Philosophy (Minor)
- Political Science (Minor)
- Psychology (BA)
- Psychology: General (Minor)
- Strategic Communication (BA)

*NOTE: The bachelor of science (BS) degree is abbreviated as BSc when completed in Vienna with Austrian accreditation.

Ghana

Accra
Plot #445B Luanda Close
East Legon, Accra, Ghana
Ph: +233-30-250-7393

Programs offered:

- Africana Studies (Minor)
- Computer Science (BS)
- Finance (BS)
- International Relations (BA)
- Management (BA)
- Media Studies (BA)
- Psychology (BA)
- Psychology: General (Minor)

Greece

Athens
9 Ipitou Street
Athens, Greece
GR 105 57
Ph: +011 30 211 9905300/9

Programs offered:

- Accounting (BS)
- Anthropology: Archaeology Focus (Minor)
- Business Administration (BS)
- Computer Science (BS)
- Economics (BA)
- English (BA)
- Finance (BS)
- International Relations (BA)
- Management (BA)
- Management (BA) with an Emphasis in Human Resources Management
- Management (BA) with an Emphasis in International Business
- Management (BA) with an Emphasis in Marketing
- Media Studies (BA)
- Political Science (BA)
- Psychology (BA)
- Psychology (BS)
- Psychology: General (Minor)

The Netherlands

Leiden
Boommarkt 1-2311 EA
Leiden, Netherlands
Ph: (011) 31 (0) 71 516 8000

Programs offered:

- Business Administration (BS)
- International Human Rights (Certificate)

- International Relations (BA)
- Management (BA) with an Emphasis in International Business
- Media Studies (BA)
- Psychology (BA)
- Psychology (BA) with an Emphasis in Mental Health
- Psychology (BS)
- Psychology: General (Certificate)

Switzerland

Geneva
15, Route de Collex, CH - 1293 Bellevue
Geneva, Switzerland
Ph: (011) 41-22-959-8000
Fax: (011) 41-22-959-8013

Programs offered:

- Business (Minor)
- Business Administration (BS)
- Computer Applications (Minor)
- Computer Science (BS)
- Computer Science (BS) with an Emphasis in Cybersecurity
- Computer Science (Minor)
- Data Analytics (Certificate)
- Digital Media (Certificate)
- Economics (BA)
- Economics (Minor)
- Entrepreneurship (Certificate)
- Finance (BS)
- French (Minor)
- History (Minor)
- International Human Rights (Certificate)
- International Human Rights (Minor)
- International Relations (BA)
- International Relations (BA) with an Emphasis in International Economics
- International Relations (BA) with an Emphasis in Migration and Refugee Studies
- International Relations (Minor)
- Journalism (Minor)
- Magazine Production (Certificate)
- Management (BA)
- Management (Minor)
- Management (BA) with an Emphasis in Marketing
- Marketing (Certificate)
- Mathematics (Minor)
- Media Studies (BA)
- Media Studies (Minor)
- Migration and Refugee Studies (Certificate)
- Photography (BA)
- Photography (Minor)
- Photojournalism/Editorial Photography (Certificate)
- Political Science (Minor)
- Psychology (BA)
- Psychology (BA) with an Emphasis in Mental Health
- Psychology (BS)
- Psychology: General (Certificate)
- Psychology: General (Minor)

Thailand

Bangkok
Webster University Thailand - Bangkok
Level 4 Retail Wing - Empire Tower, 195
South Sathom Tai Road
Yannawa, Bangkok 10120, Thailand
Ph: (011) 66 (32) 456-162-8
Fax: (011) 66 (32) 456-169
admissions@webster.ac.th

Programs offered:

- Computer Science (BS)
- Entrepreneurship (Certificate)
- International Tourism (Certificate)
- Management (BA)
- Management (BA) with an Emphasis in International Business
- Management (Minor)

Cha-Am
Webster University Thailand
143 Moo 5, Tambon Sampraya,
Cha-Am, Petchaburi 76120
Thailand
Ph: (011) 66 (32) 456-161-8
Fax: (011) 66 (32) 456 169

Programs offered:

- Business (Minor)
- Business Administration (BS)
- International Relations (BA)
- International Relations (Minor)
- Management (BA)
- Management (Minor)
- Management (BA) with an Emphasis in Marketing
- Psychology (BA)
- Psychology: General (Minor)

Uzbekistan

Tashkent
Webster University Tashkent
13 Navoi Avenue
Tashkent 10011
Uzbekistan
Ph: +998 71 234 1178

Programs offered:

- Business (Minor)
- Business Administration (BS)
- Economics (BA)
- Economics (Minor)
- Film, Television and Video Production (Minor)
- International Relations (BA)
- International Relations (Minor)
- Management Information Systems (BS)
- Media Studies (BA)
- Media Studies (Minor)

Online Programs

Webster University offers students unparalleled opportunities to advance their career with a distinctive blend of classroom and online degree programs.

Students can pursue their degree entirely online, or mix classroom and online courses according to their preferences, interests, and work or family commitment.

Webster University's WorldClassRoom offers courses and programs that students can participate in any time of day or night, from anywhere they have a computer with internet access, such as work, home, the library, or while traveling.

Online students will be taught under the same rigorous academic standards as our traditional classroom programs, yet, everything needed to earn a degree or just take a course is online and accessible 24 hours a day, 7 days a week during the regular

academic term. Due to this dynamic environment, students can expect regular interaction and feedback on work submitted within 7 days.

WebNet+ is a new online video offering at Webster University, which is available for a limited selection of courses and programs. WebNet+, Webster's Networked course delivery method connects students and faculty in real time to learn, engage and collaborate. This allows Webster students from any location to enroll in one of the selected courses and participate virtually in discussions and activities. WebNet+ courses are synchronous, which means that students are expected to login and participate throughout the entire session through technology such as WebEx or Vidyo as well as WorldClassRoom.

Online programs and courses are continually being developed to serve the needs of Webster students. A list of current online programs can be found at www.webster.edu/online.

Current Undergraduate Programs Offered Online:

College of Arts & Sciences

- Criminology (BA)
- General Studies (BA)
- Nursing (BSN)†
- Psychology (BA)
- Psychology (BA) with an Emphasis in Mental Health

Walker School of Business & Technology

- Data Analytics (BS)†
- Data Analytics (Certificate)
- Management (BA)

School of Communications

- Media Studies (BA)

School of Education

- Educational Studies (BA)

† Undergraduate programs marked with this symbol are considered degree completion programs, requiring students to have earned an associate's degree or 64 credit hours of transferable college credit from a regionally accredited institution for admission to the program. For more information, please contact the Office of Admission.

University Overview

Webster University is a private, non-profit, multicampus, international institution offering a wide variety of undergraduate and graduate programs. The University's headquarters is located in Webster Groves, a major suburban center of the St. Louis metropolitan area. Webster students enjoy the advantages traditionally associated with a small undergraduate college, as well as alternative options normally provided only by larger institutions.

In addition to the programs offered at the Webster Groves campus, the University provides undergraduate study opportunities at the following St. Louis locations:

- The historic Arcade Building in downtown St. Louis.
- In St. Louis County at Westport.

Webster University also offers undergraduate education at the following extended-campus locations in the United States: Kansas City, Missouri; Los Angeles Air Force Base and Irvine, California; and Columbia, Charleston, and Greenville, South Carolina.

Students may also study at Webster's international campuses in Vienna, Austria; Accra, Ghana; Athens, Greece; Leiden, The Netherlands; Geneva, Switzerland; Bangkok, Thailand; Cha-Am, Thailand; or Tashkent, Uzbekistan.

Mission

Webster University, a worldwide institution, ensures high quality learning experiences that transform students for global citizenship and individual excellence.

Vision

Our vision is to be a premier U.S.-based international university setting a distinct standard for global education.

Core Values

Students

By sustaining a personalized approach to a global, student-centered education through small classes, close relationships with faculty and staff, and attention to student life.

Learning

By developing educational programs that join theory and practice, provide an international perspective, encourage creativity and scholarship, and foster a lifelong desire to learn and actively serve communities and the world.

Diversity and Inclusion

By creating an environment accessible to individuals of diverse cultures, ages, and socioeconomic backgrounds and instilling in students a respect for diversity and an understanding of their own and others' values.

Global Citizenship

By educating a diverse population locally, nationally, and internationally, acting responsibly toward the environment to foster a sustainable future, and strengthening the communities we serve.

Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely.
- The protection of intellectual freedom and the rights of professors to teach.
- The advancement of knowledge through scholarly pursuits and relevant dialogue.

The University community is by nature pluralistic and diverse. Those who elect to participate in the Webster University community--students, faculty, staff, administrators, alumni, and directors--accept the responsibility of sharing in the effort to achieve the University's mission as an institution of higher learning. Each member is expected to respect the objectives of the University and the views of its members.

Participants in this shared enterprise strive to be governed by what ought to be rather than by what is. To accomplish its goals, members of the University community aspire to a higher standard than mere compliance with formalized University requirements and local, state, and federal laws.

Webster University endeavors to fulfill the following expectations:

- Preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty.
- Treat others with respect and dignity.
- Respect the rights and property of others.
- Act with concern for the safety and well-being of its associates.

Inquiry, discourse, and dissent, within the framework of an ordered academic environment, are seminal elements of a university community and of a free democratic society. Members of the Webster University community recognize this and are consequently supportive of democratic and lawful procedure and dedicated to rational approaches to solving problems. This assumes openness to change as well as commitment to historical values.

Accreditation

Webster University is accredited by **The Higher Learning Commission,** 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, hlcommission.org • 800.621.7440.

Webster University has been accredited continuously since 1925, and this accreditation includes undergraduate and graduate levels at all campuses and locations where the University offers programs.

General Data Protection Regulations (GDPR)

Webster University takes seriously the new General Data Protection Regulations (GDPR) that will affect our students and employees who are EU residents and/or citizens. Please be aware that all personal data you provide is subject to our privacy policy which can be found at www.webster.edu/gdpr.

Online Licensure

Missouri participates in SARA which creates a system of reciprocity for the oversight of distance education. The following student complaint process is in effect with this system.

- Students with a complaint must first attempt to resolve the issue at the school by completing the school's complaint process. Exhaustion of all informal and formal institutional processes, including both campus processes and any applicable system processes, is a prerequisite to filing any

formal complaint with the Missouri Department of Higher Education & Workforce Development. (MDHEWD)
- If dissatisfied with the resolution of the grievance, the student may contact the department by calling (573) 751-2361 and selecting option 2.
- The student will be directed to submit the complaint in writing, using a complaint form provided by the MDHEWD. It may be mailed or faxed to the department and must include supporting documentation. If there is no indication institutional remedies have been exhausted, the complaint will be returned for that purpose. Complaints that fall within the jurisdiction of the department will be investigated and resolved as appropriate by the relevant unit of the MDHEWD. All parties to the complaint will be notified of its resolution by mail.

State Licensures

California

Webster University is a private institution approved to operate by the California Bureau for Private Postsecondary Education, with campuses at Irvine and Los Angeles Air Force Base. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. All programs offered at these campuses are instructed in English.

"Notice of Student Rights" in California—You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later, as described in the Notice of Cancellation form that will be given to you. After the end of the cancelation period, you also have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current program period in your program through the last day of attendance. Read the Notice of Cancellation form for any explanation of your cancellation rights and responsibilities. If you have lost your Notice of Cancellation form, ask the school for a sample copy. After the end of the cancellation period, you also have the right to stop school at any time, and you have the right to receive a refund for the part of the course not taken. Your refund rights are described in the contract. If you have lost your contract, ask the school for a description of the refund policy. If the school closes before you graduate, you may be entitled to a refund.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, by telephone at 888-370-7589 or by fax at 916-263-1897.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complaint form, which can be obtained on the bureau's internet website www.bppe.ca.gov. While students are encouraged to use Webster University internal complaint processes first for grievances, it is not required and students may contact the Bureau at any time.

California students have the right to cancel their agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancelation period, California students also have the right to receive a pro rata refund if they have completed 60 percent or less of the scheduled days in the current program period in their program through the last day of attendance.

The student tuition refund rates apply when a student drops or withdraws from a course in accordance with University enrollment policies and the refund has been approved. Students attending on-campus classes in California will receive a refund on tuition as dictated by the following State requirements:

Refund Schedule		
	Class Length	
Date	9 weeks	8 weeks
Drop		
Week 1	100%	100%
Withdrawal		
Week 2	89%	89%
Week 3	78%	78%
Week 4	67%	67%
Week 5	56%	56%
Week 6	44%	44%
Week 7	0%	0%
Week 8	0%	0%
Week 9	0%	N/A

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that document the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, 916-431-6959 or 888-370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or taxpayer identification number.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Webster University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the BA in management is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some of all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Webster University to determine if your credits or degree will transfer.

For more information on the transferability of credits into Webster University, please refer to the Transfer Credit policies, found within the Academic Policies and Information section of this catalog.

Kansas

The campus at Kansas City, MO is approved by the Kansas Board of Regents.

Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368
Telephone: 785-430-4240

It is the mutual goal of the Kansas Board of Regents and the certified institutions to provide quality educational training and programs. When problems arise, students should make every

attempt to find a fair and reasonable solution by taking the steps outlined in the complaint process.
http://www.kansasregents.org/resources/complaint_procedure_and_form_updated_April2016.pdf

The student tuition refund rates apply when a student drops or withdraws from a course in accordance with University enrollment policies and the refund has been approved. Students attending on-campus classes in Kansas will receive a refund on tuition as dictated by the following State requirements:

Refund Schedule		
	Class Length	
Date	9 weeks	8 weeks
Drop		
Week 1	100%	100%
Withdrawal		
Week 2	100%	100%
Week 3	100%	100%
Week 4	25%	25%
Week 5	0%	0%
Week 6	0%	0%
Week 7	0%	0%
Week 8	0%	0%
Week 9	0%	N/A

Missouri

Campuses at Webster Groves, Gateway (Downtown St. Louis), Westport and Kansas City are authorized by the Missouri Department of Higher Education.

Missouri Department of Higher Education
301 W. High Street (Suite 840, 860, 870, 580)
Jefferson City, MO 65101

The Missouri Department of Higher Education serves as a clearinghouse for postsecondary student complaints. The MDHE complaint policy contains information about the complaint process and includes instructions for how to file a formal complaint. The policy provides that a student who wishes to file a complaint with the department must first exhaust all formal and informal avenues provided by the institution to resolve disputes.

South Carolina

Campuses at Charleston, Columbia, and Greenville are licensed by the South Carolina Commission on Higher Education.

SC Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
Telephone: 803-737-2260

Licensure is not an endorsement or guarantee of quality. If students at the Charleston, Columbia, or Greenville campuses have complaints about a classroom situation, they should first attempt to resolve the situation with the instructor. If resolution cannot be made with the instructor, or if the complaint is about a general school policy over which the instructor has no jurisdiction, then they may contact the school director for mediation. If the

complaint cannot be resolved at the school level through its complaint procedure, students may file a complaint with the South Carolina Commission on Higher Education. The complaint form is available here.
http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf

Texas

The metropolitan campus at San Antonio is approved by the Texas Higher Education Coordinator Board.

The student tuition refund rates apply when a student drops or withdraws from a course in accordance with University enrollment policies and the refund has been approved. Students attending on-campus classes in Texas will receive a refund on tuition as dictated by the following State requirements:

Refund Schedule		
	Class Length	
Date	9 weeks	8 weeks
Drop		
Week 1	100%	100%
Withdrawal		
Week 2	80%	80%
Week 3	80%	80%
Week 4	25%	25%
Week 5	0%	0%
Week 6	0%	0%
Week 7	0%	0%
Week 8	0%	0%
Week 9	0%	N/A

Specialized Accreditations

- Business and Management programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
- Webster University is designated as a National Center of Academic Excellence in Cyber Defense Education.
- Webster University has been accredited by the National Association of Schools of Music since 1952.
- The baccalaureate nursing program at Webster University located in Saint Louis, Missouri is accredited by the Accreditation Commission for Education in Nursing (ACEN)
  3390 Peachtree Road NE, Suite 1400
  Atlanta, GA 30326
  404-975-5000
  www.acenursing.org
  The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing program is continuing accreditation.
  View the public information disclosed by the ACEN regarding this program at http://www.acenursing.us/accreditedprograms/programSearch.htm
- Education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE).

- Webster University is registered for state teachers' certificates by the Department of Education of the State of Missouri.
- Webster University is registered as an Approved Continuing Education Partner (ACEP) with the National Board for Certified Counselors, Inc. (NBCC).
- The BA, MA in legal studies and paralegal certificates at the St. Louis campus only are approved by the American Bar Association (ABA).
- National Council for State Authorization Reciprocity Agreements (NC-SARA).

International Accreditations and Recognitions

- **Austria:** Webster University in Vienna is accredited by The Agency for Quality Assurance and Accreditation Austria (AQ Austria) as an Austrian Private University.
- **Ghana**: Webster University Ghana is full accredited by the National Accreditation Board of Ghana.
- **Greece**: Webster University, through its Athens Campus, Webster Athens, has been accredited/licensed by the Ministry of Education, Research and Religious Affairs of the Hellenic Republic to operate in Hellas [Greece] under permit 127051/K1/01.08.2016 [Government Gazette 2585/B/22.08.2016].
- **Switzerland**: Webster University Geneva is a non-profit university established and recognized in Geneva since 1979 as a Swiss Foundation *(Fondation Webster)*.
- **The Netherlands:** Selected Webster University programs in the Netherlands are accredited by the Netherlands-Flemish Accreditation Agency (NVAO). Webster is an approved institute of higher education under Dutch law.
- **Thailand:** Webster University in Thailand is accredited by the Office of the Higher Education Commission (OHEC), Ministry of Education, Thailand.
- **Uzbekistan**: By resolution of the President of the Republic of Uzbekistan and through the Ministry of Higher and Secondary Specialized Education, Webster University is registered to operate, and its diplomas, transcripts and other academic awards are recognized as documents of higher education in the Republic of Uzbekistan.

Memberships

Webster University holds membership in the following organizations or associations:

- American Association for Paralegal Education
- American Association of Colleges of Nursing (AACN)
- American Association of Colleges of Teacher Education (AACTE)
- American Council on Education
- ASIS International
- Association of American College and University Programs in Switzerland
- Association of American Colleges and Universities (AAC&U)
- Association of Theatre in Higher Education
- College Art Consortium
- College Board
- College Consortium for International Studies
- Council for Adult and Experiential Learning (CAEL)
- Council of Independent Colleges (CIC)
- Council on International Educational Exchange
- Educational Theatre Association
- Higher Education Council of Metropolitan St. Louis
- Independent Colleges and Universities of Missouri
- Institute of International Education
- International Council of Fine Arts Deans
- Missouri Music Educators Association
- National Education Association

University Overview

- Society for Human Resource Management

Webster University has a signed Department of Defense (DoD) Voluntary Partnership Education Memorandum of Understanding (MOU), showing the commitment and value that Webster University places on the school's relationship with the military and providing military members with high quality educational services. Webster University recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences.

Graduates of Webster University are eligible for membership in the American Association of University Women and the American College of Hospital Administrators.

The University also holds appropriate licensure, accreditations, or approvals within the recognized state approval agencies for all locations where Webster University offers programs.

Admission

General Admission Information

The University considers applications for admission on a rolling basis. The Admission Committee reviews applications as soon as all supporting documents have been received. Applicants are encouraged to apply at the beginning of the term or semester prior to which they wish to enroll. While the Office of Admission makes every attempt to accommodate students who apply at any time, applications completed less than one week prior to the beginning of a term or semester may not be reviewed before courses begin.

The application for admission to the St. Louis campus also serves as the merit scholarship application. February 1st is the priority deadline to complete the application for fall semester applicants who wish to maximize their consideration for scholarship, financial aid, and housing. Applications submitted for the fall semester after the February 1st priority date will be considered for scholarship, financial aid, and housing spaces on an "as available" basis.

Students should apply to only one Webster University campus. Applicants may contact the Office of Admission at their original campus to request a change in the Webster campus location of an existing application.

Contact Information for the Office of Admission

The Office of Admission is located on the St. Louis Home Campus in Webster Hall:

Office Location:
Webster University
Webster Hall 140A
470 East Lockwood Avenue
Saint Louis, MO 63119-3194
U.S.A.

Phone: 314-246-7800 or 1-800-753-6765
Fax: 314-246-7116
Email: admit@webster.edu

St. Louis campus applications and supporting documents may be sent by regular mail or post to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Application documents submitted from outside the United States may be sent to the following mailing address:

Webster University
40 North Rock Hill Road
Webster Groves, Missouri 63119-2242
USA
ATTN: Office of Admission

Prospective applicants to one of the University's worldwide campuses should make direct contact with the respective Admission Office at the campus in which they are interested. Campus addresses, phone and fax numbers, and web addresses are available at https://www.webster.edu/locations/.

Freshman Admission

To be considered for freshman admission, applicants should submit the following:

- A completed online application for undergraduate admission. Students may submit the University's institutional application or The Common Application. Equal consideration is given to both during the admission review.
- An official high school transcript from the last high school attended or from a home school program. A GED/HISET certificate may be provided in lieu of the high school transcript. All transcripts issued in a language other than English must be accompanied by a certified English translation.
- Official transcripts from all college-level credit courses obtained while in high school.
- Webster University is a test-optional university. At the time of application, students may decide whether they wish for test scores (ACT or SAT) to be considered for admission. For students submitting test scores as part of their application file, Webster will accept self-reported test scores. Freshman applicants can list test scores on their Common Application, and these test scores will meet the requirement for admission. All freshman admitted and who ultimately enroll at Webster must submit official test scores prior to the start of their first term. Official test scores will be required prior to the start of the term for reporting purposes. Scores listed on an official high school transcript are considered official.
- All students must submit a 200 word academic statement indicating what their academic goals are.

Furthermore, the Office of Admission, when it deems necessary, reserves the right to request the following additional documents when considering a student for admission:

- A résumé of school and community activities, including offices held and awards received.
- One letter of recommendation.

Applicants should submit official transcripts from all institutions attended to the Office of Admission at transcripts@webster.edu or the following address:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

To be considered official, transcripts must be received by Webster University directly from the issuing institution. If the student is to deliver transcripts, they must be in sealed, unopened envelopes and certified with the official seal of the issuing institution.

Some academic programs have additional admission requirements, such as an audition or portfolio review for programs in the Leigh Gerdine College of Fine Arts. These requirements are outlined in their respective academic section of the catalog. After the application is completed, the University Admission Committee will render an academic admission decision. Upon submission or completion of the portfolio or audition, the respective department's admission committee will render a programmatic decision.

Home schooled applicants are welcomed and should submit a high school transcript or an official copy of the appropriate state high school equivalence test. An ACT or SAT score is also required.

Early Enrollment: Students wishing to enroll prior to high school graduation should submit a recommendation from the high school principal or counselor that states the student is in good standing and is adequately prepared for college-level work in order to be considered. This letter is needed to complete the application.

Additional Documentation

- International applicants who will require a student visa or resident permit must submit a photocopy of the biographical page from their passport.
- Applicants whose native language is not English must demonstrate English language proficiency by submitting official copies of valid test scores from TOEFL, Academic IELTS, Duolingo or Pearson.

All official documents and other materials submitted in support of the application become University property and cannot be returned or reproduced.

Freshman Admission Criteria

Freshman applicants are expected to complete a college preparatory secondary school program with at least 19 units of academic credit. The University strongly recommends the following distribution:

- English: 4 units
- History/Social studies: 3 units
- Mathematics: 3 units
- Foreign Language: 2 units
- Science (two laboratory): 3 units
- Fine Arts: 1 unit
- Academic electives: 3 units

The Admission Committee reviews each application individually in order to evaluate demonstrated academic ability. During this review the University looks for evidence of potential academic success at Webster. Particular emphasis is given to the applicant's grades in academic courses, achievement on standardized tests, and class rank, when available. The essay, the recommendation(s), and school/community achievements are also important considerations in the University's decision-making process.

Applicants most likely to be admitted will have a cumulative grade point average of at least a 3.0 on a 4.0 scale, a minimum ACT composite score of 21 or an SAT score of 1000 (Evidence Based Reading and Math combined), and a class rank in the top 50 percent of their high school class, if applicable.

Within the first term of enrollment at Webster, each applicant to the freshman class is required to submit a final high school transcript and/or external examination certifying the date of graduation within the first term of enrollment at Webster. Students who fail to do so will not be permitted to register for subsequent terms.

Adult/Transfer Admission

Each adult freshman applicant and each transfer applicant who has previously attended a college/university or other post-secondary institution must submit:

- A completed online application for undergraduate admission. Students may submit the University's institutional application (available at https://webster.edu/apply), The Common Application or the Coalition application.
- An official high school transcript listing date of graduation or GED scores, if the applicant has successfully completed fewer than 30 semester credit hours (approximately one year) of university level credit.
- An official transcript from each college, university or other post-secondary institution previously attended or from which credit was attempted. All transcripts issued in a language other than English must be accompanied by a certified English translation.
- Additional credentials as requested.

Applicants should submit official transcripts from all institutions attended to the Office of Admission at transcripts@webster.edu or the following address:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

To be considered official, transcripts must be received by Webster University directly from the issuing institution, or in the case of electronic transcripts, directly from the official transcript service provider. If the student is to deliver transcripts, they must be in sealed, unopened envelopes and certified with the official seal of the issuing institution. Official transcripts must be sent directly to the main campus in St. Louis and other documents pertaining to admission should be sent directly to the campus to which the student applied and/or currently attends.

An applicant is considered a transfer student if they have attempted college coursework any time following their high school graduation (not including the summer term immediately after graduation).

Additional Application Requirements

- An audition or portfolio review is required for students applying as fine and performing arts (art, dance, music, or theatre) majors. See special program admission requirements under the respective academic section of the catalog.
- RN to BSN degree completion applicants should submit official transcripts from all college level education, a professional résumé and should contact the St. Louis home campus nursing office (nursing@webster.edu) to set up their pre-admission interview once all transcripts have been received. Applicants must provide proof of a current unencumbered U.S. registered nurse license or be eligible for licensure as an RN and have a scheduled NCLEX exam within three months of beginning the program.
- Military applicants should consult both their Webster University representative and ESO prior to enrollment. Members of the U.S. Army must apply for admission using the GoArmyEd portal. Applications will then be directed to the Office of Admission for entry. All documents required for admission to the degree program will apply. Applicants with prior military experience must submit copies of their service records to be considered for transfer credits. For Air Force servicemen and women, transcripts from the Community College of the Air Force (CCAF) are acceptable. Transcripts from CCAF should be requested and sent to the Webster University Office of Admission. For all other branches of service, the Joint Services Transcript (JST) transcript should be requested and sent to the Office of Admission at transcripts@webster.edu. Students can request the JST by visiting https://jst.doded.mil.

Adult/Transfer Admission Criteria

When considering an adult/transfer applicant, the Admission Committee looks for documentation that the student's prior academic experiences will provide an adequate foundation for success in college-level coursework taken at Webster. The most important factor considered is the applicant's previous academic record, as evidenced by high school and/or college transcripts. Strong consideration will be given to applicants who have achieved a cumulative grade point average of 2.5 or better (on a 4.0 scale) on all previous academic work.

Certain academic programs have additional academic requirements. Please refer to each academic program for details on additional admission requirements.

Webster strongly encourages transfer students to contact the University early in their academic careers to request information about transfer to the University. More information on credit transfer, special transfer opportunities, and degree requirements can be found in the Academic Policies and Information section.

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.

International Student Admission

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

- A completed online application for undergraduate admission. Students may submit the University's institutional application or The Common Application. Equal consideration is given to both during the admission review.
- An official high school transcript and external exams (if applicable in applicant's home country). All transcripts issued in a language other than English must be accompanied by a certified English translation.
- Proof of English language proficiency. See English Language Proficiency section below for approved methods.
- A 300- to 500-word essay on a topic of the student's choice, such as a special interest, significant experience or notable achievement.

Some academic programs have additional admission requirements, such as an audition or portfolio review for programs in the Leigh Gerdine College of Fine Arts. These requirements are outlined below and in their respective academic section of the catalog. After the application is completed, the University Admission Committee will render an academic admission decision. Upon submission or completion of the portfolio or audition, the respective department's admission committee will render a programmatic decision.

Strong consideration will be given to applicants who have achieved a cumulative grade point average of 2.5 (equivalent) or better (on a 4.0 scale) on all previous academic work.

International students recruited to the U.S. will be required to pay a Tuition Deposit equivalent to a one-semester tuition charge, and only applies to tuition fees. This Tuition Deposit is non-refundable upon enrollment and forfeited if the student decides to transfer out of the University. Any forfeited Tuition Deposit will be applied to tuition fees if the student rejoins the University within twelve (12) months from the date of their last class attendance.

Undergraduate applicants who apply and are provisionally accepted either by submitting unofficial transcripts or before completing their high school diploma degree must submit a final transcript indicating the degree received and the date conferred. If transcripts do not indicate degree or conferral date a copy of diploma is required. This official transcript must be on file within eight weeks from the beginning of the student's starting term for full acceptance to the University.

There are two paths for submitting official transcripts for international students:

1. Request the university sends Webster University and official transcript directly in a sealed envelope.
2. If the student has attended a school in a country that does not issue transcripts to other schools, and instead issues only one original certificate or mark sheet directly to the student, then the student can bring in their original, final transcript and diploma to a Webster staff member, for the staff member to verify and take certified true copies. These copies will become the official transcripts and the originals will be returned to the student.

International Transfer Students: An official transcript from all colleges/universities/post-secondary schools attended must be submitted to the Office of Admission. Institutions must be accredited by the appropriate recognition body. U.S. institutions must be accredited by a regional accredited body. Non-U.S. institutions must be recognized by the Ministry of Education as a university-level provider of higher education and accredited by any appropriate agencies within the home country and any countries in which it operates and/or issues degrees. This transcript and/or diploma must show the degree received and the date conferred. In addition, an official high school transcript listing the date of graduation is required if the applicant has successfully completed fewer than 30 semester credit hours (approximately one year) of university level credit.

Additional Documentation

- International applicants who will require a student visa must submit a photocopy of the biographical page from their passport.
- **Applying for a visa**: Students requiring a visa to study in the country in which their campus is located will be required to provide additional documentation for the visa process. Visa documentation requirements can vary at international campus locations depending upon the applicant's citizenship status and/or country of origin at the time of acceptance to the University. Applicants should check with the campus they plan to attend for specifics. Students are responsible for applying and obtaining their visa. The University will provide support and guidance during the process and will notify applicants if additional documentation is required to complete the application file. Upon receipt, the University can vouch for student status and any associated charges.

Important: Applicants from abroad should complete and submit all necessary documents at least four to six months before the desired entry term to allow sufficient time for accepted applicants to apply for a student visa. In addition, applicants should retain photocopies of all documents submitted to the University as these may need to be presented at the consulate/embassy when applying for the student visa.

Dual Admission

Webster University has signed dual admission partnership agreements with area community colleges to help ensure a seamless transfer for students from the associate degree to the baccalaureate degree. Students can be dually admitted to Webster and the community college partner, gaining access to resources at both institutions. Admission requirements and details for each dual admission partnership can be found on the Office of Admission website: www.webster.edu/dualadmission.

Undergraduate Degree Completion Admission

Applicants to Webster's upper-division degree completion programs must follow application procedures listed under Adult/

Transfer Application and must have successfully completed an associate degree or at least 64 credit hours (or 56 credit hours in the state of California) of college-level work prior to beginning studies at the University.

Online Programs

Webster University offers undergraduate degree programs in an online format. For a complete listing of available programs, please visit the Online Learning Center's website: www.webster.edu/online/programs.

Students interested in pursuing a degree in an online format must abide by the same admission requirements mentioned above, depending on their incoming status (whether freshman, adult, or transfer). Additionally, because many of the undergraduate degree options offered online are degree completion programs, they are subject to the additional degree completion admission requirements mentioned above.

Online students are encouraged to submit an application for admission at the beginning of the term or semester prior to which they wish to enroll.

Conditional Admission

The University may choose to admit a student whose academic credentials fall below stated requirements on a conditional basis. Students who are accepted on a conditional basis may be required to take specific courses during their first semester at the University and consult with representatives of the University's Academic Resource Center. Conditionally admitted students must successfully complete their first semester with a Webster University grade point average of at least 2.0 or above in order to remain at the University. Please see Academic Progress in the Academic Policies and Information section of this catalog for information on dismissal, reinstatement and readmission.

Provisional Admission

An accepted student whose application file is incomplete due to an outstanding final transcript or other required document is classified as a provisional admit. This status applies to all international and transfer students still enrolled in coursework, those who need to submit external examination results, or those students who submit uncertified translations of transcripts. Students admitted on a provisional basis must submit all required documents before any federal financial aid may be disbursed and before they may register for a subsequent semester.

Full Admission

An accepted student whose formal application file contains all official and final transcripts and, if needed, literal and certified translations of applicable documents is classified as a full accept. Freshman students receive a "full accept" prior to a final transcript being received; however, freshman are required to submit a final high school transcript within the first term of enrollment.

General Application Information

Admission to Desired Major
The Admissions Committee at Webster University reviews each applicant's background for two areas of competence. The initial review focuses on the student's overall academic performance in all coursework attempted prior to application at Webster. The second review concentrates on the student's previous preparation and ability in the intended major area(s). The decision regarding admission to the University will be based on both areas of review.

However, admission to the University does not guarantee acceptance as a declared major in any specific program. Students normally request formal acceptance into the desired major after a period of satisfactory academic progress at Webster. Requirements for acceptance as a major vary and are set by individual departments and programs.

Certificate Program Application
Students who wish to pursue a Certificate program at Webster must apply and be accepted as a degree-seeking student.

Deferred Admission
An accepted student may request a deferral of their acceptance for up to one academic year by making a written request to the Admission Office. Students who defer admission must submit official transcripts of any academic work completed after acceptance and prior to enrollment at Webster.

Readmission/Break in Enrollment (Leave of Absence)
Degree-seeking students whose enrollment has been interrupted for one calendar year or longer must apply for readmission prior to resuming studies at the University. Readmitted students follow the academic policies and degree requirements of the catalog in effect at the term of their re-enrollment. Readmission is normally requested through the Office of Academic Advising.

Students requesting readmission must submit official transcripts of all academic work completed since prior enrollment at Webster. Students must pay any outstanding balance in the Business Office before the student is permitted to enroll. Students who voluntarily leave the University while on academic probation will be readmitted on probation. See Academic Progress under the Academic Policies and Information section of this catalog.

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. A disciplinary violation or criminal conviction may affect admission, enrollment, or course of study, whether occurring prior to the time of application, while the application is under review, or after the admission decision has been made.

Failure by the applicant to fully disclose this information on the application can result in revocation of the admission offer, dis-enrollment after matriculation, or other disciplinary action. If a student's application misrepresents any information, for any reason, admission or enrollment may be revoked.

Notification of Decision on Admission
The University's admission decision is communicated by letter. Students who are admitted will receive enrollment confirmation materials with their acceptance letter.

English Language Proficiency

A strong command of the English language is vital to a student's success at Webster University. International students are required to show proof of English language proficiency in order to be fully admitted. International students who are from the following countries are exempt from submitting proof of English proficiency:

- Antigua and Barbuda
- Australia
- The Bahamas
- Barbados
- Belize
- Canada (except Quebec)
- Dominica
- Ghana
- Grenada
- Guyana

- Jamaica
- New Zealand
- St. Kitts and Nevis
- St. Lucia
- St. Vincent and the Grenadines
- Trinidad and Tobago
- United Kingdom (England, Scotland, Northern Ireland and Wales)

Permanent residents or U.S. citizens whose primary language is not English and who are not confident in their English language proficiency should consider contacting the English as a Second Language Director for ESL advising at esl@webster.edu.

International student applicants normally satisfy the English language proficiency requirement by submitting official scores within the past two years of one of the approved tests of academic English Language. Business English tests are not an approved method for proving language proficiency. The scores required for full undergraduate admission are as follows:

- TOEFL: iBT: 80
- TOEFL: pBT: 550
- IELTS: Academic: 6.0
- Duolingo: 120
- Pearson: 53
- Cambridge Academic English: 169
- Password: 6.0
- GTEC: 1201
- iTEP: 3.7
- SAT's English-based Reading and Writing Score: 450
- ACT composite score: 23

Appropriate grades on English language subjects of the International Baccalaureate (IB), General Certificate of Education (GCE) Advanced Levels, or West African Exam Certificate (WAEC) English Language Exams completed within the last two years can be considered in lieu of the proficiency exams.

Students who cannot document current evidence of English proficiency should contact the campus to which they are applying for on-site testing. In such cases, testing must be completed before the admission decision will be made. Webster University will refer for testing any applicant for admission about whose English language proficiency an admissions officer has concerns. All English as a Second Language (ESL) recommendations and requirements are a condition of the applicant's admission, enrollment and/or continued enrollment at the University.

Use these correct institutional codes for Webster University when requesting an official TOEFL score report:

- St. Louis campus: 6933
- Accra campus: 5517
- Cha-Am campus: 7954
- Geneva campus: 0546
- Leiden campus: 0548
- Vienna campus: 0547

Use these institutional codes for Webster University when requesting an official ACT score report:

- St. Louis campus: 2388
- Cha-Am campus: 5361
- Geneva campus: 5154
- Leiden campus: 5175
- Vienna campus: 5466

In lieu of submitting one of the English proficiency examinations above, students can demonstrate English proficiency (and be exempt from the test requirement) in any of the following ways:

- Successful completion of at least one academic year of high school or college-level coursework conducted in English by a regionally accredited U.S. institution of learning (ESL coursework does not qualify toward the one full year exception).
- Successful completion of the ELS Language Center's English for Academic Purposes or ELS Language Center Level 112 (must have valid ELS 112 Certificate of Completion).
- Successful completion of the University of Central Florida's Center for Multilingual Multicultural Studies (CMMS) Intensive English Program (must have valid completion certificate).

ESL Contingent Admission

Some applicants are acceptable to the University but have additional English language proficiency needs that the University believes can be met by taking English as a Second Language (ESL) courses through Webster University or another educational institution with which the University has an articulation agreement. These students will be accepted on a conditional basis that acknowledges their need to satisfactorily complete further work in English. Students admitted with an ESL conditional status must meet the University's English language proficiency requirements as noted above before their conditional admission status can be waived.

English Language Placement Testing

Students admitted to the University on an ESL-contingent basis must complete the University's on-campus English language testing prior to registration for classes. The results of this evaluation will enable the academic advisor to place the student in appropriate coursework. Options include intermediate and/or advanced English as a Second Language (ESL) courses only, ESL courses in combination with academic courses, or academic courses only. Webster University will refer for testing any student about whose English language proficiency an academic department, an individual faculty member, or an academic advisor has concerns. The ESL recommendations will become part of the student's graduation requirements.

For any other questions regarding English proficiency requirements, please contact the Office of Admission at the campus in which you are applying. Additional information on Webster University's ESL program can be found at www.webster.edu/arts-and-sciences/academics/glcs/english-second-language.php.

Non-Degree Status Approval

Students who do not plan to seek a degree from Webster may request approval to take undergraduate courses at the University as a non-degree student. The non-degree application is available from the Office of Admission or the campus the student is interested in attending. Non-degree seeking students are prohibited by federal regulations from receiving federal financial aid. Non-degree application requirements include:

- Non-degree application (available at https://webster.edu/apply).
- Transcript(s) from previous high school(s) and/or postsecondary institution(s) attended.
- Additional documentation may be requested at the University's discretion.

The Admission Committee evaluates non-degree student applicants for evidence of demonstrated potential for academic success. Non-degree candidates who meet regular University admission standards for freshmen or transfer students are normally approved.

Registrations for non-degree students are processed on a space available basis beginning 30 days before the start of each

semester. Non-degree students must document that any class prerequisites have been met and must maintain satisfactory academic progress at the University. Non-degree students must pay tuition in full at the time of registration.

Non-degree students who would like to become degree-seeking may apply for admission for a subsequent term. A maximum of 30 credit hours may be earned as a non-degree student. Non-degree students approved for undergraduate study may not enroll in graduate-level coursework without a completed baccalaureate degree.

Other Admission Information

General information about degree-seeking study at Webster University's international campuses may be found at www.webster.edu/worldwide/.

A list of all study abroad locations can be found on The Office of Study Abroad's website (www.webster.edu/study-abroad) under Programs. All Webster University students enrolled at a United States campus and all U.S. citizens residing in the United States who are interested in studying abroad at an international campus should contact The Office of Study Abroad at worldview@webster.edu. Address, telephone, and fax information is listed in the Special Study Opportunities section of this catalog.

Visas for Study Purposes
International students who will require a student visa to begin educational study in a country where Webster has a campus may need to provide additional documentation. Local documentation requirements can vary by campus depending upon the applicant's citizenship and/or country of residence at the time of application. Applicants should check with the campus they wish to attend for specific information.

Important: Applications from abroad should be complete and on file at the University at least four to six months before the desired entry term to allow sufficient time for accepted applicants to apply for a student visa. In addition, applicants should retain photocopies of all documents submitted to the University as these may need to be presented at the consulate/embassy when applying for a student visa.

Admission Appeal Process

Students who have been denied admission to the University may appeal their decision through the Webster University Admissions Appeal Committee, which is comprised of University staff and faculty. Students seeking a successful appeal must submit the following information to be considered:

- A statement (no longer than 2 pages, double-spaced) detailing the reasons why the Appeal Committee should consider altering the initial admission decision. Students should discuss why they believe they will succeed at Webster and should convey any important information related to academic potential not indicated on the transcript(s) submitted for admission.
- Updated transcript(s) detailing any college-level coursework completed since the initial admission decision was rendered, if available. Students likely to be granted an appeal will be able to document a measurable change in academic preparedness since the original denial.

Admissions appeals should be sent electronically to the Office of Admission at admit@webster.edu and addressed to the attention of the chair of the Admissions Appeal Committee.

Prior to Enrollment

Enrollment Confirmation
Accepted applicants to the St. Louis home campus are encouraged to submit a $100 (U.S.) tuition deposit to confirm their intent to enroll at the University.

Deposits for the Fall semester/term(s) are refundable until May 1st, deposits for the Spring semester/term(s) are refundable until December 1st, and deposits for the Summer term are refundable until April 1st. Requests for a refund must be made in writing to the Office of Admission.

International students recruited to the U.S. are required to pay a Tuition Deposit equivalent to a one-semester tuition charge, applicable only to tuition fees. This Tuition Deposit is non-refundable upon enrollment and forfeited if the student decides to transfer out of the University. Any forfeited Tuition Deposit will be applied to tuition fees if the student rejoins the University within twelve (12) months from the date of their last class attendance. Payment can be made online, bank transfer or by returning the Enrollment Confirmation form with the tuition deposit to the Office of Admission.

Information regarding enrollment confirmation processes and deposits for degree-seeking student who plan to attend an International campus are available from the respective Admission Office.

Housing Information
St. Louis on-campus housing information may be obtained by visiting www.webster.edu/housing. For the fall term, housing applications become available after January 1. Incoming freshmen are required to live on campus for their first two years unless they live with their parents within 35 miles of campus. Transfer students who wish to live in the Webster Village Apartments or residence halls on campus should contact the housing office and submit their housing application early in the admission process. Housing is available on a limited basis.

Students who intend to apply for St. Louis on-campus housing will need to activate a **Candidate** account. An activation email for this account will be sent to the student's personal email address after acceptance to the University. The student must activate this account within five days. For assistance in activating the Candidate account, please contact the Office of Admission at 800-753-6765 or admissioninfo@webster.edu.

Each International campus has a Housing Officer who can assist accepted applicants with on-campus or off-campus housing options. Refer to the various campus websites for additional information.

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 are some examples:

Connections is the university's intranet portal, providing centralized access to a variety of services. Connections is integrated with **Office 365** subscription and is designed to provide relevant and timely information within an interactive and community-driven design.

Webster's Microsoft Office 365 subscription gives students, faculty and staff online access to the Microsoft Office applications from nearly any device. Office 365 will provide many productivity and collaboration services to the Webster University community - online hosted email, shared calendaring, additional online storage with OneDrive, Office in the cloud and so much more.

Office 365 also provides important technical tools that Webster Information Technology is adopting, such as user password management and email.

Students are expected to:

- Register their Connections/Office 365 account.
- Regularly check their University email account for official communication from Webster University.
- Regularly check their Connections account for Webster Alerts, Personal Announcements and Campus Announcements.
- Maintain their University email account in working order (including compliance with the University's Acceptable Use Policy and appropriately managing disk space usage).
- Set up 2-Factor Authentication.

The **Student Success Portal**, powered by Starfish, brings the energy of shared technology to students, faculty and staff to enhance communication across Webster's global network. It allows for a collaborative experience to ensure student success is a priority both in and out of the classroom.

For technology support, students can email the IT Service Desk at support@webster.edu or call at 314-246-5995 or toll free at 1-866-435-7270.

For all other IT policies, including the University Email Policy, Acceptable Use Policy, Wireless Network Policy, Data Encryption Policy, and other guidelines, visit: https://legacy.webster.edu/technology/references/.

Course Load Guidelines

The recommended academic load for full-time students is 15 credit hours each semester. Fifteen credit hours for eight semesters total the 120 credit hours required for a degree. For students enrolling in 8-week terms, the recommended academic load is two to three courses per term (6-9 credit hours). Students in good academic standing must request written approval from the Academic Advising Center to enroll in more than 18 credit hours in a single semester (or more than 9 credit hours in a term). Students who take more than 18 credit hours are charged for the additional credit hours at the per-credit-hour rate.

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 course load for students in the St. Louis area or students pursuing online degrees are made to the Academic ADA Coordinator or, in the Academic ADA Coordinator's absence, the Director of the 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.

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.

Registration

Students should work in collaboration with their academic advisor to determine their courses and degree progression. Registration is open three times a year: for the Fall, Summer and Spring sessions. For specific dates, please consult the Academic Calendar.

- New undergraduate students are required to meet with an academic advisor to review degree requirements, create a degree plan and coordinate initial registration.
- Current undergraduate students are encouraged to self-register. Undergraduate students with less than 30 earned hours will need to meet with an advisor to receive registration clearance. Students may also contact the Advising Center for registration assistance. Some students may be required to see an advisor prior to registration.
- Course registration should be completed prior to the official session start date. For online classes, registration must be complete by the Friday prior to the official session start date. For registrations after the start of the session, refer to the Add/Drop/Withdraw Procedures section below.
- Published course schedules are subject to change.

Student Classification

Students may be classified in several ways, depending on the purpose of the classification.

Full Time vs. Part Time: The terms full time and part time are used for reporting purposes and for awarding federal, state, and Webster University financial aid.

Students registered for 12 credit hours or more per semester are considered full time and may be eligible for federal and state financial aid. Those registered for 11 credit hours or fewer per semester are considered part time. For financial aid purposes, some students are considered half time. See the Financial Information section of this catalog for more information.

Flat-Fee vs. Per-Credit-Hour Billing: The terms flat-fee and per-credit-hour are used for Webster University billing purposes.

Students registered for 13 to 18 credit hours pay flat-fee tuition. Those registered for 12 credit hours or fewer pay tuition at a per-credit-hour rate. Students must be registered for 13 or more credit hours to be eligible for Webster Scholarship and Webster Grant assistance. For more information, see Undergraduate Tuition in the Tuition, Fees and Refunds section of this catalog.

Classification:

- Freshman Standing: 0-29 earned credit hours
- Sophomore Standing: 30-59 earned credit hours
- Junior Standing: 60-89 earned credit hours
- Senior Standing: 90+ earned credit hours

Student Schedule Changes

Students may change their schedules (drop/add) during the official drop/add period. Prior to the beginning of classes, students may add or drop classes with the approval of an academic advisor.

Adding Courses

Students may add a course up to the day of the first meeting of the class through their Connections account or with their academic advisor. To add a class during the first week, the student must obtain instructor permission. If approved, the Advising Center or the Office of the Registrar will process the registration.

For online courses, students may add a course up to the Friday prior to the first day of classes through their Connections account or with their academic advisor. To add a course during the first week, the student must contact the Online Learning Center for instructor approval. If approved, the Online Learning Center will process the registration.

Dropping Courses

Students may drop a course through Friday of the first week of an eight-week, nine-week or semester course. Students may drop online through their Connections account or may contact an academic advisor. Informing the course instructor is not sufficient notice for dropping a course. Non-standard courses may follow a variable drop schedule; contact an academic advisor. The University reserves the right to drop students who do not attend class the first week of the term/semester. Students who do not log into their online class prior to the drop deadline will be dropped from the course.

Changing Sections

To change from one section of a course to another section of the same class, students must drop and add the courses during the drop/add period. Contact your Academic Advisor for assistance.

Waitlist

The university utilizes a waitlist system. The waitlist does not guarantee registration. Students should review their Course Schedule and talk with an academic advisor to confirm registration in a course.

Withdrawal from Courses

Students may withdraw from a course through Friday of the sixth week of an eight-week or nine-week course and 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 and complete the request form. Late withdrawals are not approved for poor academic performance. Military students with extraordinary, long-term or remote assignments are encouraged to meet with their academic advisor to discuss withdrawal.

For information on refunds and tuition waivers, see the Financial Information and Tuition, Fees and Refunds sections of this catalog.

Course Numbering System

- 1000-1999 lower division (freshman level)
- 2000-2999 lower division (sophomore level)
- 3000-3999 upper division (junior level)
- 4000-4999 upper division (senior level)

While courses are sequenced as lower-division through upper-division, juniors and seniors may elect introductory-level courses outside their major field of study.

Graduate-Undergraduate Registration

Courses in the 5000 series are graduate courses. An upper-division undergraduate student may enroll in them with the written permission of his or her advisor and the appropriate dean.

Courses in the 4000 series are upper-division courses in undergraduate studies. A graduate student may enroll in them with the written permission of his or her advisor and the instructor of the course. With written approval of the graduate program director, the credit may be applied toward the student's graduate degree. With prior approval, a maximum of 6 credit hours of 4000-level courses (with a B- or better) from Webster University can be applied to a graduate degree. Undergraduate Reading Courses (4610) and Apprentice Teaching (EDUC 4950, EDUC 4960, EDUC 4965, EDUC 4966, EDUC 4967, EDUC 4968, EDUC 4970, EDUC 4971, EDUC 4972, EDUC 4973, EDUC 4974, EDUC 4980 and EDUC 4981) may not be applied toward a graduate degree.

With the exception of the common core courses required for the combined BA/MA, BA/MS, BS/MA and BS/MS programs, courses in the 4000 or 5000 series used to complete an undergraduate degree may not be counted toward the credit-hour requirement for a graduate degree at Webster.

Concurrent Registration

Current Webster students may request permission to register for classes at other institutions; however, they must obtain prior approval. The permission forms for concurrent registration may be obtained from the Office of the Registrar and filed with that office prior to registration at the other institution. This policy applies to summer session coursework at other institutions, study abroad programs, and other international study coursework.

Interinstitutional Registration

Webster has established a program with Fontbonne, Lindenwood, Maryville and Missouri Baptist universities and with Eden Theological Seminary that allows degree-seeking students registered at Webster University for 13-18 credit hours to register for undergraduate classes at any of these institutions during their regular terms. The interinstitutional agreement does not apply during the summer, weekend, or interim sessions, and students must furnish their own transportation. Students may take courses at institutions if they are not offered at Webster. Webster students register and pay tuition at Webster but attend classes and observe regulations of the host institution. Students are also responsible for all lab fees, instructional materials, or other costs associated with the course(s). Students register for interinstitutional courses with Webster University.

Teacher Certification

Students interested in pursuing Missouri teacher certification at Webster University should contact the School of Education, Department of Teacher Education representative. Information regarding areas available for teacher certification is included in the School of Education curriculum section of this catalog.

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.

Students who do not attend the first week of classes may be dropped due to non-attendance.

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.

Academic Policies and Information

Undergraduate Degree Options

Webster University's BA and BS degrees are firmly grounded in the liberal arts. They represent differing but equal curricula. The University awards the BA to those who concentrate in language, literature, history, and other humanities and liberal arts areas. The University may grant the BS in social and natural sciences or in highly applied or technical fields. General education requirements are generally the same for both degrees; however, the BS may require more courses in the major, thus allowing fewer elective courses.

- Bachelor of Arts (BA)
- Bachelor of Science (BS)

Webster University also offers focused and specialized baccalaureate programs that have highly structured and prescriptive curricula. These professional degrees are the BFA, BM, BMEd and the BSN.

- Bachelor of Fine Arts (BFA)
- Bachelor of Music (BM)
- Bachelor of Music Education (BMEd)
- Bachelor of Science in Nursing (BSN)

Baccalaureate Degree Requirements

To earn a bachelor's degree, students must:

- Complete at least 120 total credit hours
  - At least 30 of the last 36 credit hours must be earned in residence at Webster University.
  - Credit for assessment of prior learning or departmental credit by exam is considered in residence.
- Earn a cumulative Webster University grade point average of 2.0 or better.
- Satisfy the requirements of a major. Options include:
  - A major in a department.
  - An approved self-designed interdisciplinary major (SIM).
- Meet the requirements of the Global Citizenship Program (GCP).

Bachelor's degrees are awarded in May, August and December.

Students must meet the requirements in effect at the time of their matriculation as degree seeking students. Students leaving the University for more than one calendar year must be readmitted and will follow the requirements in effect at the time of their readmission.

Credit Hours

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) for other activities, including laboratory work, internships, practica, studio work, online discussions, projects and other academic work.

Webster University offers courses in a variety of modalities and formats to meet the needs of its diverse student population. The proportion of instructional time and student outside work may be adjusted for different modalities, program levels, or lengths of academic sessions (i.e., terms) to accommodate instructional needs. Adjustments may include web-enhanced instruction through Canvas-powered WorldClassRoom (a tool available in all courses) and other enhanced learning activities. In all cases, the adjustments must reflect the student learning outcomes of the course and reasonably approximate the above standards.

Global Citizenship Program

Webster University requires all baccalaureate students to complete the Global Citizenship Program, Webster's distinctive general education program. The mission of the Global Citizenship Program is to ensure that every undergraduate student emerges from Webster University with the core competencies required for responsible global citizenship in the 21st century.

Global Citizenship Program Learning Outcomes

Students who successfully complete the program will be able to:

- Demonstrate knowledge of human cultures and the sources of meaning (Roots of Cultures).
- Demonstrate knowledge of human cultures and how people and their cultures and institutions work (Social Systems and Human Behavior).
- Demonstrate knowledge of the physical and natural world (Physical and Natural World).
- Demonstrate knowledge of cultures foreign to them, international languages or the forces that draw people of the world together and forces that push them apart (Global Understanding).
- Demonstrate knowledge of human artistic expression (Arts Appreciation).
- Demonstrate an understanding of and create arguments supported by quantitative evidence and clearly communicate those arguments in a variety of formats (Quantitative Literacy).
- Recognize when there is a need for information and identify, locate, evaluate and responsibly use and share information relevant for the problem at hand.
- Explore ideas, issues, images and events comprehensively by analyzing and evaluating assumptions and arguments, constructing well-supported arguments and developing innovative plans or ideas to solve problems.
- Assess their own ethical values and, in the social context of problems, apply and evaluate ethical perspectives and concepts.
- Demonstrate understanding of the complexity of elements important to members of another culture in relation to history, values, politics, communication styles, economy or beliefs and practices.
- Communicate ideas, opinions and information effectively by preparing and delivering purposeful oral presentations designed to increase knowledge, to foster understanding or to promote change in listeners' attitudes.
- Use language effectively to communicate in a variety of written genres.
- Demonstrate -- through effective use of genre, context and syntax -- understanding of the purpose of their writing and appropriate approach to a particular audience.
- Make connections between academic learning and life experiences across disciplines and perspectives.
- Apply knowledge, skills and responsibilities to new settings and complex problems.
- Demonstrate the ability to work constructively as part of a team by contributing directly, facilitating others' contributions,

fostering a constructive climate and responding well to conflict.

Global Citizenship Program Requirements

The Global Citizenship Program (GCP) applies to all new students, both those seeking BA or BS degrees, as well as students seeking professional degrees such as BFA, BM, BMEd and BSN.

Students satisfy the GCP requirements by completing at least 3 credit hours of relevant coursework from each category identified in the course requirements section below with a grade of C- or better. Two categories within the GCP require 6 credit hours each.

No courses used to fulfill the course requirements of a student's first major may be used to satisfy GCP course requirements, unless the degree receives accommodations. The professional degrees (BFA, BM, BMEd and BSN) and a limited number of specialized BA and BS degrees receive accommodations for their high number of required credits and specialized natures. The specific GCP requirements for degree programs with accommodations are listed alongside the requirements for the individual majors in this catalog.

Courses in a second major or in a minor or certificate program may be used to satisfy GCP requirements.

General Education Requirements

Course Requirements (24 credit hours distributed as indicated below):

- 6 credit hours from courses with two different prefixes designated 'Roots of Cultures.'
- 6 credit hours from courses with two different prefixes designated 'Social Systems and Human Behavior.'
- 3 credit hours from courses designated 'Physical and Natural World.'
- 3 credit hours from courses designated 'Global Understanding.'
- 3 credit hours from courses designated 'Arts Appreciation'
- 3 credit hours from courses designated 'Quantitative Literacy.'

Skills Requirements

- All students must complete three credit hours in courses coded for each of the following skills:
  - Written Communication
  - Oral Communication
  - Critical Thinking
  - Intercultural Competence
  - Ethical Reasoning
- Students will usually complete the Skills Requirement with courses in the GCP Course Requirements but may also complete them with appropriately coded courses within their major or within other GCP courses coded for skills not used for GCP knowledge requirements.

Undergraduate Degree Requirements

Two integrative seminars (6 credit hours) are required:

- The initial, integrative, lower-level seminar may be met by:
  - GLBC 1200 Global Cornerstone Seminar
  - GLBC 1210 Gateway Seminar to the Global Citizenship Program in Online Environments
  - An approved substitute course (see degree audit or ask your academic advisor for a current list)
  - Prior Learning Assessment
  - Having earned an associate degree from a regionally accredited college or university

- The upper-level seminar may be met by:
  - KEYS 4XXX Global Keystone Seminar course

Total Required GCP Credit Hours: 30

Definitions

Knowledge Areas:

- **Roots of Cultures** courses develop knowledge of human cultures and the sources of meaning, focused by engagement with 'big questions,' whether contemporary or enduring.
- **Social Systems and Human Behavior** courses develop knowledge of human cultures and how people and their cultures and institutions work, focused by engagement with 'big questions,' whether contemporary or enduring.
- **Physical and Natural World** courses develop knowledge of the physical and natural world, focused by engagement with 'big questions,' whether contemporary or enduring.
- **Global Understanding** courses develop understanding of cultures foreign to them, or international languages or forces that draw people of the world together and forces that push them apart.
- **Arts Appreciation** courses develop knowledge of human artistic expression gained through analysis, reflection or practical experience.
- **Quantitative Literacy** is a "habit of mind," competency and comfort in working with numerical data.

Skills Areas:

- **Critical Thinking** is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion.
- **Ethical Reasoning** is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.
- **Intercultural Competence** is a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
- **Oral Communication** is a prepared and purposeful presentation designed to increase knowledge, to foster understanding and/or to promote change in the listeners' attitudes, values, beliefs or behaviors.
- **Written Communication** is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies and mixing texts, data and images. Written communication abilities develop through iterative experiences across the curriculum.

An approved list of courses addressing each of the categories is available through academic advisors and can be found on the Academic Advising Connections site under Forms and Resources. The course descriptions found in this catalog are also coded for GCP, if applicable. Students have the responsibility to select their general education coursework, with the guidance of their academic advisor, within these guidelines.

Major

A major is a cohesive combination of courses through which a student gains a grounding in a particular discipline. The major designates a student's primary area of study.

Requirements for Majors

- Students must complete a major, whether in a department or an approved self-designed interdisciplinary major (SIM).
- Departments set the requirements for their majors including specific course work, residency in the department, minimum grades, or international language credit.
- Majors may also require or optionally offer an additional formal focus (emphasis) or an informal focus (area of specialization, area of study, concentration, or track).

Emphasis

An emphasis is an additional specific subject area within a major, allowing students to further focus their study in a formal way that appears on their transcript.

Several Webster majors require students to select an area of emphasis, while other majors offer optional emphases.

Informal Focus

An area of specialization, area of study, concentration, or track is an informal focus that may be required or optional component of a major. The terminology is interchangeable and is used at the discretion of the department. An informal focus does not appear on the diploma or transcript.

Dual Majors and Dual Degrees

Students may complete the requirements of two majors or two degrees simultaneously. A dual major is two different majors within the same bachelor's degree pursued and earned simultaneously. A dual degree is two different bachelor's degrees pursued and earned simultaneously. The two majors or two degrees cannot be awarded separately or sequentially.

Requirements for Dual Majors and Dual Degrees

- Students must complete the requirements of both majors or both degrees.
- The same course may not satisfy the requirements for two different majors or degrees, except for waivers made for specific dual majors and dual degrees in the Business department of the George Herbert Walker School of Business and Technology.
- All students pursuing a dual major or dual degree will complete the Global Citizenship Program requirements of one of the programs.

Students earning dual majors will receive a diploma that reflects both majors and the school or college sponsoring the student's primary major, as designated on the approved Petition to Graduate. Students earning dual degrees will receive a diploma for each degree.

Combined Degrees

The combined degrees program is an accelerated program allowing students to complete a bachelor's degree and a master's degree with a reduced number of total credit hours for both programs. Upper-level undergraduate courses are integrated with initial graduate courses in the curriculum, which decreases the total requirements for both degrees by a maximum of 12 credit hours. For additional information on eligible programs and admission requirements, see the Combined Degrees section of this catalog.

Sequential Degree

A sequential degree is a second bachelor's degree in a different area of study, pursued after conferral of the student's first degree.

Requirements for Sequential Degrees

- To earn a sequential degree, students must complete:
  - All remaining core requirements in the major
  - The University's residency requirement of at least 30 credit hours
    - Webster graduates seeking a sequential degree are required to complete a minimum of 30 additional credit hours in residence as part of the sequential degree
  - Departmental residency requirements
- Students who have completed a baccalaureate degree from a regionally accredited institution will have satisfied all requirements of the GCP.
- Students are advised by the department or program in which the sequential degree is sought.

Admission

Webster graduates must apply for a sequential degree through the Academic Advising Center; graduates of other accredited institutions must apply through the Office of Admission. On admission, credits awarded toward the previous degree will be evaluated by the Office of the Registrar for acceptance toward the sequential degree and the new major.

Certificate

A certificate is a cohesive set of courses reflecting knowledge and/or skills in a narrowly defined discipline that can be awarded as a stand-alone credential. Certificate programs are designed for both first-time degree seeking students and individuals who already possess a baccalaureate degree. The University's certificates can be viewed at https://www.webster.edu/catalog/current/undergraduate-catalog/certificates/.

Requirements for Certificates

- Students must complete all specified coursework in residence at Webster University.
- Transfer credits may not be applied to a certificate.
- Students must earn at least a grade of C or better in courses applied to the certificate. Some departments may establish a higher cumulative grade requirement for specific certificate programs.
- Courses fulfilling the requirements of a certificate may also be used to satisfy the requirements of a degree program but may not be applied to another certificate.

Certificates are awarded in May, August and December.

Admission and Financial Aid

Admissions policies for certificate seeking students are the same as for baccalaureate degree seeking undergraduates. The general academic and financial policies of the University apply to students seeking certificates. However, scholarship awards are available only to baccalaureate degree seeking students.

Minor

A minor is an optional secondary area of study that complements the student's major or explores another area of intellectual interest. A minor must be in an area of study different from the student's major and may be from an interdisciplinary area of study. The University's minors can be viewed at https://www.webster.edu/catalog/current/undergraduate-catalog/minors/.

Requirements for Minors

- Students must complete a minimum of 18 credit hours in specified coursework in residence at Webster University.
- Transfer credits may not be applied to a minor.

- Students must earn a grade of C- or better in courses applied to the minor. Some departments may establish a higher cumulative grade requirement for specific minors.
- Students may earn a maximum of two minors.
- Courses fulfilling the requirements for a minor may not be applied to the requirements for the student's major or another minor.

A minor cannot be earned as a stand-alone credential but is earned simultaneously with a bachelor's degree. A minor appears on the student's transcript.

Directed Study

A directed study is a one-on-one tutorial to complete an existing undergraduate course that is unavailable due to scheduling problems. To qualify as a directed study, the course must be in the curriculum at the campus where the student is enrolled and must not be a reading course, practica or independent study.

To request a directed study, students must submit a written request to the chair or director, along with supporting documentation. If approved by the chair or director, the course will be identified on the student's transcript with the catalog course prefix, number and title with a directed study notation.

Independent Study

An independent study is a specifically numbered course, either general (INDZ) or specifically designed by a department, that involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area.

To request an independent study, students must speak to their academic advisors and seek approval from the department chair.

Class Attendance

The University reserves the right to drop students who do not attend class the first week of the term/semester. However, students are responsible for the accuracy of their schedule and should not rely on this potential action. Students should verify their schedule by logging in to their Connections account.

Students are expected to participate actively 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.

In extraordinary circumstances, students may be eligible for an Incomplete grade. For more information, please see Incompletes in the Undergraduate Grading Policy section below. Students must also meet with their academic advisors 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 Financial Information and Tuition, Fees and Refunds sections of this catalog.

Student Conduct

Students enrolling in an undergraduate program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an educational institution. Misconduct for which students are subject to discipline may be divided into the following categories:

- All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University. (See Academic Honesty Policy in this catalog.)
- Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
- Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In cases of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g., removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation as they deem appropriate. When necessary and appropriate, Public Safety and/or the local (or military) police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
- Theft of or damage to property of the University.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the Office of the Provost or his designee. To the extent that penalties for any of these misconducts (e.g., theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Student Handbook.

Academic Honesty Policy

The University is committed to high standards of academic conduct and integrity. Students will be held responsible for violations of academic honesty.

Definitions of Academic Dishonesty

Academic dishonesty includes the following and any other forms of academic dishonesty:

- Cheating—Using or attempting to use crib sheets, electronic sources, stolen exams, unauthorized study aids in an academic assignment or assessment, or copying or colluding with a fellow student in an effort to improve one's grade.
- Fabrication—Falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file.
- Plagiarism—Using the works (i.e. words, images, other materials) of another person as one's own words without proper citation in any academic assignment. Plagiarism includes submission (in whole or in part) of any work purchased or downloaded from a website or an internet paper clearinghouse. Self plagiarism -- submitting work to a course that was previously submitted to the same or a different course -- is also considered a form of plagiarism.
- Facilitating Academic Dishonesty—Assisting or attempting to assist any person to commit any act of academic misconduct, such as allowing someone to copy a paper or test answers.

Disciplinary Actions

In most cases, the instructor will address issues of academic dishonesty within the confines of the student's course. The instructor may decide an appropriate consequence, including the following options: a written warning; the assignment of a written research project about the nature of plagiarism and academic honesty; a reduced grade or partial credit on the assignment; requiring the student to repeat the assignment; or issuing a failing grade to the student of the course.

Students may be placed on academic probation or dismissal as a result of receiving an unsatisfactory grade (F) due to academic dishonesty. For more information, see the Academic Progress (Good Academic Standing, Academic Probation, Dismissal, Reinstatement, Readmission) section below.

In extreme cases, a dishonesty violation may warrant consideration for dismissal, suspension, or other disciplinary action. These disciplinary actions require a formal judicial process as outlined in the Student Handbook under Academic Honesty Policies and Procedures.

Transfer Credit

Webster University evaluates post-secondary educational credits for transfer from:

- Regionally accredited colleges and universities.
- Nationally accredited institutions that are accredited by an official body recognized by the U.S. Department of Education; credits may be accepted on a limited basis.
- Some previous learning experiences such as corporate or military training.

Requirements for Transfer Credit

- Official transcripts or other documentation of all previous study must be submitted to the Office of Admission at the time of application.
- The University accepts a maximum of 90 credit hours of transfer work toward a bachelor's degree unless that work includes significant lower-division work.
- If the transfer work includes significant lower-division work, the University accepts a maximum of 64 credit hours from any combination of the following:
    - Credit hours from community colleges, unless the credit hours are part of a successfully completed associate degree program from a regionally accredited institution.
    - Credit hours completed in programs designated by Webster University as lower-division.
    - Credit hours included in the 32-credit-hour maximum awarded for first year (freshman) work earned through any combination of International Baccalaureate, Advanced Placement and other designated 13th year programs normally completed prior to enrollment at the University.
    - Standardized tests designated as lower-division.
- Duplicate coursework does not transfer.
- Transfer credit hours do not count toward the University's residency requirement. The residency requirement is the completion of 30 credit hours of the last 36 credit hours prior to graduation.

Evaluation of Transfer Credit

The Office of the Registrar conducts the transfer credit evaluation. Transfer credit includes:

- College-level work completed at an accredited institution. Transfer without a degree is evaluated on a course-by-course basis subject to the University's policies regarding lower-division programs. The University's articulation agreements assist students with transferring coursework on a program-by-program basis. The University accepts college-level work satisfactorily completed with a grade of C- or better. Courses completed with a grade less than C- are not applicable toward Global Citizenship Program requirements, generally are not applicable toward major requirements, and have severe transfer restrictions toward electives. For more information, see the Transfer Credit Grading Policy section below.
- Standardized tests conducted external to Webster. These include ACT-PEP; Excelsior College Examinations; CLEP; DANTES; GED College Level; and USAFI, as well as Advanced Placement and International Baccalaureates (for more information, see the Advanced Placement Credit section and International Baccalaureate section below). Because this credit is normally designated as lower-division, no more than 64 credit hours are transferable. Academic departments approve discipline-specific exams, establish possible course equivalencies, determine acceptable test scores, and determine the amount and level of credit. Because these exams are used to assess prior college-level learning and should be completed in the early stages of enrollment at the University, they are not approved for upper-class students.
- Extra-institutional credit. The University awards transfer credit for selected military and corporate training programs that have been reviewed by the American Council on Education (ACE). For information, see the Extra-Institutional Credit section below.
- Associate degrees. The University always attempts to provide full transfer credit for all coursework successfully completed as part of an associate degree awarded by a regionally accredited institution. For more information, see the Transfer of Associate Degrees section below.

Transfer Credit Grading Policy

The University accepts as transfer credit college-level work completed with a grade of C- or better, subject to the maximum transferable credit hours.

If a student has more than the maximum transferable credit hours, the first courses accepted toward the Webster degree will be those with grades of A, B, C, or P. Only then will courses completed with a grade of D be considered for transfer. No grade of D will transfer if the student has the maximum allowable credits, or more, available with grades of C or above. Courses completed with a grade of less than C- are not applicable toward Global Citizenship Program requirements, generally are not applicable toward major requirements, and have severe transfer restrictions toward electives.

Individual departments reserve the right to limit the number of courses completed with a grade of D toward fulfilling the specific course requirements of the major.

Global Citizenship Program Transfer

Webster University requires all baccalaureate students to complete the Global Citizenship Program (GCP), the University's distinctive general education program. The University accepts coursework applicable to the GCP that is verified or documented on the sending institution's official transcript.

- Students who have completed an approved associate degree from a regionally accredited institution will have satisfied all lower-level requirements of the GCP, including the initial, integrative, lower-level seminar and the skills and knowledge areas. They will be required to complete the 3-credit-hour upper-level Global Keystone Seminar at Webster University.
- Students who have completed an approved general education program in Missouri (the 'CORE 42 general education program'), or the equivalent in other states where

Webster University holds articulation agreements (IGETC in California), will have satisfied all lower-level requirements of the GCP, including the initial, lower-level seminar and the skills and knowledge areas. They will be required to complete the 3-credit-hour upper-level Global Keystone Seminar at Webster University.

- Students who have not completed an approved associate degree will have their previous college-level coursework evaluated on a course-by-course basis for equivalency with the GCP.
- Students seeking a sequential degree who have completed a baccalaureate degree from a regionally accredited institution will have satisfied all requirements of the GCP.

Transfer of Associate Degrees

The University always attempts to provide full transfer credit for all coursework successfully completed as part of an associate degree awarded by a regionally accredited institution. When part of a completed associate degree, transfer credit may include pass/fail courses, advanced placement, credit by examination, dual credit, and experiential learning credits. The integrity of the associate degree will not be invalidated by these components, and transfer credit will be provided according to existing academic policies.

Transfer students must meet the University's minimum residency and graduation requirements. While students with associate degrees typically transfer 64 credit hours -- approximately the first two years of the baccalaureate educational experience -- students may transfer in up to 90 credit hours as part of the completed associate of arts degree. Transfer for additional lower-division credit beyond the associate degree is restricted.

For students with multiple associate degrees, the University will use the first degree received from a regionally accredited institution as the basis for transfer credit evaluation.

Associate of Arts (AA)

The associate of arts (AA) degree is designed as a transfer degree into a four-year baccalaureate program.

Students with an AA from a regionally accredited institution will have satisfied all lower-level requirements of the Global Citizenship Program, including the initial, integrative, lower-level seminar and the skills and knowledge areas. They will be required to complete the 3-credit-hour upper-level Global Keystone Seminar at Webster University.

Associate of Arts in Teaching (AAT)

The associate of arts in teaching (AAT) degree is designed to prepare students who seek to be school teachers to transfer into a four-year baccalaureate program in teacher education.

Students with an AAT from a community college in the State of Missouri, or from another regionally accredited institution, will receive full transfer credit of their AAT toward the completion of a bachelor of arts in education. Students will have also satisfied all lower-level requirements of the Global Citizenship Program, including the initial, integrative, lower-level seminar and the skills and knowledge areas. They will be required to complete the 3-credit-hour upper-level Global Keystone Seminar at Webster University.

Students with an AAT who choose to pursue a program other than a bachelor of arts in education will have their coursework evaluated and applied to their chosen baccalaureate degree on a course-by-course basis.

Associate of Fine Arts (AFA)

The associate of fine arts (AFA) degree is designed to prepare students to complete a four-year bachelor of fine arts (BFA) or bachelor of music (BM) degree.

Students with an AFA from a regionally accredited community college will receive full transfer credit of their AFA toward the completion of a BFA or BM. Students will have also satisfied all lower-level requirements of the Global Citizenship Program, including the initial, integrative, lower-level seminar and the skills as knowledge areas as accommodated for the BFA or BM. They will be required to complete the 3-credit-hour Global Keystone Seminar at Webster University.

Students with an AFA who choose to pursue a program other than a BFA or BM will have their coursework evaluated and applied to their chosen baccalaureate degree and the full Global Citizenship Program on a course-by-course basis. Students will have satisfied the initial, integrative, lower-level seminar. They will be required to complete the 3-credit-hour upper-level Global Keystone Seminar at Webster University.

Associate of Applied Science (AAS)

The associate of applied science (AAS) degree is designed as a terminal technical or vocational degree for students.

An AAS does not have a comprehensive general education component. Students with an AAS from a regionally accredited institution will have their coursework evaluated on a course-by-course basis for equivalence with the Global Citizenship Program. Students will have satisfied the initial, integrative, lower-level seminar. They will be required to complete the 3-credit-hour upper-level Global Keystone Seminar at Webster University.

Associate Degree Registered Nurses

A registered nurse (RN) may hold an associate of science in nursing (ASN), an associate degree in nursing (ADN), an associate of applied science (AAS), or may have completed a nursing diploma program and have a current unencumbered U.S. registered nurse license or be eligible for licensure as an RN and have an NCLEX exam scheduled within 3 months of beginning the program.

Webster University may accept up to 90 lower-division credit hours, including lower-division credit hours earned beyond the first associate degree and for credit by examination, for RN students seeking a bachelor of science in nursing (BSN). This may include credit hours advanced by the community college for licensed practical nurse (LPN) advanced placement. Refer to the Nursing department for more information.

RNs who choose to pursue a program other than the BSN, and who have completed an accredited nursing program, may receive up to 30 transfer credit hours for each year of their diploma program. These students must apply for acceptance to a major other than nursing, including the self-design interdisciplinary major (SIM).

Transfer of Other Associate Degrees

The University provides full transfer credit for other specialized associate degrees (associate of science, associate of general studies, etc.) successfully completed at a regionally accredited institution. If completion of a required general education program is documented on the official transcript or if the University has reviewed the curriculum and deemed it acceptable, the student will have satisfied all lower-level requirements of the Global Citizenship Program, including the initial, integrative, lower-level seminar requirement and skills and knowledge areas. They will be required to complete the 3-credit-hour upper-level Global Keystone Seminar at Webster University. Questions about whether a degree is approved for meeting lower-level GCP

requirements should be directed to the Office of Admissions or the Registrar's Office.

Extra-Institutional Credit

Webster University maintains articulation agreements and policies for awarding undergraduate credit hours for selected categories of extra-institutional learning, including:

- U.S. military training or credits based on the recommendations of the American Council on Education (ACE). Students are encouraged to use the Joint Services Transcript (JST), Sailor-Marine ACE Registry Transcript, or Army/ACE Registry Transcript System (AARTS) for documentation. Official documentation of training is required.
- In-service training programs as recommended by the American Council on Education (ACE). Official documentation of successful completion must be submitted when requesting credit hours. Credit hours for in-service programs can be applied only once in the pursuit of degrees offered by Webster University and cannot duplicate credit hours previously earned.

Advanced Placement Credit

Enrolled freshmen who have taken advanced placement, accelerated, or honors courses may qualify for college-level credit from the University up to a maximum of 32 credit hours. To have their coursework considered for first year (freshman) lower-division transfer credit, students should submit official documentation for evaluation, including test scores and/or college transcripts. For freshmen enrolling at Webster who have completed an associate degree from a regionally accredited institution, the policies for transfer of associate degrees will apply.

Final credit and any course equivalencies are determined according to departmental guidelines for credit by exam.

Webster University grants credit in the appropriate academic department for the advanced placement tests (AP exams) from the College Board. Required minimum scores vary by academic department and exam*; most require a minimum score of 3 or 4. Contact the Office of Admission for a full listing.

*Note: A score of 4 is required by the School of Education if an AP exam is being used to meet certification requirements for composition or mathematics.

International Baccalaureate

Webster University recognizes the international baccalaureate (IB) as a preparation for university studies. The University awards first year (freshman) lower-division transfer credit to enrolled students upon receipt of an official transcript of results obtained.

Webster University will award up to 32 credits for international baccalaureate (IB) diploma and certificate. Credit is awarded as follows:

- Higher-level subjects: 8 credit hours for each subject completed with a grade of 4 or higher.
- Standard-level subjects: 4 credit hours for each subject completed with a grade of 4 or higher.

Undergraduate Grading Policy

Grading Systems

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 one of two grading systems: letter grades or pass/fail.

Until the final grade is entered by the instructor, students will see IP (in progress) on their student record.

Letter Grade System

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	Good work
B	3.0	Good work
B-	2.67	Good work
C+	2.33	Satisfactory work
C	2.0	Satisfactory work
C-	1.67	Satisfactory work
D+	1.33	Passing, but less than satisfactory work
D	1.0	Passing, but less than satisfactory work
F	0.0	Unsatisfactory work
CR	*	Credit awarded; CR is reserved for courses designated by a department, involving internships, a thesis, practicums or specified courses
NC	0.0	No credit; unsatisfactory work
I	*	Incomplete
ZF	0.0	An incomplete which is not completed within two terms of the end of the course; unsatisfactory work
W	*	Withdrew from the course
WV	*	Waived; no credit granted
WF	0.0	Unofficial withdrawal. Student enrolled in the course, did not withdraw and failed to complete course requirements; insufficient

completed work to evaluate academic performance.

*Not awarded quality points.

Grade Points and Grade Point Average (GPA)

A grade point average (GPA) is calculated and is recorded on the student record. The GPA is based only on work taken at Webster University. However, for determining University Academic Honors, GPA includes any transfer credits a student used to reach 120 hours. (See University Academic Honors, below.)

CR (Credit awarded), Pass (P), Incomplete (I), Withdrawn (W) or Waived (WV) are not used in calculating the GPA. If a student repeats a course, the most recent grade is used to calculate the GPA.

Pass/Fail System

In some courses and programs, the pass/fail system is the official grading system. In other courses, an instructor may choose to use the pass/fail system, which will be stated on the course syllabus.

In courses using the letter grade system, a student may choose, with the instructor's agreement, to take the course Pass/Fail. The student must choose this option by the end of the second week of class. This option may not be available in courses taken at international campuses.

In courses using the pass/fail system, a student may petition the instructor for a letter grade to be recorded on the student record.

Grade	Quality Points	Description
P	*	Satisfactory work; credit is awarded
F	0.0	Unsatisfactory work; no credit is awarded
I	*	Incomplete
ZF	0.0	An incomplete which is not completed within two terms of the end of the course; unsatisfactory work
W	*	Withdrew from the course
WF	0.0	Unofficial withdrawal. Student enrolled in the course, did not withdraw and failed to complete course requirements; insufficient completed work to evaluate academic performance

*Not awarded quality points.

Incompletes

A grade of Incomplete ('I') may be assigned by the instructor in situations where the student has satisfactorily completed major components of the course and has the ability to finish the remaining work without re-enrolling.

Requirements for Incompletes

- The instructor determines the appropriateness of assigning Incomplete, establishes the remaining requirements, and determines a deadline for course completion, not to exceed two terms.
- Requirements for resolution of the Incomplete are documented with a Course Incomplete form submitted by the instructor to the Registrar's Office.
- When the student completes the requirements for the course, the instructor will award the appropriate grade.
- After two terms have passed, an unresolved Incomplete will become a ZF. The timeframe to resolve an Incomplete may be extended at the discretion and recommendation of the instructor. This exception will be based on documented evidence that the student has been in contact with his/her instructor and has made progress toward completing his/her outstanding coursework as outlined on the Course Incomplete form.

Students may not audit or informally attend future course sections of a course in order to resolve the course incomplete.

Incompletes and Military or Corporate Sponsored Tuition Programs

Students participating in military education programs, and in some corporate sponsored tuition plans, may have other deadlines or Incomplete stipulations that impact their enrollment and/or tuition reimbursement. Students are responsible for compliance with these third-party requirements.

Incompletes and Graduation

An Incomplete in a course needed for graduation must be officially changed to an appropriate grade prior to the due date for grades for the term in which the student has petitioned to graduate. Students are responsible for ensuring that all Incompletes have been changed prior to graduation. Once a student graduates, no further grade changes are allowed on the enrollment record.

Repeat of Courses

Students must repeat a required course in which an F, WF, or ZF is earned. Students may repeat any course, including Global Citizenship Program and elective courses. The permanent student record will document both enrollments and grades, but only the most recent grade (repeated course) will be used for GPA calculation.

Grade Change and Grade Appeals

Grade Change

A student may discuss any grade with the instructor and may request a course grade change from the instructor. The instructor will review the request and provide his/her response to the student.

Grade Appeal

A student who believes he/she has received a grade of C- or below that is arbitrary or assigned for non-academic reasons may appeal the grade. The appeal process is as follows:

- The student must first request the grade change from the instructor. The request must be in writing, explaining the

basis of the appeal. It is recommended that the instructor and student meet or discuss the matter by phone. The instructor will provide the response in writing to the student.

- If the student is not satisfied with the instructor's response, he/she may appeal the grade in writing to the appropriate department chair or head of department (St. Louis and international campuses) or to the campus director (extended metropolitan and military campuses) The chair, head or campus director will review the appeal and provide a written response.
- If the grade dispute is not resolved within three months, or if the student is not satisfied with the response of the chair, head, or campus director, he/she may appeal the grade to the appropriate academic dean. The dean will review the procedures the instructor used in determining the grade to determine if the grade was arbitrary or assigned for non-academic reasons. The dean will provide a written response. The dean's decision is final.
- Grade appeals should be addressed in a timely manner. Grade appeals are not allowed after one academic year has passed since the award of the grade.

Dean's List

In recognition of academic excellence, a Dean's List is compiled each academic semester.

Requirements for the Dean's List

- Students must complete at least 12 credit hours at Webster University, of which no fewer than 6 credit hours must have regular letter grades.
- All enrolled coursework must be successfully completed, with no Incompletes or Withdrawn grades recorded.
- Qualified students who achieve a current semester GPA of 3.80 will be placed on the Dean's List for that semester.

The Dean's List is published on the University's website (www.webster.edu/academics/deans-list.php) and is noted on the permanent student record and on the student's transcript.

Honors at Graduation

Webster University has three types of graduation honors: University Academic Honors, Departmental Honors, and International Distinction. These honors are awarded at graduation to recipients of baccalaureate degrees.

University Academic Honors

University Academic Honors (*summa cum laude, magna cum laude, cum laude*) are awarded, based on recommendations of the faculty Honors Board, to students who have achieved a high grade point average (GPA) across the curriculum. In determining University Academic Honors, the GPA includes any transfer courses used by the student to reach 120 credit hours. Because the Webster University permanent student record shows GPA based on Webster University courses only, students should consult a grade point calculator to determine their college career GPA for purposes of University Academic Honors.

Students whose transcript include the following three criteria will be awarded honors:

- A minimum of 45 graded credit hours at Webster University
- A minimum of 90 graded credit hours accumulated in the entire college career
- A minimum cumulative grade point average of 3.7

Students who have been found guilty of academic dishonesty by the Academic Honesty Board are not eligible to receive honors.

(Note: graded credit hours excludes grades of P and CR; cumulative grade point average includes all Webster University courses plus any transfer courses being used by the student to attain his/her 120 credit hours.)

Department chairs, academic directors and/or campus directors (as appropriate) may nominate exceptional students whose transcripts do not include 45 graded hours at Webster University or 90 graded hours accumulated across their college career. The third criterion above, a minimum cumulative GPA of 3.7, must be met. The Honors Board will consider these nominations for Honors based on a demonstration of excellent academic work in the ungraded credit hours, both in the field of study and in other disciplines. The chair/director nominating the student must provide a narrative presenting the student's exceptional academic work in the ungraded credit hours.

The type of honor awarded will be determined on the basis of the following GPAs:

GPA	Honor
3.70-3.79	*cum laude*
3.80-3.89	*magna cum laude*
3.90-4.0	*summa cum laude*

University Academic Honors are awarded upon completion of **all** degree requirements. Webster University notifies students that they have been awarded Honors (if they have completed their degree requirements) or that that they have tentative Honors (if they have not yet completed their degree requirements). Upon completion of all courses and degree requirements, students who received notice of tentative Honors are notified of their final Honors status.

University Academic Honors are recorded on the permanent student record and on the diploma.

Department Honors

Individual departments and colleges/schools award departmental honors for excellence in the study in depth. Criteria for selection are determined by the individual department. Departmental honors are recorded on the student's official transcript.

International Distinction

Students who successfully complete all requirements for a baccalaureate degree and satisfy three core components of international education (second language proficiency, study abroad and an international field work/internship) will have their bachelor's degree awarded with 'International Distinction.' The 'International Distinction' designation is annotated on both the student's official transcript and on the diploma.

Additional information about the required core components and the application process can be reviewed at www.webster.edu/academics/undergraduate/ida.php.

Academic Progress (Good Academic Standing, Academic Probation, Dismissal, Reinstatement, Readmission)

Good Academic Standing

Webster University students are in good academic standing when their Webster University cumulative grade point average (GPA) is at or above a 2.0.

Academic Probation

Degree seeking students whose Webster University cumulative grade point average (GPA) falls below a 2.0 will be placed on academic probation. Students will be notified of their probationary status in writing. Students will be continued on probation when their semester GPA is above a 2.0, but cumulative GPA is below a 2.0. Students are removed from probationary status when their cumulative GPA is at or above a 2.0.

Academic Dismissal

Students will be dismissed from Webster University if they are:

- Degree seeking students on probation whose semester GPA falls below a 2.0.
- Conditionally admitted students whose first semester Webster University GPA falls below a 2.0.
- Non-degree seeking students whose semester GPA falls below a 2.0.

Degree seeking students are eligible to appeal for reinstatement or readmission. Non-degree seeking students are not eligible to appeal for reinstatement or readmission.

Students will be notified in writing of their academic dismissal.

Dismissal Appeal Process and Reinstatement

Dismissed degree seeking students are notified in writing and may appeal their dismissal and request reinstatement.

- St. Louis area and online students should send their appeal to the Academic Progress Committee of the St. Louis Area, care of the Academic Advising Center.
- Extended campus and international campus students should send their appeal to their campus' Academic Progress Committee.

The Academic Progress Committee is made up of representatives of offices that can assess students' appeals in a holistic way, taking into account academic, personal and financial considerations.

Appeals should be in writing, should address the specific circumstances that led to the poor grades, and should provide a clear plan to address those issues to be academically successful.

Students will be notified in writing of the appeal decision made by the Academic Progress Committee in a timely manner.

- Reinstated students are on probation and may have other conditions placed on their continued enrollment. These conditions may include limited hours and recommended courses.
- Reinstated students are expected to maintain a semester GPA of 2.0 until their Webster University cumulative GPA is at or above a 2.0, or they will face subsequent dismissal.
- Students whose appeals are unsuccessful will be informed of the steps necessary for readmission. For more information, see the Readmission section below.

Readmission

Dismissed degree seeking students who either were denied reinstatement or who did not appeal for reinstatement are eligible to apply for readmission to Webster University after one year if they can demonstrate readiness to do college-level work. Students demonstrate college-level work by transferring in 12 credit hours of coursework successfully completed at another post-secondary institution.

- St. Louis area and online students must apply for readmission through the Academic Advising Center.

- Extended campus and international campus students must apply for readmission through their campus.

Students should present copies of their transcripts showing the 12 credit hours of coursework successfully completed at another post-secondary institution.

If readmitted, students returned to Webster University on probation.

Withdrawal from the University

A student who terminates study at the University before the end of a term may forfeit credit for work done in that term. Students who wish to fully withdraw from Webster for any reason must complete an exit interview.

- St. Louis students must initiate official withdrawal procedures through the Academic Advising Center.
- Extended campus (including St. Louis area) and international campus students must initiate official withdrawal procedures through their home campus.
- Online students initiate official withdrawal procedures with their academic advisors.

For information on refunds and tuition waivers, see the Financial Information and Tuition, Fees and Refunds sections of this catalog.

Graduation Requirements

Students are responsible for ensuring the completion of their degree requirements. Students should work with their academic advisors to monitor their degree audits to assure the completion of outstanding issues. Once a student graduates, no changes of the permanent student record are allowed.

- **Petition to Graduate:** In order to start the process of review for degree conferral, a student must file a Petition to Graduate by the deadline noted in the Academic Calendar. The Petition to Graduate is submitted online. The forms, process and guidelines for the Petition to Graduate can be found at www.webster.edu/commencement/steps-to-graduation.php.
- **Graduation Fee:** Prior to degree completion, students are charged a non-refundable graduation candidacy fee.

Transcripts

A transcript is the university record of the student's academic history of coursework completed at Webster University or transferred from another institution. The transcript includes grades awarded for courses at Webster, the cumulative grade point average (GPA) of courses taken at Webster, the student's declared area(s) of study, academic credential(s) awarded for students who have completed their degree requirements and have had their degree conferred, and academic honors awarded upon conferral.

Transcripts that are sent to or handed to the student are considered unofficial and are labeled "Issued to Student." Faxed transcripts are also unofficial. Official transcripts are those that are mailed directly to the receiving institution or agency.

Students may request an unofficial or an official transcript online, by mail, or in person. Full directions and fee structure for requesting transcripts can be found on the Registrar's website (https://www.webster.edu/academics/transcripts.html). The University will issue transcripts only if the student's account is paid in full.

Diploma

Diplomas are issued by the Office of the Registrar to students who have completed all degree requirements. Diplomas and unofficial transcripts are sent approximately 10-12 weeks after the degree conferral appears on the student's record, provided that the student's account is paid in full.

The diploma will reflect the school or college sponsoring the student's primary major, as designated on the approved Petition to Graduate. The diploma will also reflect University Academic Honors and International Distinction, if awarded. Students earning dual majors will receive one diploma with both majors listed on the diploma. Students earning dual degrees will receive a diploma for each degree. Students earning a certificate will receive a separate diploma documenting completion of the credential.

Tuition, Fees and Refunds

The tuition rates listed below are for the 2021-2022 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.

Undergraduate Tuition

The tuition rates listed are subject to change.

Full-time undergraduate tuition (Except for Conservatory students) *Per academic year*	$28,500
Conservatory full-time undergraduate tuition *Per academic year*	$33,100
Cost for students who enroll in more than 18 hours in one semester *This rate applies only to the additional credit hours above 18*	$725/credit hour
Part-time RN to BSN undergraduate tuition* (St. Louis home campus and online only)	$350/credit hour
Part-time undergraduate tuition (Gateway, Westport and St. Louis home campus only)	$725/credit hour
Part-time undergraduate tuition (Metropolitan campuses, excluding California)	$520/credit hour
Part-time undergraduate tuition (California metropolitan campuses only)	$585/credit hour
English as a Second Language (ESL) classes	$610/credit hour
Online courses	$725/credit hour
The RN to BSN program is excluded from both the corporate partner tuition rate program (CPTR) and corporate partner cohort discount pricing.	

Per-credit-hour charges for off-campus programs are based on program designation rather than student classifications. Students who have completed bachelor's degrees and who are seeking teacher certification will pay per-credit-hour tuition rates.

Active Duty Military, Selected Reserve and National Guard

Tuition for Military (active duty, selected reserve and National Guard) (per credit hour)*	
Metropolitan locations*	$250/credit hour
Military locations*	$250/credit hour
Online courses*	$250/credit hour
Civilian students on military campuses (excluding California)*†	$520/credit hour
Civilian students on military campuses (California)*†	$585/credit hour
excluding Flat Fee † Several scholarships are available to support Military Spouses, Military Dependents, Children of Fallen Patriots, Folds of Honor designees, First Responders, Civilian Service Employees and Federal Contract Workers. For information on these scholarships, please see the Office of Military Affairs Scholarships website.	

Credit by Exam

The service charges for all internal credit by examination will be computed per examination according to the following schedule:

1-11 credit hours	$325 per credit hour
12-16 credit hours	$3,800 total
17-32 credit hours	$4,160 total
33-48 credit hours	$4,340 total
49-64 credit hours	$4,535 total

University Housing

New Freshmen

All new freshmen students taking a minimum of 13 credit hours and enrolling in classes at the Webster Groves campus will be required to live on-campus for the duration of their first two years, unless they plan to commute from the home of their parents or legal guardian, providing that this home is within a commutable distance (approximately 35 miles). After the completion of the second year of studies at the Webster Groves campus, they may choose to move off-campus.

New International Students

All new undergraduate international students enrolling in classes at the Webster Groves campus will be required to live on campus for the duration of their first year. New freshmen have a two-year on campus living requirement. After the completion of the first year of studies at the Webster Groves campus, students other than new freshmen may choose to move off campus.

An exception to the live-on requirement can be requested for international graduate students.

World Traveler Students

All World Traveler participants, both undergraduate and graduate, enrolling in classes at the Webster Groves campus will be required to live on campus for the duration of their study abroad experience. If they choose to permanently transfer to the Webster Groves campus, they may choose to move off campus after the completion of their first year of studies at the Webster Groves campus.

Housing Options

Student housing includes traditional suite-style residence halls and apartments. Housing options for first-time freshmen include **West Hall** and **Maria Hall**.

Transfer students, as well as returning sophomores, juniors, seniors, and graduate students may apply for housing in the **Webster Village Apartments, one of our Off Campus Apartment Options,** or **East Hall**.

All housing and meal contracts are for the full academic year, or if the student assumes residence during the year, for the remainder of the academic year. A deposit of $175 must accompany the housing request for space. This amount includes a $150 security deposit and a nonrefundable $25 application fee.

Residence hall charges are based on the 17-week undergraduate class schedule. The Office of Housing and Residential Life may approve additional weeks at a per-week rate. Residence halls open throughout the week of new student on boarding, specific times available by placement, and close the Friday of finals week. The halls are closed during the break between fall and spring semesters, and meals are not served on campus during that time. The housing rates do not cover the winter or summer break periods for the residence halls. Apartment areas remain open for the break between fall and spring semesters.

Room and Board Rates 2021-2022

All Residence Halls and Apartments come equipped with internet capabilities and furniture.

Rates listed below are for the semester. These rates include all utilities, including electricity. Housing charges will be placed on your Webster University student account.

Building	Room Type	Cost per semester, per person
East Hall	Single	$3,600
East Hall	Double	$3,190
East Hall	Triple	$2,350
Maria Hall	Double	$3,060
West Hall	Double	$3,060
Webster Village Apartments	2 Bedroom	$4,615
Webster Village Apartments	4 Bedroom	$3,880
Webster Village Apartments	Efficiency-Double Occupancy	$3,880
Off Campus Rates	Varies	Varies

Meal Plan Rates 2021-2022

Blue and Gold Meal Plan

Cost = $2,500 per semester. Students get $1,700 in points to spend at any Dining Services location on campus. ($800 goes to University overhead).

This meal plan operates on an "all points" or "declining balance" basis. This offers students the ultimate in flexibility and spending options at our Campus Dining Services locations. This plan allows students to get whatever they want at any time when Dining Services is open. This is an à la carte plan, and any past restrictions such as meal exchanges or meal combos, have been eliminated.

Students can dine at Marletto's, the Crossroads food court in the University Center or the Library Café featuring Kaldi's. Everything will be priced à la carte and you will only pay for what you get.

Points not used during the fall semester carry over to the spring semester. Points not used by the end of the academic year are forfeited.

Points on this meal plan cannot be used at off-campus restaurants.

All students living in the residence halls must purchase a Blue & Gold meal plan for the entire year they reside on campus.

Activity Fee

Each resident is charged a $60 residential activity fee for each semester which supports educational, cultural, and social programming efforts.

Other Fees

Application fee	None
Matriculation fee (St. Louis campus, full-time students) *One-time; covers various orientation activities and materials;non-refundable*	$125
Deferred payment fee *Per semester*	$35
Student Activity Fee (St. Louis campus, full-time flat fee students only) *Per semester; funds campus-wide programs and activities; non-refundable*	$100
Graduation fee	$100
Transcript fee	$15
Re-admission fee	$35
Resident Student Activity fee *Per semester; funds residential programs and activities; non-refundable*	$60
Applied Music fee (Fifteen 60-min. private lessons)	$625

Per semester; this fee is in addition to tuition charge	
Applied Music fee (Fifteen 30-min. private lessons) *Per semester; this fee is in addition to tuition charge*	$330
Study Abroad fee	Varies
NOTE: Courses in various academic programs sometimes require expendable supplies or services, and in these cases the student may be billed a class fee for such costs.	

Payment

Tuition and fees are due and payable in full no later than two weeks prior to the first day of classes each semester.

Every attempt is made to help the student secure financing to meet personal needs. The payment options offered include:

- Financial aid
- Direct billing to a third party (i.e., employer)
- Tuition assistance paid by a government agency (e.g., military)
- Deferred payment plan
- Payment in full

Some options require the submission of appropriate documentation. The deferred payment plan option may require a deferred payment fee to be paid at the time of registration. The University reserves the right to refuse deferred payment privileges to any student whose account is overdue or has been overdue in the past.

Students are encouraged to make electronic check payments online, but personal checks made payable to Webster University are also accepted. A $30 returned payment fee is charged if payment is returned. Webster also accepts MasterCard, Discover, VISA, and American Express payments online with a 2.75% convenience fee.

Students are financially responsible for all courses not officially dropped by the deadline. Webster University reserves the right to withhold transcripts and diplomas, and refuse enrollment for future terms, if any tuition or other fees or charges owed to the University are not paid when due. In the event an account is referred to an agency or attorney for collection, a 25% fee will be added to the account, and the student promises to pay, in addition to all amounts otherwise due to Webster University, the costs and expenses of such collection and/or representation, including, without limitation, reasonable attorneys' fees and expenses (whether or not litigation is commenced), to the extent permitted by applicable law.

Advance deposit payments are non-refundable unless otherwise stated for specific academic programs. Non-refundable tuition deposits will be forfeited when a student withdraws from their academic program.

Tuition Refunds

Undergraduate tuition refunds depend on the drop or withdrawal date. It is the undergraduate student's responsibility to file the drop or withdrawal form(s) with the Office of the Registrar by the deadline. Refunds are for tuition only; all fees in connection with these courses (e.g., lab fees, music fees, parking fees,

matriculation fees) are non-refundable. Housing and meal charges are refundable on a pro rata basis.

The student tuition refund rates apply when a student drops or withdraws from a course in accordance with University enrollment policies and the refund has been approved. Tuition waivers for dropped courses are automatic; the charges are expunged from the student's account. Tuition refunds for withdrawals are made automatically, based on the date of withdrawal, as authorized by the University official who signs the withdrawal form. Account adjustments shall be made within 30 days of the date that the institution has determined that a tuition refund is due to a student.

Flat-fee tuition refunds are made only if drops and/or withdrawals reduce the credit load below 13 credit hours. This policy does not apply to U.S. students studying at an international campus.

If you have been awarded financial aid contact the Office of Financial Aid to determine the effect that dropping or withdrawing from class will have on your aid eligibility.

Students attending on-campus classes in California and Texas will receive a refund of tuition as dictated by State requirements. See State Licensures in the University Overview section of this catalog for more information. Refunds for affected Department of Defense Tuition Assistance students attending Webster University classes are dictated by our memorandum of understanding (MOU) with the DoD. The deposit and refund policies at our international campuses may differ; please refer to the catalog of the international campus you are attending for details. All other student refunds/tuition waivers are made according to the following schedule:

Refund Schedule					
	Class Length				
Date	16 weeks	9 weeks	8 weeks	5 weeks	3 weeks
Drop					
Week 1	100%	100%	100%	100%	100%
Withdrawal					
Week 2	75%	75%	75%	25%	0%
Week 3	50%	50%	50%	0%	0%
Week 4	25%	25%	25%	0%	N/A
Week 5	0%	0%	0%	0%	N/A
Week 6	0%	0%	0%	N/A	N/A
Week 7	0%	0%	0%	N/A	N/A
Week 8	0%	0%	0%	N/A	N/A
Week 9	0%	0%	N/A	N/A	N/A

Late Refund Request

In cases where the student does not qualify for a refund of tuition, the student may petition for the **one-time exception** to the Refund Schedule due to special circumstances (e.g., medical emergency, military orders, or work related issues). The student must file a tuition refund form with the Office of Student Affairs and attach a letter of explanation of special circumstances, and appropriate supporting documentation must be included e.g., a doctor's verification letter of medical treatment and diagnosis, military orders, or supervisor's letter on company letterhead stating withdrawal from course(s) is work related. Any requests for tuition refund that are granted will be considered as one-time exception. Students are limited to only one tuition refund during their career as an undergraduate.

Refund of Fees

Housing and food plan charges may be adjusted on a pro rata basis. Housing terminations are subject to contract termination fees. Class fees and other matriculation fees are non-refundable.

Financial Information

Financial Aid

Webster University's Financial Aid Office offers a comprehensive program of financial aid resources for students needing supplemental financial support for their educational expenses. To apply for federal, state, and institutional aid, a student must complete a Free Application for Federal Student Aid (FAFSA). The FAFSA can be accessed online at fafsa.gov. Webster University's academic year begins in the summer semester and ends in the following year spring semester (Summer, Fall, Spring). To be considered for priority financial aid offer, the FAFSA should be submitted by February 1st. Students may complete the FAFSA through June 30th of the academic year; however, this may result in limited aid eligibility. In addition to the annual FAFSA, a student needs to complete and submit the Webster University Financial Aid Application available online by logging into the financial aid portal in Connections.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid funds.

Cost of Attendance

An important part of determining a student's eligibility for financial aid is calculating a Cost of Attendance. In accordance with federal regulations, Webster University has developed a Cost of Attendance (i.e., budget) for anticipated expenses a student may incur during the current school year. These expenses include tuition, room, board, books and supplies, travel and personal. Room and board can refer to either on campus or off-campus living expenses, depending upon a student's response on the FAFSA. Expenses are also considered for students who live at home with parents or relatives. Travel expenses include items such as gasoline, vehicle maintenance and insurance. Personal expenses include laundry, clothing and entertainment. Many of the elements in the Cost of Attendance are estimates, so it is possible for a student to spend more or less than anticipated during any given year.

How Financial Need is Determined

After the FAFSA is processed by the Federal Processor, it produces an expected family contribution (EFC) amount. The EFC is the amount of money that a family is expected to contribute toward the price of the student's education from its income and assets. There is a different need analysis formula for each of three student groups: dependent students, independent students with no dependents, and independent students with dependents. The EFC takes into consideration both the parent contribution and the student contribution. Generally, "family contribution" refers to both of these combined. For independent students, there is no parent contribution.

Federal Financial Aid Student Eligibility

To be considered for federal financial aid, also referred to as Title IV funds, a valid Free Application for Federal Student Aid (FAFSA) is required.

Gift Aid

Gift aid includes scholarships (awards for academic achievement, community service, demonstrated leadership, artistic talent, etc.) and grants (funding to meet a student's need as determined by the federal formula used when filing a FAFSA). These programs reduce school costs but do not require repayment and/or work as a condition of receiving the funds.

Webster has a wide range of institutional scholarship programs for both incoming freshmen and new transfer students that are applied to tuition and other charges payable to Webster.

Scholarships awarded directly to the student from outside sources are added to the offer letter, becoming part of the total aid package. The amount of the private aid can impact eligibility in other programs as can the criteria of the program itself. It is important for all students to provide information regarding the selection and renewal (if applicable) criteria, the amount and anticipated disbursement date for any outside scholarship or grant offered to them to the Financial Aid Office as soon as possible to insure any impact on other aid or charges can be determined.

The University reserves the right to transfer funds from one gift aid program to another. Aid eligibility is calculated based on the information available at that time. If changes occur or additional information is obtained, this can affect the source and amount from which aid is ultimately provided.

Self-Help Aid

Student loans (repaid with interest after leaving the University or enrolled less than half-time) may reduce both direct (tuition, fees, campus residence) and indirect costs (living expenses, transportation, books, day care). Federal work study employment eligibility directly provides the student the ability to earn money to help off-set the cost of attendance.

Federal loans allow students to defer payment until after leaving the University or dropping below half-time enrollment. Some loans carry an interest subsidy. All have long-term repayment and controlled fixed interest rates. There are also privately funded alternative loan programs designed to supplement institutionally administered Federal loan programs. These are not federally insured and may or may not carry a higher, variable interest rate, may require a credit worthy cosigner with a favorable credit history.

Second undergraduate degrees may be funded through loan programs only. For students working on a second undergraduate degree, federal and private loan programs are the only available aid programs. There are maximum allowable loan levels from the Federal Stafford Direct Student Loan Programs for independent or dependent undergraduate course work. Any money borrowed for the original baccalaureate degree would be deducted from the ceiling to determine loan funds still available. The actual dollar amount is determined by filing a FAFSA for each academic year of study. Students will receive notification of funding eligibility per year and the criteria to receive and maintain that funding.

Refunds

Financial aid refunds are processed through the Bursar Office.

Satisfactory Academic Progress

According to the United States Department of Education regulations, all students applying for federal and/or state financial assistance must maintain satisfactory progress in their course of study to receive these funds. These standards stipulate, but are not limited to, maintaining acceptable grades, completing a sufficient number of credit hours per semester and completing

a degree within a reasonable time frame. A student who does not meet these standards is not eligible to receive federal, state and/or institutional financial aid. All semesters of attendance are considered for satisfactory progress regardless of whether the student received aid. Adherence to the following standards will be necessary for continued financial aid eligibility. A student must be making academic progress regardless of whether the student had previously received aid. Before aid is disbursed, a student's progress will be evaluated annually after spring semester grades are recorded. Any student who has not previously received financial aid may not be notified of their status until they apply for financial aid.

Satisfactory Academic Progress is determined by:

- Qualitative Measurement (GPA)
  - Students must maintain a 2.0 cumulative grade point average based upon institutional hours attempted to remain in good standing.
- Quantitative Measurement: Pace of Progression (Credit Hours)

Students must complete attempted hours according to the following:

- Completion of 67% of cumulative hours attempted (i.e., a student attempts 15 hours and must complete 10 hours).
- Course grades of "I", "WF", "W", or "F" are considered as attempted and not completed.
- Course grade of Pass/Fail, will be counted in the total number of attempted hours. If the course is successfully completed, the credits are added to the total number of earned credit hours but the Pass grade is not included in the GPA calculation. Failing a course of this type will negatively impact the progression and GPA requirement.
- Courses completed at Webster University as well as courses transferred and accepted by Webster University are considered in the Pace of Progression completion rate.
- Once a student completes the coursework for a class in which they had previously earned a grade of "I", they must notify the Financial Aid Office of the completion and the financial aid status will be reviewed and updated.

Maximum Time-Frame

Degree requirements must be completed within a specific time frame. The maximum time frame for an Undergraduate Degree at Webster University is 180 credit hours (120 credit hours x 150%). Hours earned at Webster as well as hours transferred and accepted by Webster are considered in this time frame. Any student who has exceeded the maximum time frame and/or who mathematically cannot finish the program within this period will be considered ineligible for financial aid. Webster University understands students may change their educational goals and programs of study, and additional education is often needed to enhance career opportunities. These students may provide a written request for reevaluation of their status.

Satisfactory Academic Progress Monitoring

Students are reviewed for Qualitative Measurement, Pace of Progression, and Maximum Time-Frame annually at the end of each Spring semester. Students who are on academic plan probation will be evaluated at the end of each semester (Summer, Fall, Spring).

Suspension/Academic Plan Probation Status

A student will be placed on Financial Aid Suspension if:

- The student's cumulative GPA is less than the stated requirement in the Qualitative Measurement section.

and/or

- The student has not successfully completed the minimum 67% of attempted hours including transferred hours.

A student placed on financial aid suspension will lose eligibility to receive financial assistance. Students will receive a notice in writing of their suspension status from the Financial Aid Office.

Non-Satisfactory Progress Appeal

A student who has been suspended from financial aid may complete and submit a Non-Satisfactory Progress Appeal Form (available online or in the Financial Aid Office) for reinstatement of financial aid within thirty (30) days of notification, if there are extenuating or mitigating circumstances contributing to their inability to meet the requirements. Students may appeal for one of the following reasons:

- The death of a relative to the student.
- Severe injury or illness of the student.
- Other extenuating circumstances which may include but are not limited to:
  - Severe illness of a relative for whom the student has custodial responsibility.
  - Emergency situations such as fire or flood.
  - Military reassignment, required job shift change, or job transfer preventing the student from completing a semester.
  - Separation or divorce.

Such an appeal must be accompanied by supporting documents and be submitted to the Financial Aid Office who will forward the appeal to the Satisfactory Academic Progress Appeals Committee.

A student placed on a Financial Aid Academic Plan Probation:

- Will be reviewed at the end of each semester for continued eligibility.
- Must achieve a Qualitative Measurement (GPA listed above) and Pace of Progression (67% of attempted hours completed) each semester.
- Will lose all financial aid eligibility in future semesters and be placed on Financial Aid Suspension if either or both measurements are not achieved with no opportunity for appeal.

Reinstatement

A student who has been suspended from financial aid for failing to meet Satisfactory Academic Progress and has not had an appeal accepted may be eligible for reinstatement if they enroll in courses at their own expense and meets the criteria listed for cumulative Satisfactory Academic Progress. Students must notify the Financial Aid Office by submitting another Non-Satisfactory Progress Appeal Form.

The Webster University Financial Aid Office will attempt to notify, in writing, any student currently receiving financial aid who is placed on Financial Aid Suspension. However, failure to receive such notification does not relieve the student of the requirement to read, understand and follow the Satisfactory Academic Progress Requirements for Financial Aid Recipients.

University Withdrawal

If a student fully withdraws from the university, the Bursar Office may adjust their charges based upon their withdrawal date and the Webster University Refund Policy. For the university refund policy, refer to the University Business Office website. Regardless of any adjustment to a student's charges, if the student fully withdraws from the university, financial aid may be

adjusted based on the percentage of the semester completed before withdrawal. In some cases, Federal Return of Title IV Funds regulations may require that aid be returned to the federal government for students who withdraw from Webster University. Financial aid is awarded for the entire term and if a student withdraws prior to the end of a term, then the Return of Title IV Fund rules will determine how much financial aid has been earned.

The student can keep the earned amount for the term, but the unearned portion must be immediately returned to the federal government. In some situations, this will leave the student with a balance owed to the university. A student should contact the Financial Aid Office before withdrawing from a course or term to understand the effects this action may cause to financial aid eligibility.

Veterans' Educational Benefits

Webster University courses of study are approved for veterans' educational benefits in compliance with prescribed regulations by special approval agencies in each state and for each foreign country where the University offers programs. Non-degree students are not eligible for VA educational benefits.

The regional VA office will be notified of the date on which a student officially ceases attendance if veterans' educational benefits apply. Except under extenuating circumstances, students receiving VA benefits who withdraw from a course will be reported to the VA offices as making unsatisfactory progress.

Records of progress are kept by the institution on both veteran and non-veteran students. Progress records are furnished to all students at the end of each scheduled term. The policy and regulations regarding student standards of progress for graduation are detailed under Undergraduate Grading Policy of the Academic Policies and Information section of this catalog. Additional information may be obtained from the Office of the Registrar at the St. Louis home campus.

Veterans who provide Webster University with a certificate of eligibility for entitlement to educational assistance from the VA under chapter 31 or 33 will be allowed to access classes, libraries or other institutional facilities even if payment from the VA is delayed. Students will not need to seek additional funding or incur late fees due to a delayed disbursement.

Any conduct that is detrimental to the school and/or other students will result in the termination of VA educational benefits. The Satisfactory Academic Progress Policy for financial aid also applies to VA educational benefits.

Scholarship Programs

Webster University funds the Webster University Scholarship Program through the University's annual operating budget.

The following are application guidelines:

1. Applicants are seeking their first baccalaureate degree.
2. Applicants have a minimum cumulative grade average of B or better (as calculated by Webster University) on all prior work attempted in high school and/or college.
3. Applicants are accepted to the University as a degree-seeking student by April 1st (freshmen) or June 1st (transfers). The deadline for international students is March 1st. Some scholarships require a separate application and have deadlines as early as February 15th. Please consult the Scholarship page at www.webster.edu/financialaid/scholarships.html for more information.

4. Applicants must enroll as full-time students and take 13 or more credit hours in each semester. (A limited number of scholarships for part-time students are offered.)

To be considered for Webster University scholarship funds, the following items must be submitted:

- Completed admission application.
- Secondary or postsecondary transcripts.
- ACT or SAT composite scores (freshmen only - unless applying test optional).

Some scholarships require a separate application form, which may be obtained in the Office of Undergraduate Admissions or online at https://www.webster.edu/admissions. The University's decision is communicated in writing, normally within two weeks of committee review. The selection process for scholarship candidates is competitive and scholarship funds are awarded by the University without regard to financial need. Awards apply only to fall and spring semester tuition charges at Webster. Applicants who are accepted or submit required credentials after the scholarship application deadline are considered only if funds remain. Scholarship funds are only applied to tuition costs. Need-based financial assistance is also available to U.S. citizens and others who meet eligibility guidelines.

Scholarship Process

Scholarship decisions are based on the University's evaluation of an applicant's previous academic background.

Freshmen Academic Scholarships

Freshman applicants will be considered for scholarship based upon the applicant's academic grades in high school, class rank in high school and overall high school extra-curricular achievement and engagement, and academic statement. The applicant's résumé of school/community activities and letters of recommendation are also considered in the awarding of academic scholarships.

Transfer Academic Scholarships

Transfer applicants who have successfully completed at least 30 college-level, graded, transferable credit hours will be considered for scholarship based on the cumulative post-secondary grade point average (GPA).

An applicant who has successfully completed fewer than 30 credit hours must also submit a high school transcript. Scholarship decisions for these students are normally based on the cumulative postsecondary GPA and the high school transcript.

International Academic Scholarships

International applicants will be considered for merit-based International Academic Scholarship based upon the scholarship application, applicant's cumulative grade point average (GPA) at high school and/or university, and essay.

Eligibility Notification

A scholarship applicant receives written notification of the University's decision. A student who is awarded a Webster University scholarship receives a contract that details the amount, eligibility requirements for the disbursement of funds and the conditions for renewal. Webster University scholarships apply to tuition only at the University and are not linked to a student's major area of study.

Academic Scholarship Renewal

Webster University scholarships are renewable if the recipient makes satisfactory academic progress as defined in the scholarship contract, maintains continuous enrollment in a minimum of 13 credit hours each semester at Webster and has not exceeded eight full time semesters for freshmen and four full time semesters for transfer students. Student records are checked at the end of the spring semester to determine whether the recipient has achieved satisfactory academic progress for renewal.

Other Scholarships

Scholarship funds donated to Webster University for specific needs and purposes are awarded to eligible students by the University's Scholarship Committee. These funds carry special eligibility requirements and conditions. (Unless otherwise specified, all scholarships are for study at the St. Louis campus.)

Student Affairs

New Student Orientation

New student orientation is held in August for all new students entering Fall 1 and in January for all new students entering Spring 1. All new freshman students are required to attend orientation to ensure a successful transition to Webster University. All new transfer students are strongly encouraged to attend. The first class sessions of the First Year Seminars are held during the August New Student Orientation. Information on the orientation programs will be sent to the student after registration. Call the Director of First-Year Experience at 314-246-7966 or login to your Webster University Connections account for additional information.

Extended Orientation Course for Freshmen

EDEX 1500 Webster 101. Prerequisite: first time freshman status. Webster101 is designed as an introduction to college life and is intended for first year students. This course will help the first year student make the most of their career at Webster University. Using various assessments and exercises, each student will develop a deeper understanding of themselves and use that understanding to learn adaptation strategies, such as goal setting, values clarification, time management, money management, and stress management skills that will work for each student in and out of the classroom. Each student will also learn how to use the many resources Webster provides to support students in meeting both academic and social challenges. All freshmen are invited, but not required, to enroll.

Housing

University Housing

Student housing on-campus includes 850 beds in modern, fully furnished, air-conditioned, suite-style residence halls and apartments. Residents may apply for a particular type of hall or apartment; however, if a first choice is not available, staff will make the best arrangements based on resident requests and space availability.

Options for First-Time Freshmen

For the 2021-2022 academic year, housing options for first-time freshmen include West Hall and Maria Hall. Maria Hall houses 108 students in double room one-bath suites. West Hall houses 231 students in similar room configurations as Maria Hall. Each floor in West and Maria Halls includes a social lounge, kitchenette area, and a study lounge. A full laundry room, resident mailboxes and a semi-staffed desk are located on the ground floor of each building.

Blue & Gold meal plans are required for all resident freshmen students.

Options for Sophomores and Beyond

Students in their sophomore year and beyond (including graduate students) can choose to live in East Hall, the Webster Village Apartments (WVA), or one of the off-campus apartment options managed by Housing and Residential Life.

East Hall rooms are available in four-person or six-person suite configurations, with each suite containing two full bathrooms. Floors in East Hall also include a social lounge, kitchenette area and a study lounge. A full laundry room, resident mailboxes and a semi-staffed desk are located on the ground floor. Blue & Gold meal plans are required for East Hall residents.

The WVA offers fully furnished apartments in 2-bed/2-bath, 4-bed/2-bath and efficiency/1-bath configurations. The WVA complex also includes a clubhouse area with a social lounge and laundry facilities as well as onsite parking (as available).

Housing and Residential Life also manages apartment completes that are located off-campus proper within the city of Webster Groves. Students residing in these options are able to select from a variety of housing styles, experiencing life off-campus while still receiving the support of the Housing and Residential Life department.

Students who reside in apartments are not required to purchase the Blue & Gold meal plan, but may opt into the plan or purchase Gorlok Bucks.

Residency Requirements

New Freshmen

All new freshmen students taking a minimum of 13 credit hours and enrolling in classes at the Webster Groves campus will be required to live on-campus for the duration of their first two years, unless they plan to commute from the home of their parents or legal guardian, providing that this home is within a commutable distance (approximately 35 miles). After the completion of the second year of studies at the Webster Groves campus, they may choose to move off-campus.

New International Students

All new undergraduate international students enrolling in classes at the Webster Groves campus will be required to live on campus for the duration of their first year. New freshmen have a two-year on campus living requirement. After the completion of the first year of studies at the Webster Groves campus, students other than new freshmen may choose to move off campus. An exception to the live-on requirement is granted for international graduate students, unless they are coming as part of the World Traveler program, as described below.

World Traveler Students

All World Traveler participants, both undergraduate and graduate, enrolling in classes at the Webster Groves campus will be required to live on campus for the duration of their study abroad experience. If they choose to permanently transfer to the Webster Groves campus, they may choose to move off campus after the completion of their first year of studies at the Webster Groves campus.

Contracts and Leases

All housing contracts include utilities (water, electricity, trash, internet). Laundry facilities (washers and dryers) are available for student use in each living area. All housing and meal plan contracts are for the full academic year, or if the student assumes residence during the year, for the remainder of the academic year. A deposit of $175 must accompany the housing request for space. This includes a $150 security deposit and a $25 nonrefundable application fee.

All housing charges are based on the 17-week undergraduate class schedule. The Department of Housing and Residential Life may approve additional weeks at a per-week rate. Residence halls open throughout the week of new student onboarding and close on the Friday of finals week. The residence halls are closed during the break between fall and spring semesters, and meals are not served on campus during that time. The residence halls remain open during Fall Break and Spring Break. Note that apartment complexes remain open during all breaks with a move

out date on the Friday of spring finals week. The housing charges for the residence halls do not reflect coverage for periods outside of the housing contract -- winter or summer breaks. Housing charges may be extended for summer months, which will include a summer rate.

Health Insurance

All international students on F-1 or J-1 visa attending Webster University in the United States are required to enroll in the Webster University Student Health Insurance plan.

- Upon registration for classes, international students on F-1 and J-1 visas are enrolled in the Student Health Insurance plan with health insurance coverage dates that coincides with the dates of the academic term in which they are enrolled. The charge for the insurance is applied to the student account.
- Students are *required* to complete the health insurance registration process by submitting a health insurance enrollment form **for each academic term.**
- International students that are sponsored by their government or by a corporation are exempt from enrollment in the student health insurance plan. This exemption is determined by the International Services Director at Webster University. Students must contact the International Services department to obtain a waiver from the student health insurance requirement.
- Students that are exempt from enrollment in the student health insurance plan must submit to the Student Health Services Department a copy of their current health insurance card which includes a copy of both the front and back of the card.

Residential students living on the Webster University main campus in St. Louis, Missouri must submit to the Student Health Services Department proof of current health insurance. **This is an annual requirement**.

Residential domestic students are required to send to the Student Health Services Department a copy of the student's current health insurance card by sending an email to stuhealthins@webster.edu.

Dining Services

The University's largest dining facility, Marletto's Marketplace, located in Maria Hall, offers food service for three meals a day, Monday through Friday, and two meals a day on weekends. Marletto's was completely renovated in summer 2017. The meal plan for resident students is a declining balance, or all points, program. This plan offers students the ultimate in flexibility and spending options at our Campus Dining Services locations. This plan allows students to get whatever they want at any time when Dining Services is open. Points not used during the fall semester carry over to the spring semester. Points not used by the end of the academic year are forfeited. Points on this meal plan cannot be used at off-campus restaurants.

Buy-Up Option – After a full meal plan is purchased, there is a 2-for-1 buy-up option available for students who would like to add more points to their meal plan. For every $100 in additional points purchased, students will get 200 points. This buy-up option can be purchased at the Campus Dining Services offices in Maria Hall.

All residents of campus housing (with the exception of non-freshman apartment residents) are required to have this meal plan.

The University Center Crossroads food court, including a Wow Café and Wingery, Freshëns Crepes and Smoothies, and Far East Fusion, is open Monday through Friday and offers a variety of wings, tenders, quesadillas, wraps, fajitas, crepes, smoothies, rice and noodle bowls and sushi, burgers, tenders, chopped salads, shrimp, sides, and beverages.

All flat-fee undergraduates will automatically have a commuter meal plan, providing $100 to spend at the campus dining locations each semester. There is no additional fee for this commuter meal plan.

A Gorlok Bucks declining balance plan, offering cashless convenience, access to off-campus restaurants, and a 10% discount on campus, is also available to students.

The Library Café featuring Kaldi's, offering upscale coffee, smoothies, sandwiches, and pastries, is open Monday through Friday in the Emerson Library. A Simply-To-Go Unit is open weekdays during lunch and evenings on the second floor of East Academic Hall.

Student Activities and Organizations

A current list of approximately 60 clubs and organizations sanctioned by the Student Government Association, as well as other activities, may be found at involved.webster.edu/organizations.

If a student's particular interest is not represented, the staff in the Office of Student Engagement will help the student in forming a specific group.

Other Programs

The following services, programs, and facilities are available to Webster University students. A more detailed description can be found online:

- Career Planning and Development Center
- Dean of Students Office
- Student Health Services
- Multicultural Center and International Student Affairs
- Student Government Association (SGA)
- WebsterLEADS Leadership Certificate Program
- University Center
- Office of Student Engagement
- Counseling and Life Development
- Student Conduct and Community Standards
- Parent Engagement

Pre-Professional Programs

Webster University offers a number of pre-professional programs within the undergraduate colleges and schools.

Some of these special study options are dual degree programs offered in cooperation with specific professional schools; others are broad preparatory programs enabling students to pursue graduate study in institutions of their choice.

Students interested in pre-professional programs should consult with an academic advisor in the Academic Advising Center. Pre-professional programs offered:

- Pre-Dentistry, Pre-Medicine, and Pre-Veterinary
- Pre-Engineering
- Pre-Law
- Pre-Occupational Therapy

Pre-Dentistry, Pre-Medicine, Pre-Veterinary

Webster University provides a variety of programs and courses designed to meet the needs of the pre-dental, pre-medical, and pre-veterinary student. Most dental and medical schools accept a BA or BS in any field of study but require specific courses in biology, chemistry, physics and mathematics.

Pre-Engineering

Webster University offers a dual degree program in engineering with Washington University and Missouri University of Science and Technology. This program leads to a BS in mathematics from Webster University and a BS in engineering from Washington University or Missouri University of Science and Technology. Students in the pre-engineering program combine a high-quality professional engineering education with a strong background in the humanities, mathematics and the natural and social sciences. The programs at Washington University and Missouri University of Science and Technology includes biomedical engineering, computer science, computer engineering, electrical engineering, systems science and engineering, chemical engineering and mechanical engineering. The professional degrees offered in each area are accredited by the Accreditation Board for Engineering and Technology, Inc. (ABET).

For more information on this dual degree program, please see the BS in mathematics (pre-engineering) degree requirements.

Pre-Law

The study of law continues to be an objective of many undergraduate students. Generally speaking, law schools look for broadly educated individuals who can think, speak, and write with precision and clarity. Webster encourages pre-law students to choose a major based on their own interests and abilities. Then, in consultation with an academic advisor, pre-law students will design a course of study that reflects the recommendations for pre-legal education developed by the Association of American Law Schools. The association's policy statement recommends an undergraduate education that emphasizes:

- Verbal skills: comprehension, writing and speaking.
- Critical understanding of human institutions and values with which the law deals.
- Creative power in thinking.

Pre-Occupational Therapy

Webster University offers a cooperative 3-2 program with the Washington University School of Medicine in occupational therapy (OT). This dual degree program enables students to complete a BA in biology, BS in biological sciences, BS in exercise science, BS in psychological science or BA in psychology from Webster University and a master of science in occupational therapy (MSOT) from Washington University within a five-year period.

Occupational therapy is a client-centered health profession concerned with promoting health and well-being through occupation. The primary goal of occupational therapy is to enable people to participate in the activities of everyday life.

To take advantage of this cooperative 3-2 program, students need to:

- Complete a minimum of 90 credit hours toward the declared Webster undergraduate degree, with at least 30 of those credit hours taken in residence at Webster University, and two years at Washington University.
- Complete the Webster University global citizenship program and the requirements for their undergraduate major at Webster (biology BA, biology BS, exercise science BS, psychology BA or psychological science BS) prior to entering the Washington University program.
- Apply to the Washington University School of Medicine Occupational Therapy Program. Most students apply in early fall of their junior year. A summary of the application requirements are listed below. Interested students should examine the materials on the Washington University site to make sure they have the most current set of admission requirements (https://www.ot.wustl.edu/education/3-2-program-143).
  - 3.25 cumulative GPA is required for admission into the MSOT program.
  - Complete (grade of B or better) a set of prerequisite courses (*Life Science, Physiology, Developmental Psychology, Abnormal Psychology, Statistics and a Social Science Elective*) prior to admission to the occupational therapy program.
  - Complete a minimum of 30 hours of OT-related experience or observation. It is strongly recommended, but not required, that a portion of the hours include observation with an OT.
  - Request three letters of recommendation - one from a faculty member or academic advisor, one from someone involved in your observation experience, and one from another person of your choice (not a family member or friend).
  - Demonstrate an understanding of OT and exhibit excellent writing skills in the application essay.
  - Participate and evidence leadership in extracurricular activities.
  - International students: TOEFL and TWE taken no more than one year prior to application.
  - Students should have completed four of the six MSOT prerequisite categories at the time of their application to the MSOT program at Washington University (typically in early fall of their junior year), and will complete the remaining two by the end of the fall semester of their junior year at Webster University.
  - The application and three letters of recommendation must be submitted to OTCAS (centralized application system) by January 15th of the student's junior year at Webster. See the Washington University site for more information (https://www.ot.wustl.edu/education/3-2-program-143).

- Submit a petition to graduate from Webster University upon earning a minimum of 120 credit hours (after year 1 or year 2 at Washington University). Note that petitions are due each February for a May graduation date. The official transcript from Washington University with final grades must be submitted to the Registrar's Office at Webster upon the conclusion of the spring semester.

The MSOT prerequisite courses at Webster University are:

- BIOL 3010 Human Anatomy and Physiology I* (3 hours) **and** BIOL 3011 Human Anatomy and Physiology I: Lab* (1 hours) (*Life Science, Physiology*)
- BIOL 3020 Human Anatomy and Physiology II (3 hours) **and** BIOL 3021 Human Anatomy and Physiology II: Lab (1 hour) (*Physiology*)
- PSYC 2300 Lifespan Development* (3 hours) (*Developmental Psychology*)
- PSYC 2750 Introduction Measurement and Statistics (3 hours)
  or MATH 2200 Statistics (3 hours)
  or STAT 3100 Inferential Statistics (3 hours) (*Statistics*)
- PSYC 3125 Abnormal Psychology* (3 hours) (*Abnormal Psychology*)
- Social Science Elective (ANSO, ECON, POLT, PSYC) (3 hours) (*Social Science*)

*Students must meet the required prerequisites for these courses at Webster.

Special Study Opportunities

Study Abroad at the International Campuses

Webster University undergraduates and some graduate students may spend a term or more studying abroad at one of Webster University's international campuses, without interrupting their progress toward a degree at Webster.

All Webster University students enrolled at a United States campus must contact the Office of Study Abroad in St. Louis for study abroad advising, planning and information on how to apply. No Webster student may participate in a Webster University program that involves studying at an international location without approval from the Office of Study Abroad. Webster students enrolled at an international campus who want to study abroad should work with the study abroad coordinator at their campus.

Webster University students who wish to study abroad on an international partner or short term faculty-led Webster program are also required to apply through the Office of Study Abroad. No transfer credit from another institution or program will be accepted unless prior approval has been granted by Webster University. Applications to unaffiliated programs will only be approved in rare and exceptional circumstances.

Degree-seeking undergraduates at Webster University in the United States who wish to study abroad at an international campus should make sure that they have met the following approval criteria for study abroad.

Students should:

- Be enrolled at a Webster University campus in the United States.
- Have earned at least 15 undergraduate credit hours at Webster University.
- Be prepared to register for at least 6 credit hours per eight-week term (at least 12 credit hours per full semester term) at the international location, maintaining full-time status.
- Be in good academic standing (2.5 cumulative GPA at a Webster campus; partner institutions may require a higher GPA).
- Have good financial standing and be current in all accounts with the Business Office.
- Be compliant with Webster University's student conduct policy.
- Be proficient in English; if an English as a Second Language (ESL) student, the student should be officially released from ESL at the time of international travel and must have completed at least one semester after release.

Through the Webster International Network of Schools (WINS) Program, students currently attending other colleges and universities in the United States may complete up to five terms of study (one full academic year) at Webster's international campuses. On completion of their study experience, these students transfer credits earned at Webster back to their home institutions. Students transferring credits earned at Webster University to any college or university are responsible for ascertaining that institution's transfer policies regarding these credits.

Refer to the International section of Locations Offering Undergraduate Programs for additional information on the international campuses and the academic programs that are offered at each location.

Non-Credit Bearing Programs

Students who wish to participate abroad in non-credit bearing programs, including work, internships and volunteering abroad enrolled at a United States Webster campus must contact the Office of Study Abroad in St. Louis. Webster students at campuses outside the U.S. wanting to participate in such programs must contact the study abroad or student affairs staff at their campus.

Students who wish to go abroad should contact the Office of Study Abroad.

Contact Information:
Toll Free: 800-984-6857
Phone: 314-968-6988
Fax: 314-963-6019
Email: worldview@webster.edu
Web: www.webster.edu/study-abroad
Address: 470 East Lockwood Ave.
Sverdrup 207
St. Louis, Missouri 63119-3194

Study Abroad Advising, Registration, and Tuition

Degree-seeking undergraduates at Webster University who wish to study abroad must meet with their study abroad advisor and with their academic advisor to register for study abroad coursework. Students from other colleges and universities who wish to participate in Webster's WINS Program should contact Webster University's Office of Study Abroad.

Degree-seeking undergraduates at Webster University who meet the approval criteria for study abroad will pay their home campus tuition rates to study on an international campuses program and some international partner programs: per credit tuition during the summer term and flat-fee tuition if attending fall and/or spring term(s). These tuition options are limited to study abroad for a maximum of five terms (one full academic year).

Students who plan to study abroad for more than five terms must notify the Director of Study Abroad to discuss the changes that will occur in their tuition charges and scholarship and financial aid eligibility beginning with their sixth term of study.

Tuition rates may vary for visiting undergraduates or graduate students, as well as for those who wish to begin their studies directly at an international campus as degree-seeking pupils. Tuition information is available from the student's home campus.

All students who study abroad will pay the corresponding study abroad fee, which provides them with mandatory international health insurance for the duration of their time abroad; pre-departure materials; pre-departure and on-site orientations; and an International Student Identity Card.

Independent Studies with an International Component

Webster University students who choose to design independent study as part of their degree program with an international (study abroad) component should contact the Office of Study Abroad for approval. No Webster student may participate in an independent study that involves studying at an international location without prior approval from the Office of Study Abroad.

Withdrawal from Study Abroad Program

Students needing to withdraw from an international program must contact the Office of Study Abroad in writing as soon as possible about program withdrawal and pertinent policies. The full policy for Study Abroad withdrawal can be found online at www.webster.edu/study-abroad/application.php.

If a student is considering leaving a program, the Office of Study Abroad would like to help the student weigh options and make

sure that the student understands the academic and financial implications. The date of a decision to withdraw is determined by email, fax, or written notification from the student, or a responsible representative if the student is unable to communicate on their own behalf, to the Office of Study Abroad.

The study abroad application deposit for Webster-administered programs is nonrefundable. With notification of withdrawal prior to the withdrawal deadline of the program, tuition and related fees for all Webster-administered programs will be refunded 100 percent, minus the deposit. The student may also still be responsible for housing fees. Air travel and visa application expenses are not covered by program refund policies. See the withdrawal policy for more details.

Medical Leave

Should a medical leave become necessary at any point in the semester/year, the Office of Study Abroad is ready to help in the coordination of arrangements with overseas program staff, colleagues in the United States, and with the student's family.

ROTC

Webster University offers academic credit for Reserve Officer Training Corps (ROTC) programs through crosstown agreements with the Gateway Battalion (U.S. Army) at Washington University or through Detachment 207 (U.S. Air Force) at Saint Louis University. Approved ROTC courses are accepted as resident credit at Webster University, and a maximum of eighteen (18) semester credits may be applied to an undergraduate degree. ROTC credit may not be applied toward completion of a graduate degree. Regular tuition rates apply toward ROTC coursework.

A student needs to ascertain exactly what classes (course names and codes) and what semester/term the respective ROTC organizations want the student to register for at Webster University. Once that is understood, the student should personally contact Don Morris (University Registrar) in the Registrar's office (Loretto Hall, Rm 63) or email him at morrisdo@webster.edu to be registered for those ROTC classes.

For information on ROTC programs, including information on both Air Force and Army ROTC programs, interested students should review the Office of Military Affairs (OMA) home page, visit the Office of Military Affairs (Loretto Hall, Rm, 110), or email oma@webster.edu.

Reeg Academic Resource Center (ARC)

The Reeg Academic Resource Center provides academic resources, support, advocacy, and access through relationships that empower students across the worldwide Webster University community. The Reeg ARC helps students succeed at Webster in a number of ways, including the following:

Academic Counseling is available to all students, undergraduate and graduate, throughout Webster's global system and includes some specialty programs and consultations (i.e., work with students on Academic Probation, with low or failing grades, with Incompletes, etc.; work with transfer students and students with disability accommodations; and work with conditionally admitted students, including an extensive program for students meeting the criteria for inclusion in the Transitions program). Academic Counseling is one-on-one support that provides the assistance students need when they need it and can include information and conversations about note-taking, resources at Webster, stress relief and management, study skills, time management, and more.

Assistive Technology is available for students who need additional support. While many forms of assistive technology are available only to students with applicable disability accommodations, some technology and software is available to all students. Kurzweil 3000, a program that assists students with reading and writing, is an example of free software that is available to all students, undergraduate and graduate, throughout Webster's global system.

Disability Accommodations are available through the Reeg ARC, and Webster University considers admission, financial aid, program and activity applications without regard to disability. The Reeg Academic Resource Center's Academic ADA Coordinator helps St. Louis and online students with documented physical, psychological, medical and/or learning disabilities obtain the accommodations they need to have equal access to information and equal opportunity for program success. At extended sites and international campuses, the site director or a staff designee assists students with disability accommodations. Please see the section titled Services for Students with Disabilities for more information about disability accommodations.

The 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 who are available to work one-on-one or in small groups with students to help them achieve greater confidence, independence and success as learners. Individual peer tutoring is available by appointment for both short-term "catch-up" work and for 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 area 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 receive one-on-one coaching in order to become independent writers and demystify the writing process. Trained coaches help students through the process of writing a paper. Information about how to schedule appointments as well as about online resources and helpful writing tips may be found on the Reeg ARC website (www.webster.edu/arc). The Online Writing Center draws on a group of writing experts to offer writing coaching to students unable to meet face-to-face. Papers may be submitted by visiting the Resources link in WorldClassRoom (Canvas) and selecting Writing Assistance or by following the instructions on the Online Writing Center's website accessible through webster.edu/arc. NetTutor also provides writing support to all students worldwide. To access NetTutor, log in to WorldClassRoom and open any course shell. In the course, click on NetTutor in the left-hand course menu.

Contact Information:
Phone: 314-246-7620
Email: arc@webster.edu
Web: www.webster.edu/arc
Facebook: www.facebook.com/websterARC

Services for Students with Disabilities

Webster University considers admission, financial aid, program and activity applications without regard to disability. The Reeg Academic Resource Center's **Academic ADA Coordinator** helps St. Louis and online students with documented physical, psychological, medical and/or learning disabilities obtain the accommodations they need to have equal access to information and equal opportunity for program success. At extended sites and international campuses, the site director or a staff designee assists students with disability accommodations.

The Reeg ARC's Academic ADA Coordinator supports extended sites and international campuses, as needed and requested, in assisting their students.

While Webster University does not provide diagnostic learning disability testing, faculty or staff members who suspect a student may have a learning disability should contact the Academic ADA Coordinator (or the appropriate site/campus representative) for consultation. Students who are concerned that they may have a learning disability may also make arrangements to discuss psychoeducational testing referrals. Students with short-term disabilities (e.g., a broken leg) may also arrange temporary accommodations by contacting the Academic ADA Coordinator (or the appropriate site/campus representative).

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 consultation for Kurzweil 3000, Dragon Naturally Speaking, ZoomText, JAWS, Smartpen, Braille, alternative texts, alternative keyboards, reading software and other hardware/software is available upon request. Alternatively formatted textbooks, within publisher permission and copyright parameters, may be ordered for students and faculty and staff members whose documented disabilities include this option as an accommodation.

Contact Information:
Phone: 314-246-7700
Email: disability@webster.edu
Web: www.webster.edu/arc
Facebook: www.facebook.com/websterARC

WebsterLEADS: Student Leadership Development Program

The mission of the WebsterLEADS student leadership development program is to afford students the opportunity to apply theoretical knowledge gained in the classroom to the practical world of leadership and work, both on- and off-campus. The program's goals are to assist students with developing skills such as communication, critical thinking, decision-making, group process and sensitivity to diverse perspectives.

WebsterLEADS provides a co-curricular leadership experience with multiple components, which culminates with earning the Leadership Certificate. Students complete certificate requirements with the guidance of leadership advisors in a cohort-based program. The WebsterLEADS program is in operation at Webster campuses in Webster Groves, Geneva, Leiden and Vienna.

The leadership certificate is awarded to students who complete all four phases of the LEADS curriculum.

Students can apply to the WebsterLEADS program by contacting the Director of the Office of Student Engagement.

Contact Information:
Jennifer Stewart, Director, Office of Student Engagement
Phone: 314-968-7105
Email: jstewart15@webster.edu
Email: lead@webster.edu
Web: https://legacy.webster.edu/websterleads/

Combined Degrees

The combined degrees program is an accelerated program allowing students to complete a bachelor's degree and a master's degree with a reduced number of total credit hours for both programs. Upper-level undergraduate courses are integrated with initial graduate courses in the curriculum, which decreases the total requirements for both degrees by a maximum of 12

credit hours. For additional information on eligible programs and admission requirements, see the Combined Degrees section of this catalog.

Forensics and Debate Program

Webster University offers all students the opportunity to enhance their speaking, thinking, and reasoning abilities through participation in competitive speech and debate. Any student can be part of the forensic and debate program, regardless of previous experience. Students may enroll in SPCM 2000 Forensics to receive academic credit for participation. Students may also receive additional debate training through enrollment in POLT 1550 Introduction to Political Argumentation and Debate. First year students can enroll in either or both of these courses. Participation in the forensics and debate program can also qualify students for membership in the national forensic honor society, Pi Kappa Delta. The program participates in a full range of speaking, performance, and debate events.

Contact Information:
Gina Jensen, Forensics and Debate Coach
Phone: 314-968-7164
Email: jensen@webster.edu
Web: https://legacy.webster.edu/communications/student-resources/forensics-debate-team.html

Individualized Learning Experiences

Individualized Learning Experiences

Through the Individualized Learning Experiences program, departments and programs at Webster can respond to a wide variety of student requests for individualized learning options. These opportunities include both prior learning assessment and new sponsored experiential learning.

Prior Learning Assessment

Prior Learning Assessment (PLA) is the identification, documentation, assessment and recognition of college-level knowledge and skills that an individual has learned outside of the classroom or from non-college instructional programs. The knowledge and skills may have been learned through work experience, military service or training, civic activities, volunteer service or self-study. PLA options are aimed at assisting nontraditional undergraduate students to document their college-level knowledge and skills, which is then assessed to determine what college-level credits may be awarded for the experience.

Webster University offers two ways to receive credit for prior learning:

1. Preparation of portfolios for assessment by Webster faculty, including the option of professional guidance while building the portfolio through enrollment in a three-credit-hour course (EDEX 1000).
2. Credit by examination, in which students may demonstrate knowledge and skills by successfully completing exams.

Webster University Portfolio Courses

Students interested in taking the three-credit-hour course to guide them in preparing portfolios may take EDEX 1000 to learn the process while creating their first portfolio related to the review and acceptance of credit toward a specific course. As the course carries three credit hours, it may be used as an elective toward the students' degrees. Upon completion of the course, the students will have a better understanding of how to continue working independently if they wish to pursue further portfolio review opportunities. Students submitting additional portfolios or who are submitting portfolios without taking EDEX 1000 register for EDEX 1001 for 0 credits. Fees apply for additional portfolio reviews ($350 each). Students should speak to their academic advisors for more information regarding this course. Permission is required to take this course.

EDEX 1000 Educational Program Analysis (3)
Many adult students have gained the equivalent of college-level learning through their work experiences, training on the job, volunteer activities, civic involvement, travel or other nonacademic settings. In this independent course, students learn to document their college-level learning into a portfolio that can then be assessed for college credit. **Prerequisite**: Permission from Academic Advising.

EDEX 1001 Prior Learning Portfolio Assessment (0)
Students submitting portfolios for Prior Learning Assessment without taking EDEX 1000 or submitting additional portfolios after EDEX 1000 must register for this course. There is an additional course fee of $350. This course may be repeated up to the maximum allowable credits earned by prior learning assessment (PLA), which is 30 credit hours. **Prerequisite**: Permission from Academic Advising.

Credit by Examination

Webster University accepts certain standardized tests. See Transfer Credit in the Academic Policies and Information section of this catalog for details. Information on specific tests can be found on the Admissions Credit by Exam webpage (external to catalog).

Sponsored Experiential Learning

Students may choose to design individualized learning experiences as part of their degree programs. These opportunities may include independent study, fieldwork (practicum), internship and sabbatical experiences. A faculty member serves as mentor and assumes responsibility for awarding credit. An evaluator (a faculty mentor or outside expert) works closely with the student and submits a written evaluation of the student's work. Students register for an Individualized Learning Experience (INDZ) with their academic advisors.

See the Course Descriptions section of this catalog for details on the following courses:

- INDZ 2000 Practicum (Freshmen or Sophomores)
- INDZ 2500 Independent Study (Freshmen or Sophomores)
- INDZ 3000 Practicum (Juniors or Seniors)
- INDZ 3500 Independent Study (Juniors or Seniors)
- INDZ 4000 Sabbatical

International Experience

Students may choose to design international individualized learning experiences as part of their degree programs. Before undertaking any international study students must consult with the University's Office of Study Abroad. No INDZ course may be used for study abroad unless the student applies to and is admitted to a Webster University study abroad program.

Cooperative Education

The cooperative education program at Webster University allows students to integrate their major program of study with a systematically planned sequence of relevant work experience and courses. Qualified students may earn up to 32 credit hours for professional work experience. Employers offer students supervision and a progression of responsibilities over time. Because of the progression of responsibility, students and employers are asked to commit for an extended period of time.

Depending on the employer, the experience usually requires a two-year commitment. Employers pay students for the work performed. Freshmen and sophomores should apply for cooperative education as early as possible. Opportunities may require certain course prerequisites and/or other qualifications.

INDZ 3750 Cooperative Education I (1-16)
Placement in a planned and supervised work experience related to the student's academic coursework. Faculty advisors and work supervisors assist the student in developing goals and objectives to integrate academic studies with practical experiences in educational, vocational, or cultural learning situations outside of the classroom. A maximum of 32 credit hours in cooperative education may be applied as elective credit toward a baccalaureate degree. Pass/fail grades only. **Prerequisites**: Approval of the coordinator of experiential education, 3.0 GPA, and coursework related to work experience. May be repeated for credit up to 16 credit hours.

INDZ 4750 Cooperative Education II (1-16)
Continuation of INDZ 3750. Pass/fail grades only. **Prerequisites**: INDZ 3750, approval of the coordinator of experiential education, 3.0 GPA, and coursework related to work experience. May be repeated for credit up to 16 credit hours.

Combined Degrees

Program Description

The combined degrees program enables the student with an outstanding academic record to complete both a bachelor's degree and a master's degree through an accelerated program. Upper-level undergraduate courses are integrated with initial graduate courses in the curriculum, which decreases the total requirements for both degrees by a maximum of 12 credit hours. Students who have accumulated between 60 and 90 credit hours and who have maintained a 3.3 GPA in previous college work are eligible to apply for admission to the program. The combined degrees program is offered at the St. Louis area locations and has limited availability at other campuses and online.

BA/MA, BS/MA, BA/MS, BS/MS and Other Degree Combinations

By completing a block of requisite courses for the declared graduate major, students may combine their liberal arts undergraduate major with a more career-oriented graduate program.

Most undergraduate majors leading to a bachelor of arts or bachelor of science degree can be combined with any of the following graduate programs as long as the requisite courses for the graduate program have been met:

- Advertising and Marketing Communications (MA)
- Gerontology (MA)
- Human Resources Development (MA)
- International Relations (MA)
- Management and Leadership (MA)
- Marketing (MS)
- Media Communications (MA)
- Public Relations (MA)

Webster University also offers the following specialized combined degrees:

- Accounting (BS)/Finance (MS)
- Accounting (BS)/Forensic Accounting (MS)
- Computer Science (BS) with an Emphasis in Cybersecurity/ Cybersecurity (MS)
- Education (BA) with an Emphasis in Elementary Education/ Teaching English as a Second Language (MA)
- Education (BA) with an Emphasis in Secondary English/ Teaching English as a Second Language (MA)
- Education (BA) with an Emphasis in World Languages/ Teaching English as a Second Language (MA)
- Psychology (BA) with an Emphasis in Mental Health/ Counseling (MA)

Learning outcomes for each combined degree follow the outcomes outlined for the corresponding graduate degree in the Graduate Studies Catalog. Graduate course descriptions are included in the Course Descriptions section of the current Graduate Studies Catalog. For undergraduate course descriptions, please refer to the appropriate Course Descriptions section of this catalog.

Requirements of Combined Degrees

General Requirements

Students in the undergraduate component of the combined degrees program are subject to the policies and procedures outlined in the current Undergraduate Studies Catalog, with the addition or exception of admission, academic performance, advancement to candidacy and continuous enrollment requirements detailed in this section.

Students in the graduate component of the combined degrees program are subject to the policies and procedures outlined in the current Graduate Studies Catalog, with the addition or exception of admission, academic performance, advancement to candidacy and continuous enrollment requirements detailed in this section.

Admission

Students must submit an application for the combined degrees program along with a signed letter of agreement to the Academic Advising Center. The letter of acceptance to the combined degrees program serves as the letter of acceptance required for the master's degree program.

Due to the accelerated nature of this program, no transfer credit will be accepted into the graduate component of the program. Transfer credit may be used only to meet the undergraduate requisite course requirements, and then only if taken before acceptance into the program.

Academic Performance

Students must maintain a current GPA of at least 3.0.

Advancement to Candidacy

Degree seeking students are advanced to master's candidacy after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. Some programs may have additional requirements in order to advance to candidacy.

Continuous Enrollment

Students in the combined degrees program must maintain continuous and consecutive enrollment at Webster University. Students who miss more than two consecutive eight-week or nine-week terms will be withdrawn from the program. For exceptional reasons, students may request a waiver of this requirement from the appropriate dean.

Advertising and Marketing Communications (MA)

Undergraduate Requisite Courses

- MDST 1010 Media Foundations
- MDST 1050 Media Writing
- ADVT 2350 Introduction to Visual Communications for Advertising and Public Relations
- ADVT 3500 Visual Communication for Advertising and Public Relations
- ADVT 2550 Creative Strategies for Advertising
- ADVT 2910 Writing for Advertising
- MNGT 3510 Management of Integrated Marketing Communications
- ADVT 4190 Advertising Research
  or ADVT 4910 Advertising Campaign Production
  or ADVT 1940 Introduction to Marketing Communications

Transition Courses

- MDST 3300 Media Law, Ethics & Policy
- ADVT 4040 Advertising Production (Print, Television, Radio or Internet)
- MEDC 5000 Media Communications *(Requisite Course)*
- MRKT 5000 Foundations of Marketing Strategic Thinking

Graduate Courses

- MRKT 5720 Promotional Management

Combined Degrees

- ADVT 5100 Strategic Principles of Advertising and Marketing Communication
- ADVT 5321 Advertising Decision-Making
- MEDC 5310 Media and Culture
- MEDC 5400 Media Production Management
- MEDC 6000 Seminar in Media Communications

Elective Courses

Students are required to choose two courses from the MA in advertising and marketing communications curriculum in addition to the courses listed. For more information about the MA in advertising and marketing communications curriculum, please refer to the School of Communications section of the Graduate Studies Catalog.

Gerontology (MA)

Undergraduate Requisite Courses

- MULC 1100 Introduction to Multicultural Studies.
- MNGT 2100 Management Theory and Practices
- PHIL 2340 Bioethics
  or RELG 2450 Death and Dying
- PSYC 2300 Lifespan Development

Transition Courses

- PSYC 3575 Industrial/Organizational Psychology
  or MNGT 3400 Human Resource Management
- PSYC 3900 Introduction to Counseling
  or MNGT 2500 Marketing
  or MNGT 3550 Public Relations
- GERN 5000 Gerontology
- GERN 5630 Psychology of Aging

Graduate Courses

- GERN 5600 Economic Issues for Older Adults
- GERN 5620 Physiology of Aging
- GERN 5640 Management of Programs for Older Adults
- GERN 5660 Research and Assessment in Gerontology
- GERN 5670 Social Science Perspectives in Gerontology
- GERN 6000 Integrated Studies in Gerontology

Elective Courses

The combined degree in gerontology requires one elective graduate course in addition to the courses listed.

Human Resources Development (MA)

Undergraduate Requisite Courses

- PSYC 1100 Introduction to Psychology
- MNGT 2100 Management Theory and Practices
- MNGT 3400 Human Resource Management
- PSYC 3325 Applied Learning Theory
  or PSYC 3350 Cognitive Psychology
  or MNGT 3450 Principles of Organizational Behavior

Transition Courses

- MNGT 4400 Personnel Law
- MNGT 4600 Contemporary Human Resource Strategies
- HRDV 5000 Introduction to Human Resources Development
- HRDV 5610 Training and Development

Graduate Courses

- HRDV 5560 Group Development and Change
- HRDV 5700 Career Management
- MNGT 5590 Organizational Behavior
- HRDV 5750 Research and Assessment Methods in Human Resources Development

- HRDV 6000 Integrated Studies in Human Resources Development

Elective Courses

The combined degree in human resources development requires three elective graduate courses in addition to the courses listed.

Special Requirements

For students who will not complete a business or business-related undergraduate degree from Webster or another university that do not meet the following criteria:

- Regionally-accredited
- The business school must have a business-related accreditation (e.g. AACSB, ACBSP, IACBE, etc.)

Students must do **one** of the following:

- Successfully complete BUSN 5000.
  - Note: BUSN 5000 will count as an elective course in your program. This option is **only** available for students who are required to take BUSN 5000.
- Complete **all** of the following undergraduate courses (or their equivalent) 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 Ethics
  - BUSN 4500 Ethical Issues in Business

International Relations (MA)

Undergraduate Requisite Courses

- POLT 1050 Introduction to International Relations
- POLT 1080 Introduction to Comparative Politics
- INTL 1500 The World System Since 1500
- POLT 2600 Research Methods and Approaches in Political Science
  or INTL 2700 Methods of Political Inquiry

Transition Courses

- INTL 4600 International Relations Seminar
- INTL 4280 International Economics
  or INTL 3100 International Political Economy
- INTL 5590 International Security
  or INTL 5550 War and Diplomacy
- One course from the Graduate Comparative Politics Cluster (see Graduate requirement in International Relations)

Graduate Courses

- INTL 5100 Research Methods and Perspectives
- One additional course from the Comparative Politics cluster (see Graduate requirement in International Relations)
- Two additional courses from International Politics cluster (see Graduate requirement in International Relations)
- Three elective courses
- INTL 6000 Capstone in International Relations (or thesis option)

This program is offered only in St. Louis.

Legal Studies (MA)

Undergraduate Requisite Courses

- LEGL 2080 Topics in Law
  or LEGL 4800 Advanced Topics in Law
- LEGL 2400 Introduction to Law
  or POLT 2400 Introduction to Law
- LEGL 4490 Advanced Paralegal Procedures
- LEGL 4810 Tort Law Practice

Transition Courses

- LEGL 4460 Methods of Legal Research and Writing I
- LEGL 4470 Methods of Legal Research and Writing II
- LEGL 5450 American Constitutional Law
- LEGL 5470 Civil Actions

Graduate Courses

- LEGL 5100 Jurisprudence
- LEGL 5300 Ethics for the Legal Professional
- LEGL 5400 Anglo-American Legal History
- LEGL 5480 Criminal Actions
- LEGL 5490 Advanced Topics in Law
- LEGL 5800 Computerized Legal Research
- LEGL 6000 Research and Writing Project

Elective Courses

The combined degree in legal studies requires two elective graduate courses in addition to the courses listed.

Management and Leadership (MA)

Undergraduate Requisite Courses

- ECON 2030 Principles of Macroeconomics
- ACCT 2010 Financial Accounting
- MNGT 2100 Management Theory and Practices
- MNGT 3400 Human Resource Management
- MNGT 2500 Marketing

Transition Courses

- MNGT 4100 International Management
- MNGT 4900 Managerial Policies and Strategies
- HRMG 5000 Managing Human Resources
- MNGT 5590 Organizational Behavior

Graduate Courses

- BUSN 5200 Basic Finance for Managers
- HRDV 5630 Organization Development and Change
- MNGT 5650 Management and Strategy
- MNGT 5670 Managerial Leadership
- MNGT 6000 Integrated Studies in Management

Elective Courses

The combined degree in management and leadership requires three elective graduate courses in addition to the courses listed.

Special Requirements

For students who will not complete a business or business-related undergraduate degree from Webster or another university that do not meet the following criteria:

- Regionally-accredited
- The business school must have a business-related accreditation (e.g. AACSB, ACBSP, IACBE, etc.)

Students must do **one** of the following:

- Successfully complete BUSN 5000.
  - Note: BUSN 5000 will count as an elective course in your program. This option is **only** available for students who are required to take BUSN 5000.
- Complete **all** of the following undergraduate courses (or their equivalent) 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 Ethics
  - BUSN 4500 Ethical Issues in Business

Marketing (MS)

Undergraduate Requisite Courses

- ECON 2000 Survey of Economics
- MNGT 2100 Management Theory and Practices
- MNGT 2500 Marketing
- MNGT 3510 Management of Integrated Marketing Communications

Transition Courses

- MNGT 4330 International Marketing
- MNGT 4920 Marketing Strategies*
- MRKT 5720 Promotional Management
- MRKT 5890 Marketing Statistics
  or BUSN 5760 Applied Business Statistics
- MRKT 5850 Marketing Research

*MNGT 4920 should be completed after MRKT 5850.

Graduate Courses

- MRKT 5610 Marketing Channel Management
- MRKT 5740 Management of Digital Marketing
- MRKT 5895 Marketing Analytics
- MRKT 5960 Marketing Management
- MRKT 6000 Integrated Studies in Marketing

Elective Courses

The combined degree in marketing requires two elective graduate courses in addition to the courses listed, which must be selected from courses offered in this major (e.g. MRKT prefix) or from the following list:

- NPLR 5020 Essentials of Marketing and Resource Development in Nonprofits
- ADVT 5410 Fundamentals of Branding
- CSIS 5420 Data Mining
- BUSN 6160 Integrated Business Processes and ERP
- MNGT 5670 Managerial Leadership

If the requisite course is waived, the student must choose an elective course from the electives listed above.

Special Requirements

For students who will not complete a business or business-related undergraduate degree from Webster or another university that do not meet the following criteria:

- Regionally-accredited
- The business school must have a business-related accreditation (e.g. AACSB, ACBSP, IACBE, etc.)

Students must do **one** of the following:

Combined Degrees

- Successfully complete BUSN 5000.
    - Note: BUSN 5000 will count as an elective course in your program. This option is **only** available for students who are required to take BUSN 5000.
- Complete **all** of the following undergraduate courses (or their equivalent) 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 Ethics
    - BUSN 4500 Ethical Issues in Business

Media Communications (MA)

Students majoring in an undergraduate discipline other than media studies must earn 18 credit hours in undergraduate media studies coursework in order to qualify for the graduate portion of the combined degree program in media communications. These courses will be selected in consultation with an undergraduate advisor.

Undergraduate Requisite Courses

- MDST 1010 Media Foundations
- EPMD 1000 Introduction to Media Production
  or JOUR 1020 Introduction to Media Production for Journalists
- MDST 1050 Media Writing
  or JOUR 1030 Fundamentals of Reporting
- MDST 2200 Ethics in the Media

Transition Courses

- MDST 3300 Media Law, Ethics & Policy
- MDST 3260 Global Media Practice
  or MDST 3700 Topics in International Communications
- MEDC 5000 Media Communications
- MEDC 5310 Media and Culture

Graduate Courses

- MEDC 5400 Media Production Management
- MEDC 5300 Strategic Communications
  or MEDC 5600 Introduction to Interactive Communications
- MEDC 5460 Media Research
- MEDC 6000 Seminar in Media Communications

Elective Courses

The combined degree in media communications requires four elective graduate courses in addition to the courses listed above. The electives must be courses within the School of Communications or courses that apply to other School of Communications graduate degrees.

Public Relations (MA)

Undergraduate Requisite Courses

- MDST 1010 Media Foundations
- EPMD 1000 Introduction to Media Production
  or JOUR 1020 Introduction to Media Production for Journalists
- MDST 1050 Media Writing
  or JOUR 1030 Fundamentals of Reporting
- PBRL 1010 Fundamentals of Strategic Communications and Public Relations
- PBRL 2920 Writing for Public Relations

Transition Courses

- MDST 3300 Media Law, Ethics & Policy
- PBRL 4300 Crisis Communications and Issues Management
  or PBRL 4800 Media Relations
- MEDC 5000 Media Communications (Requisite Course)
- PBRL 5322 Public Relations

Graduate Courses

- MEDC 5310 Media and Culture
- MEDC 5400 Media Production Management
- MEDC 5460 Media Research
- PBRL 5323 Organizational Communications
- PBRL 5342 Writing for Public Relations
- PBRL 5380 Strategic Communications Applications
- MEDC 6000 Seminar in Media Communications

Elective Course

Students are required to choose one elective course from the MA in public relations curriculum in addition to the courses listed. For more information about the MA in public relations curriculum, please refer to the School of Communications section of the Graduate Studies Catalog.

Accounting (BS)/Finance (MS)

Program Description

The bachelor of science (BS) in accounting/master of science (MS) in finance is an accelerated degree combination primarily designed for students in accounting who plan to enter the accounting profession and are in need of at least 150 credit hours in order to sit for the Certified Public Accounting (CPA) exam.

Admission

Students seeking combined degree program BS in accounting/MS in finance must submit an application to the Office of Academic Advising and must provide two letters of recommendation from Webster University faculty with the application.

General Requirements

The BS in accounting/MS in finance degree combination program requires a total of 144 credit hours which is a combination of undergraduate and graduate credit hours. A maximum of 90 credit hours may be accepted for transfer into the undergraduate program but only a maximum of 64 credit hours of lower-division work are allowed to transfer. A student must complete a minimum of 18 credit hours of undergraduate accounting courses at Webster University. No transfer credit is allowed for the graduate portion of the program.

Students must apply to the Business Department through the Office of Academic Advising for the graduate portion of the BS in accounting/MS in finance when they have accumulated between 64 and 98 credit hours and have successfully completed 15 credit hours of required upper-division ACCT courses including Intermediate Accounting. Students who have maintained an overall grade point average of 3.3 on a 4.0 scale in all previous college work will be eligible for the BS in accounting/MS in finance degree combination.

Combination BS in Accounting/MS in Finance Requirements

The BS in accounting/MS in finance degree combination requires that all university-wide undergraduate degree requirements for general education and also the accounting major must be met. Students may receive the BS in accounting degree after completing all the undergraduate requirements for the degree and before completing the graduate requirements for the MS in finance degree. For the BS in accounting, they should have a total

of 120 credit hours, completed all general education requirements, completed all of the required undergraduate courses for the major in accounting, and completed the four transition courses in the set of core requirements. Students may then continue completing the requirements for the MS in finance degree.

Undergraduate Requisite Courses

All courses required for the BS in accounting major with the exception of ACCT 4100 Advanced Financial Accounting and ACCT 4900 Auditing, which are defined as core transition courses between the BS in accounting/MS in finance programs.

Transition Courses

- ACCT 4100 Advanced Financial Accounting
- ACCT 4900 Auditing
- FINC 5000 Finance
- FINC 5100 Financial Modeling

Graduate Courses

- BUSN 6070 Management Accounting
- BUSN 6120 Managerial Economics
- FINC 5210 Investments
- FINC 5810 Capital Budgeting
- FINC 5830 Institutions and Financial Markets
- FINC 5840 International Finance
- FINC 5880 Advanced Corporate Finance
- FINC 6290 Mergers and Acquisitions

Accounting (BS)/Forensic Accounting (MS)

Program Description

The bachelor of science (BS) in accounting/master of science (MS) in forensic accounting is an accelerated degree combination designed for students in accounting who plan a career in forensic accounting.

Admission

Students seeking this combined degree program must submit an application to the Office of Academic Advising and must provide two letters of recommendation from Webster University faculty with the application.

General Requirements

The BS in accounting/MS in forensic accounting degree combination requires a total of 147 credit hours which is a combination of undergraduate and graduate credit hours. A maximum of 90 credit hours may be accepted for transfer into the undergraduate program but only a maximum of 64 credit hours of lower-division work are allowed to transfer. A student must complete a minimum of 18 credit hours of undergraduate accounting courses at Webster University. No transfer credit is allowed for the graduate portion of the program.

Students must apply to the Business Department through the Office of Academic Advising for the graduate portion of the BS in accounting/MS in forensic accounting when they have accumulated between 64 and 98 credit hours and have successfully completed 15 credit hours of required upper-division ACCT courses including Intermediate Accounting. Students who have maintained an overall grade point average of a 3.3 on a 4.0 scale in all previous college work will be eligible for the BS in accounting/MS in forensic accounting degree combination.

Combination BS in Accounting/MS in Forensic Accounting Requirements

The BS in accounting/MS in forensic accounting degree combination requires that all university-wide undergraduate degree requirements for general education and also the

accounting major must be met. Students may receive the BS in accounting degree after completing all the undergraduate requirements for the degree and before completing the graduate requirements for the MS in forensic accounting degree. For the BS in accounting, they should have a total of 120 credit hours, completed all general education requirements, completed all of the required undergraduate courses for the major in accounting, and completed the two transition courses in the set of core requirements. Students may then continue completing the requirements for the MS in forensic accounting degree.

Undergraduate Requisite Courses

- All courses required for the BS in accounting major.

Transition Courses

- ACCT 5000 Introduction to Forensic Accounting
- ACCT 5010 Legal Procedure, Substantive Law and Professional Ethics in Forensic Accounting

Graduate Courses

- ACCT 5100 Investigation of Financial Fraud
- ACCT 5150 Introduction to Cyber Forensics
- ACCT 5200 Business Valuation
- ACCT 5250 Special Topics in Litigation Accounting
- ACCT 5350 Analytics for Forensic Accountants
- ACCT 5400 Internal Auditing
- ACCT 5500 Case Studies in Forensic Accounting
- ACCT 5800 Forensic Accounting Practicum
- ACCT 5990 Forensic Accounting Capstone

Elective Courses

There are no graduate elective courses required in this program.

Computer Science (BS) with an Emphasis in Cybersecurity/Cybersecurity (MS)

Program Description

The MS in cybersecurity program builds on the strong technical foundation in the BS in computer science with an emphasis in cybersecurity program. The combined program allows students to enhance and further develop their technical skills in the profession.

Admission

Students seeking combined degrees in cybersecurity must submit an application to the Academic Advising Center in St. Louis.

General Requirements

Students must have an overall lifetime 3.3 GPA. They should have between 64 and 98 credit hours and have successfully completed at least 27 credit hours of COSC coursework before applying for the combined degree program. Students must be accepted into the program before enrolling in the 4000-level core courses **or** in any graduate-level courses. Students must take all of the undergraduate courses before taking any of the graduate courses.

Students may receive the BS degree after completing all of the requirements for the degree and before completing the requirements for the MS degree. For the BS degree, they should have a total of 120 credit hours, completed all Global Citizenship Requirements (GCP), completed all 57 credit hours of the required undergraduate COSC/CSSS courses, and completed the four CSSS courses in the set of transition courses. Students may then continue completing the requirement for the MS degree.

Combined Degrees

Undergraduate Requisite Courses

- COSC 1550 Computer Programming I
- COSC 1560 Computer Programming II
- COSC 1570 Mathematics for Computer Science
- COSC 2610 Operating Systems
- COSC 2670 Network Principles
- COSC 2710 Social Engineering and Society
- COSC 2810 Systems Analysis and Design
- COSC 3050 Data Structures I
- COSC 3100 Data Structures II
- COSC 3230 Human-Computer Interaction
- COSC 3510 Computer Architecture
- COSC 4110 Database Concepts
- COSC 4120 Database Applications
- MATH 2410 Discrete Mathematics
- CSSS 2510 Cyber Attacks and Defenses
- CSSS 3510 Writing Secure Code
- CSSS 3520 Cybersecurity Program, Policies and Ethics

Transition Courses

- CSSS 2410 Cybersecurity and Internet Architecture
- CSSS 4510 Cybersecurity Capstone Project
- CSSS 5110 Cybersecurity Communications
- CSSS 5120 Cybersecurity Infrastructures

Graduate Courses

- CSSS 5130 Cybersecurity Intelligence/Counter Intelligence
- CSSS 5140 Cybersecurity Strategic Operations
- CSSS 5160 Encryption Methods and Techniques
- CSSS 6000 Practical Research in Cybersecurity

Three electives from the following:

- CSSS 5210 Cybersecurity Law and Policy
- CSSS 5220 Cybersecurity Threat Detection
- CSSS 5230 Cybersecurity Forensics
- CSSS 5240 Pre-emptive Deterrence
- CSSS 5250 Use and Protection of Space Assets
- CSSS 5270 Cybersecurity in Cloud Computing
- CSSS 5290 Cybersecurity Risk Management Framework
- CSSS 5990 Advanced Topics in Cybersecurity
- CSSS 6500 Cybersecurity Internship

The student must also select one (1) additional elective from CSSS or other Webster elective credit courses that may be offered at the location where the student is completing their MS requirements.

Education (BA) with an Emphasis in Elementary Education/Teaching English as a Second Language (MA)

This program leads to teacher certification in elementary education at the end of the BA program. In this combined degrees program, 6 hours of the MA in TESL are completed during the BA (COMM 5344 and TESL 5139) and the remaining 27 hours are completed during the MA program. Upon completion of the MA in TESL, the teacher candidate is eligible for certification in ESOL.

Degree Requirements

A minimum of 120 credit hours consisting of the following:

- 33 required major credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives to total 120 credit hours

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

27 required major hours of TESL coursework completes the MA degree.

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3000 Practicum: Elementary (2 hours)
- EDUC 3199 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4950 Apprentice Teaching: Elementary Primary (Grades 1-3) (13 hours)
  or EDUC 4960 Apprentice Teaching: Elementary (Intermediate (Grades 4-6) (13 hours)

Additional Education and Content Courses for Certification

- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers *(B- or better required)* (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 4180 Elementary Arts and Humanities Methods (3 hours)
- EDUC 4190 Elementary STEM Methods (3 hours)
- EDUC 4220 Dilfferentiated Mathematics Instruction (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (3 hours)
- EDUC 4270 Methods of Teaching Elementary Reading (3 hours)
- EDUC 4280 ELEM/SPED Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4290 ELEM/SPED Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- EDUC 4730 Language Development (3 hours)
- 8-18 credit hours of a Foreign Language *(a minor is highly encouraged)*
- COMM 5344 Introduction to Linguistics (3 hours)
  or ENGL 4190 The Story of English (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods (3 hours)
- Additional required certification coursework and electives to total 120 credit hours at the undergraduate level

Graduate coursework to be completed after the BA

- TESL 5030 Language History, Planning and Policy (3 hours)*
- TESL 5040 Practicum in ESOL (3 hours)*
- TESL 5220 Curriculum Development in Second Language Classrooms (3 hours)*
- TESL 5230 Second Language Acquisition*
- TESL 5311 Principles and Practices of Language Testing (3 hours)*
- TESL 5350 Language and Culture (3 hours)*
- COMM 5270 Visual Communications
  or COMM 5530 Technology and Teaching (3 hours)*
- 2 TESL Electives (6 hours)*

*Courses to be taken after completion of Initial Elementary Certification.

Admission to the Major

Students may be fully admitted to the major when the following criteria have been met:

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University. See the criteria listed below for a more detailed explanation of the requirements needed for entry into the Teacher Certification Program.

Admission to Teacher Certification

- Successful completion of all sections of the MoGEA exam or ACT score of 20 or better.
- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Passport 1 competencies met.
- Minimum cumulative GPA of 2.75 in college-level coursework, professional GPA of 3.0, and Content GPA (if applicable) of 3.0.

Note: Grades of C- or above are eligible for Certification requirements.

Students who have transferred in all of these course requirements should apply for entrance to the Teacher Certification program when they first meet with an academic advisor in the department.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status.

Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All students enrolled in apprentice teaching must participate in a mandatory seminar.

All undergraduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Application for Certification

All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Education (BA) with an Emphasis in Secondary English/Teaching English as a Second Language (MA)

This program leads to teacher certification in secondary English education at the end of the BA program. In this combined degrees program, 6 hours of the MA in TESL are completed during the BA (COMM 5344 and TESL 5139) and the remaining 27 hours are completed during the MA program. Upon completion of the MA in TESL, the teacher candidate is eligible for certification in ESOL.

Degree Requirements

A minimum of 120 credit hours consisting of the following:

- 33 required major credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives to total 120 credit hours

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

27 required major hours of TESL coursework completes the MA degree.

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3005 Practicum: Secondary English (2 hours)
- EDUC 3199 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4970 Apprentice Teaching: Secondary English (13 hours)

Additional Education and Content Courses for Certification

- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers (3 hours)
- EDUC 3190 Young Adult Literature (3 hours)
- EDUC 4130 Writing Instruction (3 hours)
- EDUC 4350 Arts and Humanities Methods (3 hours)
- EDUC 4380 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4390 Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- ENGL 2050 U.S. Literature (3 hours)
- ENGL 2020 British Literature I (3 hours)
- ENGL 2030 British Literature II (3 hours)
- ENGL 2086 U.S. Literature of Diversity (3 hours)

Combined Degrees

Combined Degrees

- ENGL 4190 The Story of English (3 hours)
- A second written composition course (3 hours)
- ENGL 2150 Creative Writing: Poetry (3 hours)
  or ENGL 2160 Creative Writing: Fiction (3 hours)
  or ENGL 2170 Creative Writing: Playwriting (3 hours)
  or ENGL 2180 Creative Writing: Nonfiction (3 hours)
- COMM 5344 Introduction to Linguistics (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods (3 hours)
- Additional required certification coursework and electives to total 120 credit hours at the undergraduate level

Graduate Coursework to be Completed After the BA

- TESL 5030 Language History, Planning and Policy (3 hours)*
- TESL 5040 Practicum in ESOL (3 hours)*
- TESL 5220 Curriculum Development in Second Language Classrooms (3 hours)*
- TESL 5230 Second Language Acquisition*
- TESL 5311 Principles and Practices of Language Testing (3 hours)*
- TESL 5350 Language and Culture (3 hours)*
- COMM 5270 Visual Communications
  or COMM 5530 Technology and Teaching (3 hours)*
- 2 TESL Electives (6 hours)*

*Courses to be taken after completion of initial certification.

Admission to the Major

Students may be fully admitted to the major when the following criteria have been met:

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University. See the criteria listed below for a more detailed explanation of the requirements needed for entry into the Teacher Certification Program.

Admission to Teacher Certification

- Successful completion of all sections of the MoGEA exam or ACT score of 20 or better.
- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Passport 1 competencies met.
- Minimum cumulative GPA of 2.75 in college-level coursework, professional GPA of 3.0, and Content GPA (if applicable) of 3.0.

Note: Grades of C- or above are eligible for Certification requirements.

Students who have transferred in all of these course requirements should apply for entrance to the Teacher Certification program when they first meet with an academic advisor in the department.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status.

Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All students enrolled in apprentice teaching must participate in a mandatory seminar.

All undergraduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Application for Certification

All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Education (BA) with an Emphasis in World Languages/Teaching English as a Second Language (MA)

This program leads to teacher certification in K-12 world languages at the end of the BA program. In this combined degrees program, 6 hours of the MA in TESL are completed during the BA (COMM 5344 and TESL 5139) and the remaining 27 hours are completed during the MA program. Upon completion of the MA in TESL, the teacher candidate is eligible for certification in ESOL.

Degree Requirements

A minimum of 120 credit hours consisting of the following:

- 33 required major credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives to total 120 credit hours

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

27 required major hours of TESL coursework completes the MA degree.

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)

- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3012 Practicum: K-12 French (2 hours)
  or EDUC 3013 Practicum: K-12 German (2 hours)
  or EDUC 3014 Practicum: K-12 Spanish (2 hours)
- EDUC 3199 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4985 Apprentice Teaching: World Languages K-12: French (13 hours)
  or EDUC 4986 Apprentice Teaching: K-12 World Languages: German (13 hours)
  or EDUC 4987 Apprentice Teaching: K-12 World Languages: Spanish (13 hours)

Additional Education and Content Courses for Certification

- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers *(B- or better required)* (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 4350 Arts and Humanities Methods (3 hours)
- EDUC 4380 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- 30 semester hours in French, German, or Spanish *(C- or better required)*
- COMM 5344 Introduction to Linguistics (3 hours)
  or ENGL 4190 The Story of English (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods (3 hours)
- Additional required certification coursework and electives to total 120 credit hours at the undergraduate level

Graduate Coursework to be Completed After the BA

- TESL 5030 Language History, Planning and Policy (3 hours)*
- TESL 5040 Practicum in ESOL (3 hours)*
- TESL 5220 Curriculum Development in Second Language Classrooms (3 hours)*
- TESL 5230 Second Language Acquisition (3 hours)*
- TESL 5311 Principles and Practices of Language Testing (3 hours)*
- TESL 5350 Language and Culture (3 hours)*
- COMM 5270 Visual Communications
  or COMM 5530 Technology and Teaching (3 hours)*
- 2 TESL Electives (6 hours)*

*Courses to be taken after completion of initial certification.

Admission to the Major

Students may be fully admitted to the major when the following criteria have been met:

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University. See the criteria listed below for a more detailed explanation of the requirements needed for entry into the Teacher Certification Program.

Admission to Teacher Certification

- Successful completion of all sections of the MoGEA exam or ACT score of 20 or better.
- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Passport 1 competencies met.
- Minimum cumulative GPA of 2.75 in college-level coursework, professional GPA of 3.0, and Content GPA (if applicable) of 3.0.

Note: Grades of C- or above are eligible for Certification requirements.

Students who have transferred in all of these course requirements should apply for entrance to the Teacher Certification program when they first meet with an academic advisor in the department.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status.

Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All students enrolled in apprentice teaching must participate in a mandatory seminar.

All undergraduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Application for Certification

All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Psychology (BA) with an Emphasis in Mental Health/Counseling (MA)

Webster University offers a 3-2+ program which combines the psychology (BA) with an emphasis in mental health (120 hours) and the counseling (MA) (60+ hours), In this 3-2+ program,

students who complete all of their undergraduate requirements for the psychology (BA) with an emphasis in mental health (degree, Global Citizenship and College of Arts and Sciences language requirements) within the first 90 credit hours can complete the remainder of their elective credits (30 hours) as a student in the counseling (MA) program. Once the student completes 120 hours, the student can petition to graduate with the BA. The student would then work to complete the remaining 30+ hours toward their graduate degree (MA) in counseling. The student would need to complete at least 30 hours at the graduate level once they receive their undergraduate degree.

Please note, 90 hours is the minimum a student would need to complete at the undergraduate level. For example, a student could take 100 hours to complete their required psychology degree, Global Citizenship Program and College of Arts and Sciences language requirements. In that case, the student would count 20 graduate hours toward their undergraduate degree and complete the remaining graduate hours as a graduate student.

The program is open to undergraduate students at the St. Louis home campus.

To take advantage of this 3-2+ program, students need to:

- Complete a minimum of 90 hours as an undergraduate with at least 30 of the student's last 36 hours as an undergraduate student taken in residence at Webster University. The remaining hours must be taken as a graduate student within the counseling program at Webster University.
- Complete all the Webster University degree requirements associated with the psychology (BA) with an emphasis in mental health, the College of Arts and Sciences language requirement and any Global Citizenship Program requirements prior to entering the Webster University graduate counseling program.
- Check with the Webster University Financial Aid Office when considering this combined degree option and prior to applying to the program. Students are eligible for financial aid as an undergraduate while taking undergraduate classes. Once a student begins taking graduate classes, the student is subjected to graduate financial aid requirements.
- Undergraduate students interested in the 3-2+ program should discuss this program with their undergraduate advisor.
- Apply to the Webster University graduate counseling program. Admission criteria and information is available at https://webster.edu/catalog/current/graduate-catalog/degrees/counseling.html#admission.

Please note, due to the volume of applicants, the 3-2+ program is competitive. Consequently, it is possible an applicant will not be accepted into the 3-2+ program. However, this should not prevent a student from applying to the Webster University counseling program after completing their undergraduate degree.

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

Arizona

- **Cox, Stephanie R.,** BS, University of Arkansas at Pine Bluff, 1993; MBA, Webster University, 1996; PhD, Walden University, 2013
- **Dorst, Christian R.,** BS, University of Utah, 1992; MBA, University of Southern California, 1995
- **Sampayo, Jaime,** BBA, Texas A&I University, 1983; MBA, Angelo State University, 1988; JD, Creighton University, 1991; LLM, Katholieke Universiteit Leuven, 1992; DM, Colorado Technical University, 2012

Arkansas

- **Anderson, Dametrice F.,** BSEd, University Arkansas Fayetteville, 2004; MBA, Harding University, 2005
- **Atkinson, Timothy,** BS, Tennessee Technical University, 1989; MEd, Vanderbilt University, 1997; EdD, University Arkansas Little Rock, 2006
- **Cox, Stephanie R.,** BS, University Arkansas Pine Bluff, 1993; MBA, Webster University, 1996; PhD, Walden University, 2016
- **Dortch, Damon,** BBA, University Arkansas Little Rock, 2014; MBA, University Arkansas Little Rock, 2018
- **Ewenike, Victoria N.,** BA, Obafemi Awolowo University, 1982; MPA, University Arkansas Little Rock, 1991; JD, University Arkansas Little Rock, 1999
- **Ford, Robert P.,** BSME, University Arkansas Little Rock, 1973; MBA, University Arkansas Little Rock, 1980
- **Gayden, Wilburt K.,** BS, Park University, 2005; MHA, Webster University, 2012
- **Glover, Malcolm E.,** BS, Florida A & M University, 2005; MPS, University Arkansas Little Rock, 2007; PhD, University Central Arkansas, 2015
- **Govan, Dieterick L.,** BBA, University Central Arkansas, 2000; MBA, University Phoenix, 2006; DBA, Walden University, 2012
- **Grau, Paul H.,** BA, Colorado Christian University, 2006; MBA, Colorado Christian University, 2007; MA, Liberty University, 2013
- **Hillman, Virginia R.,** BA, John Brown University, 1999; MA, Webster University, 2002
- **Howard, Richard S.,** BA, University Arkansas Fayetteville, 1973; MBA, University Puget Sound, 1984
- **Jones, Wanda J.,** BA, Arkansas Baptist College, 1977; MA, Webster University, 1988
- **Keegan, Patricia J.,** BS, Park University, 1990; MS, Golden Gate University, 1992

- **Lopez, Luis M.,** BA, University Arkansas Little Rock, 2015; MPA, University Arkansas Little Rock, 2017
- **Metzger, James E.,** BA, University Notre Dame, 1971; MA, University Chicago, 1975
- **Perkins, Veronica D.,** BS, University Arkansas Pine Bluff, 1994; MS, University Arkansas Pine Bluff, 1998; EdD, Arkansas State University, 2009
- **Rhodes, Deaundra M.,** BA, University Arkansas Pine Bluff, 1997; MA, Webster University, 2000; EdD, Walden University, 2012
- **Sample, Gary L.,** BS, University Arkansas Little Rock, 1995; MS, University Arkansas Fayetteville, 1996
- **Smith, Gary W.,** BS, University Southern Mississippi, 1970; MHA, Washington University, 1974
- **Sweeden, Joseph P.,** BA, University Arkansas Little Rock, 1989; MA, University Arkansas Little Rock, 1993
- **Villines, Justin J.,** BS, University Phoenix, 2009; MBA, University Phoenix, 2010
- **Volpe, Joseph J.,** BS, U.S. Military Academy, 1988; JD, University Arkansas Little Rock, 1996
- **Williams, Alisa,** BS, Southern Arkansas University, 1988; MBA, Grambling State University, 1994

California

- **Adolph, Courtney B.,** BA, George Washington University, 2000; JD, Loyola Marymount University, 2003
- **Atencio, Marca,** BA, Southern Illinois University/Car, 2000; BS, Devry Institute Of Technology, 2002; MBA, Embry-Riddle Aeronautical University, 2007; PhD, University of Salford Manchester, 2013
- **Bajah, Jeff T.,** BS, Obafemi Awolowo University, 2002; MBA, Kaplan University, 2010; EdD, California Lutheran University, 2016; MS, California Lutheran University, 2017
- **Dozer, Brian K.,** BA, Indiana University Bloomington, 1989; MBA, Pepperdine University, 2001; DMgt, Webster University, 2013
- **Fellhauer, Mark S.,** BS, University Missouri/St Louis, 2003; MBA, Webster University, 2010
- **Grant, Kevin,** BA, Sterling College Kansas, 1978; MBA, Azusa Pacific University, 1994
- **Jefferson, Marc E.,** BS, Mississippi Valley State University, 1989; MA, Webster University, 1999; MA, Webster University, 2016
- **Kuritzky, Neil M.,** MBA, U.S. International University Ca, 1983
- **McCutcheon, Moses,** BIS, Virginia State University, 1987; MS, Pepperdine University, 1992; EdD, Pepperdine University, 2004
- **McNabb, Matthew G.,** BA, Calif State University Fullerton, 1991; MS, University Southern California, 2003; EdD, University Southern California
- **Monard, Ronald E.,** BA, University Calif Irvine, 1990; JD, Western State University Law, 1993
- **Monard, Amanda,** BA, University Calif Irvine, 1990; JD, Northwestern California Univ School of Law, 2011
- **Muhl, Joseph A.,** BS, Loyola Marymount University, 1993; MS, Calif State University Long Beach, 1998; MBA, Calif State University Long Beach, 2001
- **Neely, Stephone M.,** BS, Furman University, 1984; MBA, Pepperdine University, 1998
- **Pabrai, Uday A.,** BS, Clemson University, 1986; MS, Illinois Institute Of Techology, 1990
- **Pigeon, Roger E.,** BA, Chapman University, 1980; MBA, Chapman University, 1982
- **Proctor, Norma F.,** BBA, University Hawaii Manoa, 1997; MBA, University Phoenix, 2002

- **Rashad, Anisa H.,** BS, Fayetteville State University, 1993; MBA, Johns Hopkins University Cty, 2001
- **Sebhatu, Petros,** BA, The Union Institute & University, 1987; MBA, National University, 1989; PhD, Alliant International University, 1994
- **Shepard, Linda M.,** BBA, Saint Marys College, 1984; MMgt, Northwestern University, 1992
- **Torneden, Roger L.,** BSB, University Kansas, 1967; MS, University Kansas, 1967; PhD, New York University, 1974

Colorado

- **Binnings, Thomas L.,** BA, Colorado College, 1979; MBA, Dartmouth College, 1983
- **Bowman, Richard L.,** BS, Pennsylvania State University, 1969; MBA, University Utah, 1976
- **Burnside, Ronald C.,** BS, University Colorado Boulder, 1981; MBA, University Colorado Boulder, 1984
- **Colarco, Richard F.,** BS, Manhattan College, 1970; MS, Air Force Inst Tech, 1980; EdS, Troy State University Montgomery, 1986
- **Finnigsmier, Ryan,** BA, University Northern Colorado, 2001; MBA, Bellevue University, 2008; MS, Bellevue University, 2014
- **Fletcher, Louis L.,** BA, University Maryland College Park, 1989; MEd, Northern Montana College, 1992; PhD, Northcentral University, 2008
- **George, Lynnane E.,** BME, Georgia Institute Of Technology, 1988; MS, Georgia Institute Of Technology, 1989; PhD, Georgia Institute Of Technology, 2002
- **Hine, Douglas J.,** BS, Pennsylvania State University, 1982; MS, University Southern California, 1988; MEng, University Colorado Colorado Spr, 2014
- **Kinser, Sean P.,** BS, Trident University International, 2006; MS, University Maryland College Park, 2014
- **Leeson, Jeff,** BS, University Pittsbrgh Pittsburgh, 1968; MBA, University New Haven, 1982; MS, Rensselaer Poly Inst, 1995; DMgt, Colorado Technical University, 2013; MSAE, University North Dakota Grand Fo, 2017
- **Mason, Joseph W.,** BS, Brigham Young University Utah, 1973; MA, University Oklahoma, 1977
- **Nagy, Peter J.,** BBA, University Portland, 1965; MEd, Wayne State University, 1972; MBA, Golden Gate University, 1976
- **Owens, Brandon L.,** BS, Columbia College, 2002; MPA, Park University, 2006
- **Palmen, Jan A.,** BA, San Jose State University, 1972; MBA, Regis University, 1995
- **Rochette, Arthur P.,** BA, University Colorado Boulder, 1976; MIM, American Grad Sch Intrntl Mgt, 1985
- **Russel, Richard A.,** BSEE, University New Mexico, 1980; MS, Naval Postgrad School, 1994; PhD, Colorado Technical University, 2003
- **Sampayo, Jaime,** BBA, Texas A & M University, 1983; MBA, Angelo State University, 1988; JD, Creighton University, 1991; LLM, Katholieke University, 1992; DMgt, Colorado Technical University, 2012
- **Tirman, Valentin W.,** BS, Arizona State University, 1963; MAOP, University Southern California, 1969
- **Trovas, Eleftherios L.,** BSBA, Drake University, 1957; MBA, University Colorado Boulder, 1966
- **Youden, Kendrick B.,** BS, University Maryland University Coll, 1991; MS, Colorado Technical University, 2002

District of Columbia

- **Barnett, Andre W.,** BA, Southern Illinois University/Car, 2003; MA, Troy University, 2008; PhD, Northcentral University, 2017
- **Blakes, Gybrilla B.,** BA, University District Of Columbia, 1984; MA, Webster University, 1994; PhD, Argosy University, 2010

- **Carr-Hawkes, Eva L.,** BS, Virginia State University, 1982; MS, Florida Institute Of Technology, 1989
- **Chalfant, Katherine,** BA, Shippensburg University Penn, 1983; MSA, Central Michigan University, 1997
- **Chukwuma, Godson O.,** BS, Southern University and A & M College, 1980; MS, Tuskegee University, 1982; EdD, Nova Southeastern University, 2008
- **Coleman, Parnell,** BS, Excelsior College Exams, 2001; MA, Webster University, 2007; MA, Webster University, 2011
- **Dastmalchi, Ali A.,** BA, National University, 1971; MBA, University Scranton, 1979; MA, West Virginia University, 1988; PhD, West Virginia University, 1989
- **DeJohn, Joseph P.,** BS, University Wisconsin Superior, 1971; MS, University Delaware, 1977; MEd, University Delaware, 1984; EdD, Temple University, 1986; MA, Webster University, 2010; MBA, Webster University, 2011; MA, Webster University, 2012
- **Dennis, Patrick C.,** BS, U.S. Naval Academy, 1979; MBA, Oral Roberts University, 1987; JD, Baylor University
- **DePolo, Edwin F.,** BA, Park University, 1980; MA, Webster University, 2004; MBA, Webster University, 2017
- **Eanes, Ashley E.,** BS, Virginia Tech, 1986; MS, George Mason University, 1993
- **Edmonds, Courtney J.,** BBA, Averett College, 1994; MA, Webster University, 1994; MBA, Webster University, 1997; JD, Georgetown University, 2002; LLM, Georgetown University, 2015
- **Ensign, James M.,** BS, Mount Senario College, 2001; MBA, University Illinois Chicago, 2009; DBA, Walden University, 2017
- **Faux, Elkanah E.,** BS, Fourah Bay College, 1980; PhD, University Paris, 1987
- **French, Roderick,** BS, Campbell University, 1998; MA, Webster University, 2000; PhD, Walden University, 2013
- **Garner, Anthony,** BS, National-Louis University, 2000; MBA, National-Louis University, 2001
- **George, Donald N.,** BA, Carnegie Mellon University, 1987; MS, American University, 1994
- **Haq, Nadeem U.,** BS, Strayer University, 1997; MS, Strayer University, 2006; PhD, Northcentral University, 2015
- **Harris, Christielove,** BA, Principia College, 1997; MA, George Mason University, 2000; MA, Webster University, 2021
- **Hutton, Leon W.,** BBA, Northwood University Michigan, 1979; MA, Central Michigan University, 1980; MBA, Florida Institute Of Technology, 1987; PhD, Capella University, 2019
- **Jividen, David D.,** BS, Miami University Oxford, 1983; AB, Miami University Oxford, 1983; BA, Miami University Oxford, 1983; JD, University Cincinnati, 1986; LLM, Harvard University, 1997; MA, Christendom College, 2016
- **Johnson IV, Johnnie J.,** BS, University Phoenix, 2005; MBA, University Phoenix, 2007; MS, Marymount University, 2009; EdD, University New England, 2019
- **Kamara, Mohamed K.,** MS, Strayer University, 2004; PhD, Walden University, 2013
- **Kleiner, Thomas E.,** BA, University Arkansas Little Rock, 1982; MPA, George Mason University, 1994; MA, Webster University, 2016; PhD, Cabrini College, 2019; MS, Webster University, 2019
- **Logan, Kevin O.,** BS, Bowie State University, 2004; MSA, Central Michigan University, 2005
- **Martins, Ralph P.,** BA, George Washington University, 2001; MEng, George Washington University, 2005; MA, American Military University, 2012
- **Miller, James E.,** BSEd, Indiana University Of Penna, 1990; MA, Webster University, 2009
- **Mullennix, Robert J.,** BS, Embry-Riddle Aeronautical University, 2005; MAS, Embry-Riddle Aeronautical University, 2009

- **Painter, Charles N.,** BA, Lenoir-Rhyne College, 1981; MGA, University Maryland University Coll, 1994; PhD, Virginia Tech, 2002
- **Peterson, Kevin E.,** BS, Illinois Institute Of Techology, 1978; MS, University Southern California, 1985
- **Ridley, Bobbie J.,** BA, University North Florida, 2000; MS, Towson University, 2004
- **Roop, Robert G.,** BA, Roanoke College, 1974; MA, Towson University, 1976
- **Schweit, Katherine,** BA, Michigan State University, 1982; JD, Depaul University, 1990
- **Shadyavichyus, Yakov,** MA, Vilnius University, 1974; MIM, University Maryland College Park, 2009
- **Sprague, John D.,** BS, University West Florida, 1994; MA, Webster University, 1999
- **Tippin, William A.,** BSPA, University Arkansas Fayetteville, 1973; MPA, University Arkansas Fayetteville, 1975; DMgt, University Maryland University Coll, 2007
- **Townsend, Gene W.,** BS, Virginia Tech, 1965; MBA, Florida Institute Of Technology, 1984; MS, Florida Institute Of Technology, 1992
- **Urquhart, Darlene M.,** BA, North Carolina State University, 1984; MS, Boston University, 1995
- **Veney, Loretta W.,** BA, Catholic University Amerca, 1980; MA, George Washington University, 1982
- **Wallace, Barbara S.,** BSEd, Central Michigan University, 1972; MA, Wayne State University, 1982; DMin, Howard University, 2007
- **West, Mario D.,** BS, University Louisville, 1999; MAFM, Devry Institute Of Technology CH, 2013; DBA, Walden University, 2017
- **Wilson, Ginger L.,** BS, Missouri Baptist University, 2012; MBA, Missouri Baptist University, 2014
- **Wilson, Nathaniel E.,** BA, University Alaska/Anchorage, 1973; MA, Central Michigan University, 1978; MDiv, Virginia Union University, 1999
- **Wootten, Bradley Q.,** BS, Coker College, 1975; MS, University Southern California, 1980
- **Yekpabo, Aleakhue,** BS, Cheyney University, 1985; MBA, Eastern University, 1999; EdD, Delaware State University, 2009

Florida

- **Addington, Mark A.,** BA, University South Florida, 2000; JD, University Florida, 2003
- **Ahmed, Mohammed R.,** BA, Calif State University Los Angel, 1980; MBA, Calif State University Los
- Angel, 1986; DBA, Nova Southeastern University, 1993
- **Alamri, Abeer,** BA, King Saud University, 2003; MHA, University Scranton, 2010; PhD, Duquesne University, 2016
- **Allen, Therron J.,** BSBA, University Richmond, 1980; EMBA, Jacksonville University, 1996
- **Batie, James L.,** BA, Columbia College, 1999; MS, Troy University, 2001; EdD, Nova Southeastern University, 2009
- **Birmingham, Jennifer K.,** BS, Cedar Crest College, 1995; JD, Villanova University, 1999
- **Brandt, Rhett K.,** BA, University Alabama, 1991; MA, University Alabama, 1992; PhD, University Alabama, 1997
- **Brothers, Sarah D.,** BS, Florida A & M University, 1984; MA, Webster University, 2007; EdD, Argosy University, 2013
- **Bunsa, James K.,** AB, University Miami, 1973; MS, Florida International University, 1975; MBA, Florida International University, 1985
- **Callaway, Scott M.,** BS, University Florida, 1985; MBA, Rollins College, 1992
- **Carsto, Kay M.,** BGS, University Miami, 1998; MPS, New York Institute Of Technology, 2000
- **Conroy, Jessica H.,** BA, University Central Florida, 2007; MA, Webster University, 2009; PhD, Walden University, 2015

- **Conserve, Marie Y.,** MA, City College of New York, 1978; BA, City College of New York, 1978; MBA, Long Island University, 1991; PhD, Bircham International University, 2004
- **Dickinson, Janet J.,** BA, College Of William & Mary Va, 1978; MBA, Florida Institute Of Technology, 1989
- **Echeverry, Cristina M.,** BS, Florida State University, 2001; MBA, Nova Southeastern University, 2004; EdD, Nova Southeastern University, 2008
- **Elliott, Dwight T.,** BS, Syracuse University, 1994; MS, Syracuse University, 1996; JD, University Maryland College Park, 2004
- **Ellis, Carolyn I.,** BS, University Central Florida, 1991; MA, University Central Florida, 1995; MA, University Central Florida, 1998
- **Ellison, Audrey,** BS, Southern Connecticut State Unive, 1970; MLS, Southern Connecticut State Unive, 1972; MBA, Simmons College, 1985; DBA, Nova Southeastern University, 2013
- **Ewing, James D.,** BA, University Pittsbrgh Pittsburgh, 1969; MA, Indiana University Of Penna, 1972; EdD, California Coast University, 1991
- **Franks, Clarence M.,** BS, Jacksonville University, 1988; MBA, Nova Southeastern University, 1997; MA, Webster University, 2019
- **Frommeyer, Rochelle I.,** BA, Bowling Green State University, 1993; MA, Bowling Green State University, 1996; MFCS, Bowling Green State University, 1996
- **Geronimo, Roger J.,** BS, Central Connecticut State University, 1973; MBA, University New Haven, 1976; PhD, Columbia Pacific University, 1979
- **Gessler, Jenny,** BA, Suny College Plattsburgh, 1980; MA, Rollins College, 1997; PhD, Maimonides University, 2005
- **Hamilton, Ronald B.,** BS, West Chester University Pennsylvania, 1975; MS, University Pennsylvania, 1989
- **Hansen-Brown, Laura J.,** BA, Messiah College, 1988; JD, Widener University, 1992; MBA, Saint Josephs University, 2000
- **Harris, Teresa A.,** BS, University Houston Downtown, 1981; MEd, Winthrop University, 1995; MA, Argosy University, 2001; PsyD, Argosy University, 2006
- **Helm, Stanley H.,** BGS, University Nebraska Omaha, 1974; JD, Creighton University, 1980
- **Horner, Richard D.,** BA, Florida State University, 1978; MS, Florida Institute Of Technology, 1990; MBA, Florida Institute Of Technology, 1993
- **Howlett, Paulette M.,** BA, University Nottingham, 1998; MBA, Webster University, 2002; PhD, Northcentral University, 2012
- **Ingram, Phyllis G.,** BS, Florida State University, 1974; MS, University North Florida, 1986; EdD, Nova Southeastern University, 1999
- **Khan, Abdussalam A.,** BS, American Sentinel University, 2004; MBA, University Phoenix, 2006; PhD, Capella University, 2010
- **Marrone, Kevin W.,** BA, University South Florida, 1997; MS, Nova Southeastern University, 2000
- **Martin-Donald, Kimberly A.,** BS, University Florida, 2000; EdS, University Florida, 2005; MEd, University Florida, 2005; PhD, University Florida, 2010
- **McDonald, Steven R.,** BA, University Central Florida, 1988; MA, University Central Florida, 1992
- **McElyea, Brian E.,** BSBA, Widener University, 1991; MPA, Troy University, 1993; PhD, Walden University, 2010
- **McManus, Kim S.,** AB, West Virginia University, 1979; MA, Pennsylvania State University, 1982; PhD, George Washington University, 1995
- **Musyimi, Jackson M.,** BS, Webber International University, 2001; MA, Webster University, 2005; DBA, Argosy University, 2011

Faculty

- **Nance, Nicoletta C.,** BA, Youngstown State University, 1970; MSEd, Youngstown State University, 1981; PhD, Greenwich University, 1996; PhD, Capella University, 2011
- **Noffsinger, William B.,** BA, University Florida, 1974; MS, University Florida, 1984
- **Nolan, Robert J.,** BS, University Florida, 1985; MA, University South Florida, 1989; PhD, Gordon University, 2005
- **Norton, Robin S.,** BS, University Florida, 1981; MSA, Central Michigan University, 1991
- **Omanwa, Verna K.,** BA, Warner Southern University, 2000; MBA, Warner Southern University, 2002; DBA, Argosy University, 2010
- **Outten, Donnovon,** BS, Bethune-Cookman College, 1996; MS, Barry University, 1998; EdD, Nova Southeastern University, 2006; MS, Webster University, 2020
- **Parsons, Darrell J.,** BA, University Tennessee Memphis, 1985; MS, University Tennessee Memphis, 1992; DSL, Regent University, 2014
- **Perrone, Richard V.,** BS, Regis University, 1993; MHRL, University Oklahoma, 1994; BA, St Leo College, 2001; PhD, Capella University, 2007
- **Provost, Eric L.,** BS, Eastern Kentucky University, 1980; MS, Eastern Kentucky University, 1982; MFS, George Washington University, 1990
- **Randall, Alex T.,** BA, Appalachian State University, 1974; MS, University Southern California, 1982
- **Rathgeber, Garrett D.,** BS, Eastern Kentucky University, 1983; MS, West Chester University Pennsylvania, 1996; DMgt, University Phoenix, 2009
- **Reid, George A.,** BS, Fairmont State University, 1969; MA, University South Florida, 1973; PhD, Florida State University, 1984
- **Rezaei, Sina,** BBA, University North Florida, 2001; MBA, University North Florida, 2005
- **Robertson, Bruce A.,** BM, University North Texas, 1979; MS, University North Texas, 1986
- **Ruth, William R.,** BS, University Phoenix, 2007; MBA, University Phoenix, 2008
- **Segreaves, Michael D.,** BA, Columbia College, 2012; MS, Webster University, 2018
- **Seward, Jeffrey,** BA, Columbia College, 1991; MPA, California Lutheran University, 1995
- **Sewkarran, Jaichand,** BPS, Suny Empire State College, 1994; MST, Iona College, 1998; MBA, Iona College, 1998; MBA, Touro University, 2005; PhD, Capella University, 2008
- **Singh-Benn, Helen R.,** BS, University Florida, 1995; BS, University Florida, 1996; MS, Troy State University Montgomery, 1998; PhD, Barry University, 2005
- **Snyder, Nevine K.,** BAEd, University Florida, 1978; MEd, University Florida, 1980; EdS, University Florida, 1980; PhD, University Florida, 1986
- **Stephens, Kenneth E.,** BA, St Leo College, 1993; MPA, Troy University, 1995; PhD, Walden University, 2004; MA, Liberty University, 2014
- **Tannous, Kareem A.,** BBA, Jacksonville University, 2010; MBA, Jacksonville University, 2012; DBA, Walden University, 2018
- **Turner, Allison J.,** BS, Park University, 2001; MBA, Amber University, 2003; PhD, Northcentral University, 2015
- **Vorlicek, Frank S.,** BS, Boston College, 1977; MBA, Columbia University, 1981
- **Wallace, Leon J.,** BS, University North Alabama, 1973; MBA, University North Alabama, 1977; EdD, University Alabama, 1994
- **Walters, Robert J.,** BA, Mansfield University PA, 1973; MS, Florida Institute Of Technology, 1986
- **Whitmire, Cheryl H.,** BA, Marycrest International College, 2001; MA, Webster University, 2006; PhD, Barry University, 2014

- **Wilkinson, Berney J.,** BA, University South Florida, 1998; MA, University South Florida, 2000; EdS, University South Florida, 2003; PhD, University South Florida, 2005

To view the leadership teams, please visit the individual campus website for Jacksonville, Naval Air Station Jacksonville, Melbourne, Ocala, Orlando and St. Petersburg.

Georgia

- **Colls-Senaha, Nestor L.,** BSB, University Central Florida, 1990; MA, Naval War College, 2005; PhD, Regent University, 2018
- **Desper, Deane A.,** BS, National-Louis University, 2004; MBA, South University, 2011; DBA, Walden University, 2014
- **Gordon, Heather E.,** BA, University VIrginia, 2001; MBA, Mercer University Macon, 2008
- **Jenkins, Sandra,** BS, Georgia Southern University, 1996; MEd, Georgia Southern University, 1998; EdS, Georgia Southern University, 2003; EdD, Georgia Southern University, 2006
- **Jordan, Jarrod Z.,** BS, University Maryland University Coll, 2009; MS, University Maryland University Coll, 2013
- **Oladapo, Victor A.,** BBA, Clayton State University, 1996; MPA, Troy University, 1999; DBA, Argosy University, 2011
- **Smith, Doretha L.,** BA, St Martins University, 1996; MHRL, University Oklahoma, 1999; MBA, Strayer University, 2010; PhD, Capella University, 2016

Illinois

- **Bercovitz, Neil R.,** BS, Northern Illinois University, 1974; MBA, Depaul University, 1978
- **Dalle, Mark A.,** BSOE, Wayland Baptist University, 1992; MA, Webster University, 1999
- **Gusewelle, Richard L.,** BS, Southern Illinois University/Car, 1972; MA, University Illinois Springfield, 1974
- **Luraschi, Michelle L.,** BA, Truman State University, 1994; MEd, University Missouri/St Louis, 1996
- **Merritt, Jennifer L.,** BSB, University Phoenix, 2000; MS, University Phoenix, 2002; EdS, Nova Southeastern University, 2007
- **Mirabile, Thomas K.,** MA, Northeastern Illinois University, 1972; BA, Northern Illinois University, 1972; JD, Oklahoma City University, 1975; LLM, Depaul University, 2003
- **Mohl, Lary W.,** BA, Valparaiso University, 1969; JD, University Missouri/Columbia, 1976; MA, Webster University, 1983
- **Powell, William R.,** BSOE, Wayland Baptist University, 1994; MA, Webster University, 1996; PhD, Walden University, 2006
- **Schleckser, William A.,** BS, University Phoenix, 1994; MS, Troy University, 2002; DMgt, Webster University, 2019
- **Smith, William M.,** BS, William Carey College, 1982; MBA, William Carey College, 1984; MS, University Southern Mississippi, 1986; DMgt, Webster University, 2020
- **Spradling, Kevin K.,** BA, University Oklahoma, 1976; MS, University of Central Missouri, 1978; JD, Saint Louis University, 1982; LLM, McGill University, 1989
- **Tempia, Frank N.,** BS, Southern Illinois University/Edw, 1971; MIM, Washington University, 1993; MBA, Washington University, 1993

Kansas

- **Amos, Randall M.,** BA, Wichita State University, 1977; MBA, Wichita State University, 1994
- **Babb, Joseph G.,** AB, Bowdoin College, 1973; MPA, Clark University, 1978; MA, University Kansas, 1998; PhD, University Kansas, 2012
- **Bayless, Robert M.,** BS, Moorhead State University, 1978; MS, University Southern California, 1981

- **Carlisle, Vincent J.,** BA, University Washington, 1987; MPA, Troy State University, 2000
- **Chladek, James A.,** BBA, St Marys University, 1977; MBA, University Nebraska/Lincoln, 1979
- **Modrcin, Steven C.,** BSBA, Rockhurst University, 1977; MAOM, University Phoenix, 2005
- **Moore, Alan E.,** BSEd, Ohio University, 1973; MEd, Boston University, 1993

Kentucky

- **Heckman, Merle,** MA, Liberty University, 1991; MBA, Keller Graduate School Management, 2004; MPA, Keller Graduate School Management, 2006; EdD, Northern Kentucky University, 2013
- **Matzek, Kirstie,** MS, Spalding University, 2013; EdD, Spalding University, 2018

Missouri

- **Aaron, Christopher J.,** BA, Louisiana State University, 2003; MFA, Syracuse University, 2007
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- **Ackerman, Kenneth G.,** BS, University Maryland University Coll, 2007; MA, Webster University, 2013
- **Adamgbo, Anthony,** BA, University Missouri/St Louis, 2007; MA, Webster University, 2009; MHA, Webster University, 2011; DPHL, Benedictine University, 2018
- **Adesman, Marisa R.,** BFA, Washington University, 2013; MFA, Rhode Island School Design, 2018
- **Aebel, Ian J.,** BA, Blackburn College, 1997; MA, Southern Illinois University/Edw, 2005; PhD, University New Hampshire, 2011; MST, University New Hampshire, 2011; MA, University New Hampshire, 2011
- **Ahr, Thomas B.,** BA, Saint Louis University, 1992; MA, Webster University, 1997; DMgt, Webster University, 2003
- **Alakoc, Burcu P.,** BA, Bilkent University, 2004; MA, University Kansas, 2007; PhD, University Colorado Boulder, 2014
- **Alexander, Geoffrey,** BA, Southern Illinois University/Edw, 2010
- **Altrogge, Virginia E.,** BS, Southeast Missouri State University, 1970; MA, Southeast Missouri State University, 1978; EdS, Southeast Missouri State University, 1996; EdD, Saint Louis University, 1996
- **Alvarey, Joel R.,** BS, U.S. Military Academy, 1969; JD, Fordham University, 1975; MS, National Defense University, 2004
- **Alvarez, Teresa A.,** BS, Southern Illinois University/Edw, 2000; MS, Southern Illinois University/Edw, 2002
- **Anders, Kristina,** BA, Belmont University, 2000; MA, New School Social Research, 2007; MSW, Washington University, 2014
- **Anderson Morton, Kristen L.,** BA, South Dakota State University, 2002; PhD, University Iowa, 2009
- **Anglin Jordan, Sheila R.,** BA, Webster University, 2009; MA, Webster University, 2013
- **Arango-Arterburn, Adriana,** BBA, Institute of the Assumption, 1993; MIM, University Saint Thomas, 2002
- **Arapi, Ilirjana,** MA, Saint Louis University, 2014; BS, University Neuchatel, 2016
- **Armbruster, Karla,** BA, Miami University Oxford, 1985; MA, Ohio State University, 1989; PhD, Ohio State University, 1996
- **Arp, Robert,** BA, Catholic University Amerca, 1992; MA, Catholic University Amerca, 1993; PhD, Saint Louis University, 2004
- **Ashford, James T.,** BS, Webster University, 2011; MS, Webster University, 2012

- **Assner-Alvey, Robin H.,** BFA, University Connecticut, 2000; MFA, Ohio State University, 2002
- **Astuto, Angela M.,** BA, Maryville University Of St Louis, 1997; MAT, Webster University, 2003
- **Attianese, Caryn,** MA, Northern Arizona University, 2005
- **Au, Jerene F.,** AB, Saint Louis University, 1969
- **AuBuchon, Aaron A.,** BA, Webster University, 2002; MA, Webster University, 2005
- **Ayllon, Robert B.,** BA, William Jewell College, 1983; MM, Southern Illinois University/Edw, 2007
- **Ayoub, Salim,** PhD, University Miami, 2020
- **Baca Mejia, William R.,** BA, Universidad Del Norte, 2007; MA, University Missouri/Kansas City, 2012
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- **Badra, Mazen S.,** BA, Birzeit University, 1981; MBA, Amber University, 1985; DMgt, Colorado Technical University, 2014
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- **Bagwill, Bryce R.,** BS, Ball State University, 1991
- **Bailey, Martha B.,** AB, Ohio University, 1983; MA, University Maryland/Baltimore, 1988; PhD, University Maryland/Baltimore, 1992
- **Baken, Mary E.,** BA, Webster University, 1990; MFA, University Arkansas Fayetteville, 1996; MA, University Missouri/St Louis, 2014
- **Baldeon, Natalie D.,** MFA, Washington University, 2012
- **Banks, Rhoda D.,** BA, Lindenwood University, 2000; MA, Webster University, 2004; MHA, Webster University, 2008
- **Barch, David J.,** BS, Brigham Young University Utah, 1994; MS, Brigham Young University Utah, 1995
- **Barclay, Robert D.,** BA, St Leo College, 2009; MPM, Washington University, 2011; MS, Missouri University of Science and Technology, 2014
- **Barekzai, Sarah,** BS, Western Governors University, 2018
- **Barkman, Thomas D.,** BA, University Denver, 1976
- **Barrett, Bill,** BA, St Meinrad College, 1977; MA, The New School, 1991
- **Bauer, Jenna S.,** BFA, Webster University, 2000; MA, Hunter College, 2014
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- **Becton, Eddie L.,** BA, University Dayton, 1985; MSEd, University Dayton, 1990; MA, Temple University, 1993
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- **Berry, Jennifer K.,** BS, Southern Illinois University/Edw, 1995; MBA, Saint Louis University, 2004

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- **Black, Christopher M.,** BS, Southern Illinois University/Edw, 2003; MS, Webster University, 2008; DNAP, Missouri State University, 2019
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- **Bogacz, Carolyn A.,** BA, Truman State University, 1992; MS, Iowa State University, 1994
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- **Bohrer, Victoria C.,** BS, Tarkio College, 1982; MBA, Webster University, 2003; DMgt, Webster University, 2007
- **Bohus, Juraj,** BA, Academy Music, 1995; MA, Southern Illinois University/Car, 1997; MFA, Southern Illinois University/Car, 2002
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- **Boutros, Mary Y.,** MS, John Carroll University, 2000; MS, Case Western Reserve University, 2003; BS, American University Cairo
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- **Bowman, David L.,** BS, University Missouri/Columbia, 1966; MA, University Missouri/Columbia, 1967
- **Boyce, Brenda K.,** BS, Quincy University, 1980; BS, Quincy University, 1980; MS, University Missouri/St Louis, 1989
- **Boyd, Kara N.,** BS, Southern Illinois University/Edw, 1999; MA, Southern Illinois University/Edw, 2000; MBA, Webster University, 2006
- **Bracciale, Marie T.,** BS, University Florida, 1980; MA, John F Kennedy University, 1987; PhD, University Florida, 2004
- **Bradford, Gene Dobbs,** BM, Eastman School Of Music, 1989; EMBA, Washington University, 2008

- **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/Car, 2013
- **Bramlett, Jeffrey,** BSBA, Oklahoma State University, 1981; MS, Oklahoma State University, 1983
- **Brandt, Elizabeth A.,** BA, Kenyon College, 2003; MFA, University Illinois Urbana-Champ, 2012
- **Brashares, Delbert C.,** BS, Bowling Green State University, 1979; MS, Troy State University Montgomery, 1981; MS, University Southern Mississippi, 1987
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- **Bremer, Monica N.,** MAED, Lindenwood University, 2003
- **Bridges, Duane L.,** BM, Webster University, 2003; MM, Webster University, 2006
- **Broner, Paul B.,** BA, Chaminade University Honolulu, 2004; MS, Chaminade University Honolulu, 2011; PhD, Walden University, 2018
- **Brown, Earl O.,** BS, Missouri University of Science and Technology, 1990; MA, University Missouri/Columbia, 1992
- **Brown, Carolyn I.,** BGS, University Missouri/St Louis, 1993; MA, University Missouri/St Louis, 1995; PhD, University Missouri/St Louis, 2012
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- **Brown-Kennerly,** Victoria L., BS, University Michigan/Ann Arbor, 1993; PhD, Emory University, 2001
- **Bryan Williams, Pamela L.,** BS, McKendree University, 1994; MSEd, Southern Illinois University/Car, 1999
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- **Bufe, Mary E.,** BA, Quincy University, 1983; AM, Washington University, 1985
- **Bumpers, Erica L.,** BS, Harris-Stowe State University, 1997; MA, University Missouri/Kansas City, 2000; EdS, University Missouri/Kansas City, 2001; PhD, Illinois State University, 2006
- **Bunch, Robin K.,** BA, University Rhode Island, 1995; JD, Oklahoma City University, 1998; MPPA, Northwestern University, 2016
- **Burch, Karen J.,** BS, Western Oregon State College, 1988; MA, Webster University, 2000
- **Burge, Linda S.,** BA, University Missouri/St Louis, 1973; BA, Webster University, 1974; MA, Webster University, 2018
- **Burk, Charles W.,** BSAJ, University Missouri/St Louis, 1991; MA, University Missouri/St Louis, 1996; MSEd, Missouri Baptist University, 2010
- **Burke, Carla, BA,** Park University, 1989; PhD, University Missouri/Kansas City, 1997; MBA, Northwest Missouri State University, 2009
- **Burke, Benjamin D.,** BS, Illinois State University; MBA, Washington University
- **Burns, Michael J.,** BSN, McNeese State University, 1996; MS, University Kansas, 2000; DNAP, Missouri State University, 2017
- **Burton, Matthew W.,** BS, Maryville University Of St Louis, 2013
- **Butler, Cora M.,** BS, University Missouri/Columbia, 1989; JD, University Missouri/Columbia, 1996
- **Button, Catherine M.,** MBA, Saint Louis University, 1989; BA, Saint Louis University, 1989; MS, Webster University, 2015
- **Calderwood, Brent A.,** BHS, Governors State University, 1981; MS, National-Louis University, 1984; MA, Naval War College, 2002

- **Caldwell, Scott A.,** BA, Central Methodist University, 1996; MEd, University Missouri/St Louis, 2010; MA, University Missouri/St Louis, 2014
- **Callan, Vicki C.,** MS, Albany Medical Centr, 1996; PhD, Virginia Commonwealth University, 2005
- **Campbell, Donna M.,** BA, University Toronto, 1968; MA, University Toronto, 1969; PhD, Carleton University, 1977
- **Canning, Dwight D.,** BSBA, University Missouri/St Louis, 1982; MBA, Maryville University Of St Louis, 2002
- **Carlsson, Christiane,** MA, Cologne University, 1992
- **Carnes, Barbara G.,** BA, University Missouri/Kansas City, 1970; MPA, University Missouri/Kansas City, 1979; PhD, Fielding Graduate University, 1993
- **Carr, Ronald W.,** BFA, Missouri State University, 1972; MAT, Webster University, 1984
- **Carroll, Ryan T.,** BA, Saint Louis University, 2005; MA, Webster University, 2011
- **Carroll, Amy M.,** BS, Missouri State University, 2001; MA, Missouri State University, 2003
- **Carter, Jeffrey R.,** BA, Southwest Baptist University, 1983; MA, University of Central Missouri, 1996; DMA, University Kansas, 2000
- **Cartwright, Donna L.,** AB, Connecticut College, 1974; MS, Carnegie Mellon University, 1976; PhD, Saint Louis University, 1993
- **Chakaryan, Hasmik,** MA, Cincinnati Bible Seminary, 2009; PhD, University Toledo, 2013
- **Chaki, Kaori,** MA, Webster University, 2021
- **Champion, Darl H.,** BA, Indiana University Of Penna, 1970; MCJ, University South Carolina, 1978; EdD, North Carolina State University, 1995
- **Chapman, Grant M.,** BS, Oklahoma State University, 1989; JD, Saint Louis University, 1992; MA, Saint Louis University, 1993
- **Chapman, Kenneth E.,** BS, University Albuquerque, 1972; MA, University New Mexico, 1976; MBA, New Mexico Highlands University, 1982
- **Chappell, John D.,** BS, Illinois State University, 1984; MA, Indiana University Bloomington, 1986; PhD, Indiana University Bloomington, 1994
- **Charles, Harry,** AB, Washington University, 1979; MBA, Washington University, 1980; JD, University Illinois Urbana-Champ, 1983; LLM, Washington University, 1991
- **Chavaux, Therese L.,** BSEd, University Missouri/Columbia, 1985; PhD, Saint Louis University, 2003
- **Chavez, Juan W.,** BFA, Kansas City Art Institute, 2000; MFA, Art Institute Of Chicago, 2004
- **Checkett, Laura A.,** BA, University Missouri/St Louis, 2005; MA, Webster University, 2017
- **Chekoudjian, Christiana B.,** BA, Webster University, 2006; MA, University South Florida, 2009
- **Cherry, Tyann D.,** BA, Webster University, 2003; MA, Webster University, 2007
- **Christeson, Mary C.,** BA, St Ambrose University, 1978; MA, Webster University, 1994
- **Christoff, Martha J.,** BSN, Webster University, 2007; MBA, Webster University, 2010; MSN, Webster University, 2020
- **Cira, Salvatore W.,** BUA, Saint Louis University, 1983; MA, Webster University, 1998; DMgt, Webster University, 2004
- **Citrowske, Perry T.,** BA, Saint Louis University, 1995; MA, Webster University, 2008
- **Clark, Kenneth E.,** BS, Southeast Missouri State University, 1972; BSBA, Southeast Missouri State University, 1972; JD, University Missouri/Kansas City, 1975; MBA, Washington University, 1990; LLM, Washington University, 1999
- **Clark, Anthony S.,** BSBA, University Missouri/Columbia, 1994; MA, University Missouri/Columbia, 1996; PhD, University Missouri/Columbia, 2007
- **Cluff, Cynthia M.,** BS, Missouri State University, 1979; MA, University Houston Downtown, 1985

- **Coll, Daniel J.,** BA, Webster University, 1997; MA, Webster University, 2007
- **Colletti, Carla R.,** BM, Millikin University, 1999; MA, Western Illinois University, 2001; PhD, University Iowa, 2008
- **Collins, Mark E.,** BS, Washington University, 2009; AM, Washington University, 2009; MBA, Saint Louis University, 2016
- **Collins, Karen S.,** BA, St Marys Dominican College, 1976; MAED, University New Orleans, 1982; MAED, University New Orleans, 1988; EdD, University Southern Mississippi, 2008
- **Colombo, Maura E.,** BA, Webster University, 2007; MA, Webster University, 2010
- **Cook, David L.,** AB, Wheaton College, 1976; MA, Wheaton College, 1978; EdD, Nova Southeastern University, 1993
- **Coons, Kimra L.,** BS, Columbia College, 1982; MBA, Lincoln University, 1986
- **Cooper, Cheryl O.,** BA, Mid-America Nazarene University, 1998; MBA, Webster University, 2000; MS, South University, 2010; DCS, Colorado Technical University, 2014
- **Cooper, Jameca W.,** BA, Tougaldo College, 1996; MA, University Missouri/Columbia, 1998; PhD, University Missouri/Columbia, 2002
- **Corley, Kathy B.,** BA, Webster University, 1974; MA, Washington University
- **Cornell, Thomas G.,** BS, Northern Michigan University, 1976; MA, Michigan State University, 1978
- **Cosby, Janice L.,** BA, Webster University, 1976
- **Cosic, Zlatko,** BA, Webster University, 2008; MFA, Washington University, 2011
- **Cousins, John J.,** BA, Boston University, 1979; MBA, University Pennsylvania, 1990
- **Cox, Mary K.,** BA, Lindenwood University, 1975; MS, Iowa State University, 1983
- **Croghan, John W.,** BGS, University Missouri/St Louis, 1992
- **Crooks, Scott D.,** BS, Central Michigan University, 2004; SSP, Western Illinois University, 2010
- **Cross, Brian R.,** BA, University Calif Irvine; MA, University Calif Irvine; PhD, University Calif Irvine
- **Cudnik, Jennifer W.,** MFA, Hollins University, 2019
- **Cueto, Gregory E.,** BS, McKendree University, 2002; MS, Lindenwood University, 2015; MS, Lindenwood University, 2016
- **Cummings, Colette M.,** AB, University West Georgia, 1988; MEd, University Illinois Urbana-Champ, 1992
- **Cummings, Simone M.,** BSBA, Washington University, 1988; MHA, Washington University, 1991; PhD, University North Carolina Chapel, 1999
- **Curdt, Nicholas C.,** BSN, University Missouri/Columbia, 2002; MS, Webster University, 2006; DNAP, University Michigan Flint, 2019
- **Curran, Julia,** BA, Truman State University, 2010; MFA, Texas A & M University, 2015
- **Curtis, James M.,** BSOE, Southwest Texas State University, 1981; MPA, University Oklahoma, 1985; MA, Webster University, 1998; PhD, Saint Louis University, 2008
- **Curtis, Joseph R.,** BSBA, University Missouri/St Louis, 1978; MBA, University Missouri/St Louis, 1984
- **Curtis, Jacob S.,** BBA, McKendree University, 2009; MA, Webster University, 2013
- **Dai, Dunsi,** MFA, University Illinois Urbana-Champ; MA, Stanford University; BS, Central Academy Drama
- **Dai, Shaowei,** BA, Beijing Institute Business, 1994; MA, University Iowa, 2001; MBA, University Iowa, 2001
- **Daly, Thomas M.,** BFA, Webster University, 1989; MFA, Southern Illinois University/Edw, 1992
- **Dang-Williams, Thao X.,** BA, Monmouth College, 1993; MA, Saint Louis University, 1995; EdD, Saint Louis University, 2006
- **Daniel, Carol A.,** BA, Lincoln University, 1985

- **Daniels, Kelle D.,** BS, Missouri State University, 1990; MS, Mississippi State University, 1993
- **Danner, Robert F.,** BS, University Tennessee Memphis, 1982; MS, Murray State University, 1992
- **Davis, Kirkland W.,** BA, Webster University, 1993; JD, Saint Louis University, 1996; MA, Webster University, 2017
- **Davis, Paul G.,** DMA, University Texas Austin, 2006; MEd, Towson University; BA, Rocky Mountain College
- **Davis, Dorian,** BFA, New York University, 2002; MA, CUNY Graduate School & Univ Center, 2008; PhD, American University, 2018
- **Dawkins, Russell,** BS, Fayetteville State University, 1990; MS, Stevens Institute Of Technology, 1992
- **Dawson, Teddy R.,** BS, Park University, 1998; MA, Webster University, 2000; PhD, Saint Louis University, 2018
- **Dawson, Michael T.,** BS, University Toledo, 2000; MEd, University Missouri/St Louis, 2007
- **De Alwis, Duneesha,** MA, Washington University, 2004; BA, Washington University, 2007; PhD, Washington University, 2011
- **DeJohn, Laurie A.,** BA, Truman State University, 1998; MAED, Truman State University, 1999
- **Deken, Stewart J.,** BA, Columbia College, 2013; MS, Webster University, 2019
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- **DeMarinis, Paul,** BM, Webster University, 1982; MM, Webster University, 1987
- **Denkins, Tony W.,** BS, Embry-Riddle Aeronautical University, 1989; MS, Florida Institute Of Technology, 2001; PhD, Capella University, 2013
- **Dersch, Peggy E.,** BSEd, Southeast Missouri State University, 1981; MA, Southern Illinois University/Edw, 1987
- **Detering, Jacob P.**
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- **Dieckmann, Brian D.,** BSBA, University Missouri/St Louis, 2002; MA, Webster University, 2008
- **Dill, Jason A.,** BS, Webster University, 1999; MBA, Webster University, 2011
- **Dill, Todd J.,** BSB, University Missouri/St Louis, 1995; MA, Webster University, 2001
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- **Dippel, Richard J.,** BSBA, Saint Louis University, 1976; MBA, Saint Louis University, 1979; JD, Saint Louis University, 1979
- **Dix, Joshua,** BA, Southern Illinois University/Edw, 2004; MA, Southern Illinois University/Edw, 2006
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- **Dowell, Mark A.,** BA, Hendrix College, 1996; MA, University North Carolina Chapel, 2003
- **Doyle, Joyce M.,** BA, Webster University, 1983; MEd, University Missouri/St Louis, 1992; MS, Southwest Baptist University, 2014; EdD, Webster University, 2018
- **Dreiling, Geri L.,** BA, Wichita State University, 1989; JD, Washington University, 1992
- **Dreyfus, Daniel L.,** BA, Webster University, 1975; MA, Webster University, 1977
- **Dribben, Stephanie M.,** BSN, Barnes-Jewish Coll/Goldfarb School Nursing, 2008; MSN, Barnes-Jewish Coll/Goldfarb School Nursing, 2014; DNPG, Barnes-Jewish Coll/Goldfarb School Nursing
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- **Dueker, Margaret D.,** BA, Webster University, 2000; BFA, Webster University, 2000
- **Dufendach, Kyle W.,** BFA, Taylor University Upland, 2003
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- **Durlas, Krista S.,** BS, University of Central Missouri, 1997; MS, Illinois Institute Of Techology, 2002
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North Carolina

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Faculty

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- **Gray-Le Coz, Anne**, MA, University Missouri/St Louis; BA, University Illinois Urbana-Champ
- **Grosso, Sarah**, PhD, London School Economics
- **Hess, Shena Bridgid**, PhD, University of South Africa, Pretoria, 2006
- **Iacobacci, Nicoletta**, MA, New York Institute Of Technology, 1987; PhD, European Graduate School, 2015

- **Indjikian, Rouben**, MA, Moscow State University Internatnl Relations, 1973; PhD, University of World Economy and Diplomacy, 1980
- **Jachens, Liza J.**, Magister, University Port Elizabeth, 1997
- **Jagodzinska, Katarzyna** , LLM, University Wroclaw, 2005; MA, University Wroclaw, 2006; PhD, University Wroclaw, 2008
- **Jolly, Dominique**, MA, NA, 1984; DEA, University Aix-Mars III, 1985; PhD, University Aix-Mars III, 1990
- **Kaboli, Amin**, PhD, Ecole Polytechnique, Lausanne, Switzerland, 2013
- **Kozenkow, Judit**, PhD, Corvinus University of Budapest
- **Kukenova, Madina**, PhD, University of Lausanne, Switzerland, 2010
- **Kylymnyuk, Dmytro**, PhD, University of Toulouse, France, 2009
- **Laurent, Philippe**, PhD, Uni. St-Gallen, Switzerland, 2016
- **Maillard, Francoise V.**, BA, University Rhode Island, 1969; PhD, RMIT University, 2010; MSN, University Rhode Island
- **Mansager, Erik**, MA, University Arizona, 1981; PhD, Catholique Universite Leuven, 1998
- **Mariotti, Agnese**, PhD, University of Pavia, 1995
- **Marques, Joseph**, BA, New York University, 1979; MA, New York University, 1982; PhD, Graduate School Business Admin, 2009
- **Milet, Emmanuel**, PhD, Universite Paris, 2014
- **Moussy, Yvonne Yee Pon**, BABS, University Toronto, 1988; MEng, University Toronto, 1991; PhD, Johns Hopkins University Cty, 1999
- **O'Neil, MaryVelma**, MA, Tulane University; PhD, University Oxford
- **O'Neil, Michael D.**, BS, Louisiana State University A & M College; MBA, University New Orleans
- **Paterson-Brown, Megan**, BA, Colorado College, 1987; MA, Pacifica Graduate Institute, 1994
- **Peters, Susanne**, MA, University Hamburg, 1983
- **Piccand, Francis**, MA, University Fribourg, 1983; PhD, University Geneva, 1990; MA, University Fribourg, 1994
- **Pirri, John**, BS, Emerson College, 1962; MA, Suny Albany, 1969; PhD, University Wisconsin Madison, 1972
- **Pirri-Simonian, Teny**, MSc, American University Beirut, 1970; BA, American University Beirut
- **Polic, Viktor D.**, BS, Webster University, 1993; MA, Webster University, 1996
- **Puca, Marcello**, BA, Naples Eastern University, 2009; MS, Naples Eastern University, 2010; MS, University De Toulouse, 2011
- **Randell, Richard**, BA, Flinders University, 1982; MA, University Wisconsin Madison, 1986; PhD, University Wisconsin Madison, 1996
- **Sacco-German, Betty**, MA, University La Sapienza, 1988
- **Salamatian, Mohammad Reza**, PhD, Univerité Paris Sud, Orsay, 1999
- **Santos, Pedro**, PhD, Carnegie Mellon University, 2003
- **Schauber, Holli** , MA, Boston University; PhD, Boston University; BA, McGill University
- **Sernova, Elena**, PhD, University of California, Los Angeles USA, 2005
- **Shelley, Attila**, BS, Princeton University, 1978; MS, Stanford University, 1980; PhD, Stanford University, 1984; MBA, Stanford University, 1989
- **Skeie, Kristian,** BA, Richmond American Internatl University, 1998; MA, Goldsmiths College, 2001
- **Strandberg, Keith W.**, BA, Oberlin College, 1979; MA, Antioch College, 1997
- **Subrahmanian, Chitra**, MSc, Duquesne University; PhD, Purdue University West Lafayette; BA, St Xavier University
- **Syneta, Vivian P.**, MS, Aristotle University, 1992; MAT, University Geneva, 2001
- **Thomas, Roslyn**, PhD, University Oxford, 2008; BA, University Stellenbosch; MA, University Stellenbosch

- **Trabelsi, Lilach**, PhD, Università Commerciale Luigi Bocconi, Milan, Italy, 2019
- **Vite, Davide F.**, MSc, University Degli Studi Pavia, 1991; PhD, Imperial College, 1996; MBA, Webster University, 2002
- **Von Mach, Beatrice B.**, AB, Smith College, 1983; MA, Tufts University, 1986; MA, Webster University, 2003
- **Vrieling, Lammert**, MMgt, University Groningen, 1993; PhD, University Groningen, 1998
- **Woldarsky Meneses, Catalina**, BA, York University, 2003; MA, York University, 2006; PhD, York University, 2012
- **Yuksel Mermod, Asli**, BS, University Konstanz, 1993; MS, Marmara University, 1996; PhD, Marmara University, 2000

Thailand

- **Andrews, Timothy G.**, BS, London School Economics, 1990; PhD, Brunel University, 2001
- **Beckstein, Amoneeta Sequyah**, MA, Arizona State University, 2005; BA, Southern Illinois University/Car, 2005; PhD, Arizona State University, 2015
- **Blaine, Jonathan L.**, BA, Kent State University, 1992; MBA, Chaminade University Honolulu, 1994; JD, Seton Hall University, 2000; LLM, Australian National University, 2021
- **Chanyalikit, Kitichai**, BBA, Assumption University, 2004; MS, Assumption University, 2006
- **Click, Eric**, BA, Lindenwood University, 2002; MBA, Lindenwood University, 2003; MA, Lindenwood University, 2004; PhD, University Texas Dallas, 2009
- **Close, James Owen Edward**, PhD, Cardiff University, UK, 2009; BS, Cardiff University, UK, 2005
- **Darayen Berry, Stephen**, BA, University of Tampa, 1999
- **Davey, Gareth John**, PhD, University of Bolton, 2005; MS, University Ulster, 2013; MPH, University Manchester, 2017; PhD, University Kent, 2017
- **Emond, Charles John**, MA, Dartmouth College, 1975; MAT, Keene State College, 1991
- **Fruchter, Steven**, BA, Brooklyn College, 2010; JD, Cornell University, 2013
- **Grassian, David**, BSc, Florida State University, 1998; MSc, University Arizona, 1998; PhD, Colorado State University, 2019
- **Guffey, Ryan V.**, MBA, Lindenwood University, 2003; BS, Lindenwood University, 2003; MS, Webster University, 2021
- **Hajiyev, Emin Tahir Oglu**, Doctorate, Lindenwood University, 2017; BS, Automation of Manufacturing Process Azerbaijan State Oil and Inudstry University, Azerbaijan, 2000
- **Hipsher, Scott A.**, BS, University Maryland University Coll, 1998; MBA, Bangkok University, 2001; PhD, Capella University, 2006
- **Houston, Kenneth B.**, PhD, Ulster University, 2009
- **Inprom, Chanikan**, BEd, Massey University, 2015; MA, Chulalongkorn University, 2018
- **James, Jain V.**, BCOM, St Xaviers College, 1989; MBA, Assumption University, 1996
- **Klieb, Leslie**, BSc, University Amsterdam, 1972; MSc, University Amsterdam, 1977
- **Koplar, Kevin**, BA, Indiana University Bloomington, 2011; MAT, Webster University, 2016; MA, Webster University, 2020
- **Mobley, DeQawn**, BA, Webster University, 2012; MBA, Webster University, 2014
- **Nacional, Maximo L.**, BSc, Notre Dame Marbel College, 1995; MBA, Webster University, 2020; MA, Webster University, 2020
- **Niinimaki, Marko**, BSc, University Manchester, 1991; MS, University Tampere, 1991; PhD, University Tampere, 2004
- **O'Bannon, Brett Regan**, BS, University Louisville, 1990; MA, University Louisville, 1993; PhD, Indiana University, 2004
- **Phillip, Avneesh**, MBA, Chulalongkorn University, 2008

- **Phungsoonthorn, Tipnuch**, BA, Assumption University, 2001; MC, University New South Wales, 2003
- **Pranayanuntana, Poramate**, BENG, King Mongkuts Institute of Technology, 1992; PhD, New York University, 2003
- **Prapapornpipat, Kulavir**, BA, Kasetsart University, 1994; MA, Thammasat University, 2002
- **Ricafort, Leonida**, BA, Rizal Technological Colleges, 1983; MA, Rizal Technological Colleges, 1989; PhD, Rizal Technological Colleges, 1996
- **Sachayansrisakul, Navarat**, BA, Thammasat University, 2001; MS, University Exeter, 2002; DBA, University South Australia, 2008
- **Sangiumvibool, Payear**, BBA, Ramkhamhaeng University, 1993; MBA, Troy University, 1999; PhD, Asian Institute of Technology, Thailand, 2016
- **Schulte, Benjamin Charles**, BS, University Portland, 2002; PhD, Tulane University, 2012
- **Somakian, Manoug**, BS, University La Verne, 1984; MA, London School Economics, 1985; PhD, University London, 1993
- **Tasic, Mirko**, BA, University Belgrade, 2002; MA, Sogang University, 2007; PhD, Sogang University, 2010
- **Tien, Sing Gee**, BS, University Alberta, 1972; MS, Stanford University, 1973; MBA, Santa Clara University, 1977
- **Van Rooyen, Johan**, BA, University Pretoria, 1995; BS, University Pretoria, 2001; MBA, Harvard University, 2006; PhD, University Edinburgh, 2009

Uzbekistan

- **Abdumajidova, Dilafruz I.**, MA, The Uzbek State World Languages University , 2006
- **Abduraimova, Yayra**, MA, The Uzbek State World Languages University , 2006
- **Abdurakhmanov, Abdurasul**, MA, University Ottawa, 2002; PhD, Christian-ALBRECHT University KI, 2005
- **Abdurakhmanova, Umida**, BA, Uzbekistan State University, 2015; MA, Uzbekistan State University, 2017
- **Akhmedjanov, Azamat**, BA, Uzbek State World Languages University, 2009; MA, Webster University, 2019
- **Akramova, Nazira**, BS, Uzbek State World Languages University, 2003; MA, Webster University, 2019
- **Akramova, Takhmina**, BA, Samarkand State University, 2001; MA, Samarkand State University, 2003
- **Aktamov, Sherzod**, BA, Tashkent State University of Economics, 2006; MIET, Shanghai University, 2010; MA, Tashkent State University of Economics, 2011; DMS, Shanghai University, 2014
- **Alieva, Deniza**, BA, National University of Uzbekistan, 2010; MA, University Seville, 2012; MA, University Seville, 2016; PhD, University Seville, 2018
- **Alikulova, Narghiza**, BS, Tashkent State University of Uzbek Lang/Liter, 2002; MSCL, Kyushu University, 2009; DMgt, Tampere University
- **Alimov, Beruniy**, MA, Uzbekistan State University, 1995; PhD, Tashkent State Institute of Oriental Studies, 2018
- **Aripkhodjayev, Muzaffar**, BBA, Tashkent Financial Institute, 2000; MBA, Cleveland State University, 2006; MBA, Ashland University, 2013
- **Atadjanov, Azamat Y.**, BA, Tashkent State University, 1998; MA, City University London, 2001
- **Avazov, Shokhrukh**, BL, National University of Uzbekistan, 2011; PhD, Yonsei University, 2020
- **Bekmuratov, Muhtor**, BS, Arizona State University, 2017; MACC, Arizona State University, 2018
- **Bystrushkina, Tatyana**, BA, Samarkand State Univ of Foreign Languages, 2002; MA, Westminster International Univ in Tashkent, 2016; MS, University St Andrews, 2017
- **Claasen, Johan**, BA, University of Johannesburg, 1983
- **Crevar, Mila**, BS, Arizona State University West, 2017; MS, Arizona State University West, 2018

- **Das, Debasis**, MS, Nagpur University, 2006; PhD, Nagpur University, 2015
- **Davletova, Nozimakhon**, BA, University of World Economy and Diplomacy, 2011; MA, University Tsukuba Sr High School, 2013
- **Davtyan, Anna**, BS, Armenian State University of Economics, 2002; MECO, International School Tokyo, 2014; PhD, Rikkyo University, 2017
- **Djalalov, Sanjar**, BA, Uzbek State World Languages University, 2012; MA, Webster University, 2019
- **Ergashev, Ganisher** , BA, Samarkand State Univ of Foreign Languages, 2018; MA, Ajou University, 2020
- **Gaston, Josh**, MA, University of Kansas, 2017
- **Glazirina, Mariya G.**, MA, Tashkent State University, 1996; PhD, Asian International School, 2005
- **Goje, Nitin S.**, BS, Nagpur University, 1999; MSc, Nagpur University, 2002; MBA, Yashwantrao Chavan Maharashtra Open Universit, 2011; MCA, I.K Gujral Punjab Technical University, 2013; PhD, Nagpur University, 2015
- **Gulieva, Elnara**, BA, Samarkand State University, 2001; MA, Samarkand State University, 2003
- **Hakimov, Abdullo A.**, BS, Samarkand State University, 2007; MS, Samarkand State University, 2009
- **Imomov, Oybek**, BA, Uzbek State World Languages University, 2006; MA, Uzbek State World Languages University, 2017
- **Irgashova, Guzal A.**, BA, Uzbek State World Languages University, 2011; MA, Webster University, 2020
- **Isaeva, Masuda**, B, Tashkent State Technical University, 2004; PhD, Seoul National University, 2018
- **Isakov, Olmas**, BA, University of World Economy and Diplomacy, 2006; MBA, Lincoln University California, 2009
- **Ismailov, Bobirkhon**, BS, University Alabama, 2001; MS, Tashkent State University of Economics, 2006
- **Isner, Vincent**, BA, Centenary College Louisiana, 1976
- **Jalolova, Sayyora S.**, MA, Webster University, 2019
- **Jinkner, John D.**, BBA, University North Florida, 2000; MBA, University North Florida, 2002; DBA, Jacksonville University, 2017
- **Kan, Valeriya**, MS, Lomonosov University, 2020
- **Karimdjanov, Akbarjon Y.**, BA, Tashkent State University of Economics, 2010; MBA, Strayer University, 2013
- **Kayumov, Rustam**, BS, University of World Economy and Diplomacy, 1997; MS, Tashkent State Institute of Oriental Studies, 2002
- **Khan, Svetlana**, MEd, University Exeter, 2003
- **Khaydarov, Avazkhon**, BS, Tashkent Financial Institute, 2001; MA, Uzbek State World Languages University, 2019
- **Khodjibekova, Saida**, MA, Andijan State University, 2001; MA, Uzbek State World Languages University, 2005
- **Khudaybergenova, Sanobar**, BJ, Otterbein University, 2006; MA, National University of Uzbekistan, 2013
- **Khujaeva, Parvina**, BS, Management Development Inst of Singapore, 2016; MBA, International University Japan, 2016
- **Khurana, Karan**, BA, National Institute of Fashion Technology; MBA, Manav Bharti University
- **Kovac, Marija**, BA, University Belgrade, 2005; MA, University Belgrade, 2008
- **Krasni, Jan**, BA, University Belgrade, 2008; MA, University Belgrade, 2009; PhD, University Konstanz, 2015
- **Kuldosheva, Gulnoza**, BS, University of World Economy and Diplomacy, 2015; MS, Kookmin University, 2018; MS, University College London, 2019
- **Kuliev, Kodir R.**, BS, California International Univ, 2010; MA, OSCE Academy, 2014
- **Kurolova, Dilfuza M.**, LLM, Tashkent State Law Institute, 2010; LLM, Tashkent State Law Institute, 2012; MA, OSCE Academy, 2015
- **Makarenko, Nikita**, BA, National University of Uzbekistan, 2012
- **Maksakova, Ella**, MA, Webster University, 2020

- **Mamadiyeva, Gulbakhor**, MA, Webster University, 2020
- **Mamatvaliyeva, Muhtasarhon**, BA, Andijan State University, 2005; MA, National University of Uzbekistan, 2008; MA, Texas Tech University, 2009
- **Marjanovic, Marina**, PhD, Madrid Polytechnic University, 2006
- **Mekelberg, Yossi**, MA, Middlesex University, 2003; BA, Tel Aviv University
- **Mrdalj, Mladen**, MA, University Belgrade, 2009; PhD, Northeastern University, 2016
- **Mukhammedov, Erkin**, MA, The University of Warwick, 2016
- **Mukhammedova, Nilufar E.**, BA, Samarkand State Univ of Foreign Languages, 1999
- **Muratova, Nozima**, BA, National University of Uzbekistan, 2002; MA, National University of Uzbekistan, 2004; PhD, National University of Uzbekistan, 2011
- **Nazmutdinova, Klara R.**, MA, The Uzbek State World Languages University , 2007
- **Nizamov, Anvar**, BS, Samarkand State University, 1998; MS, Sheffield Hallam University, 1999; BS, Samarkand State Univ of Foreign Languages, 2019
- **Nurbaeva, Shohista**, BA, Samarkand State University, 2003; MA, Samarkand State University, 2007
- **Pejic, Snezana**, BBA, Boston University, 1999; MS, Boston University, 2003
- **Penzkofer, Ulrich**, BA, University Munich, 1983; MA, University Munich, 1987
- **Pesakovic, Gordana**, BA, University Belgrade, 1982; MA, University Belgrade, 1986; MECO, University Belgrade, 1993; PhD, University Belgrade, 1994
- **Pesic, Slobodan D.**, BA, University Belgrade, 1978; BA, American University, 1980
- **Pikulicka-Wilczewska, Agnieszka**, BA, University Westminster, 2009; MA, Higher School of Economics, 2011; MA, University Kent, 2011
- **Pirnazarov, Muslimbek**, BS, Turin Polytechnic University, 2013
- **Radjabov, Bakhrom**, PhD, University of Tsukuba, 2019
- **Rahimov, Mamurjon M.**, BBA, Emory University, 1999; MA, University Illinois Chicago, 2005
- **Rakhimov, Mirzokhid**, MA, Navoi State Pedagogical State University, 2009
- **Rakmatullaeva, Zukhra**, BA, Uzbek State World Languages University, 2015
- **Rasulev, Dilmurod M.**, PhD, Moscow Finance Institute, 1997; DS, Tashkent State University of Economics, 2004
- **Reardon, Vinodhini S.**, MA, University Illinois Chicago, 1981; PhD, University Kansas, 2000
- **Sabirova, Oydin**, MA, Uzbek State World Languages University; BA, Urgench State University
- **Sadikov, Khoorshid M.**, MA, Sidney University, 2016
- **Samatova, Hilola**, BA, Uzbek State World Languages University, 2016; MA, Webster University, 2019
- **Sattarov, Rustam** , MA, Webster University, 2019; BA, Uzbek State World Languages University
- **Seale, Tanya D.**, BA, Webster University, 2012; MFA, Goddard College, 2017; MA, Goddard College
- **Sefer, Jasmina**, PsyM, University Belgrade, 1888; PsyD, University Belgrade, 1993
- **Shadmanov, Shukhrat**, BA, Prestonburg Community College, 2001; MA, University Leeds, 2002
- **Sharipova, Gulsara**, BBA, Pace University New York City, 2001; MS, Tashkent State University of Economics, 2004
- **Shockey, Peter**, BA, University Maryland University Coll, 1979
- **Skoko, Hazbo M.**, MS, University Belgrade, 1992; MCOM, Lincoln University, 2003; PhD, University Belgrade, 2009
- **Sonila, Sonila**, BAPP, Kabul University, 2015; BA, American University in Central Asia, 2019; MA, OSCE Academy
- **Stanisic, Nemanja**, BS, University Belgrade, 2005; MBA, Lincoln University California, 2007; PhD, Singidunum University, 2010
- **Sysak, Erich**, BA, Eckerd College, 1994; MA, Florida State University, 2002
- **Tadjibaeva, Saodat**, MA, Webster University, 2019
- **Tadjimuratov, Pulat**, BS, National University of Uzbekistan, 2010; MS, National University of Uzbekistan, 2012
- **Tashpulatovna, Dilnoza D.**, BA, Samarkand State University, 2000; MA, Samarkand State University, 2002
- **Tatybaeva, Firuza**, PhD, Tashkent State University, 1992; MSS, Tashkent State University
- **Tillayeva, Nilufar V.**, BA, Andijan State University, 1999; MA, Webster University, 2019
- **Togaev, Nabi**, BS, Tashkent State University of Economics, 2010; MBA, George Washington University, 2018
- **Tolipov, Farkhod**, PhD, University of World Economy and Diplomacy, 1998
- **Toshmatov, Bobir**, BA, National University of Uzbekistan, 2011; MA, National University of Uzbekistan, 2013; PhD, Silesian Technical University, 2018
- **Turimov, Bobur**, B, National University of Uzbekistan, 2009; M, Inha University, 2018
- **Umarova, Zulaykho T.**, MS, Tashkent State University of Economics, 1998; PhD, Tashkent State University of Economics, 2004
- **Uralova, Niginakhon**, BA, Uzbekistan State University, 2015; MA, OSCE Academy, 2018
- **Usmonova, Gulnoza B.**, BA, Tashkent State University of Economics, 2011; MA, Tashkent State University of Economics, 2013
- **Vielmini, Fabrizio**, MS, University Turin, 1996
- **Wroblewski, Slawomir**, DES, Poznan University of Economics, 2019
- **Zeller, Keri A.**, BA, University Houston Main Campus, 2008; MSEd, Vanderbilt University, 2015

College of Arts & Sciences

Michael Hulsizer, interim dean

College of Arts & Sciences website (external to catalog)

Mission Statement

Webster University's College of Arts & Sciences fosters free and rigorous intellectual inquiry among students and faculty in an atmosphere that respects differences in background, belief and aspiration. We promote the values that ground an open, critically reflective, culturally diverse and democratic society, and we prepare students to be active contributors to such a society.

As part of an international university, we encourage students to expand their horizons by learning the languages and worldviews of other cultures. We inspire students to seek the common ground upon which humans create sustainable relationships with each other and with their wider environment.

Owing to the general and fundamental nature of our various disciplines, we are committed to providing academic and intellectual support to the entire university.

We include several professional programs, which are guided by contemporary practices, appropriate accreditation standards and the best recent scholarly activity.

Degree Distinctions

International Distinction

The student must have a significant, practical, international field experience in a country other than his or her native country. This experience may be an internship, community service, volunteer work with a nongovernmental organization or other organization, paid employment in the second country, or other field experience that is proposed and approved

The approval process involves submission of the proposed plan, identifying what the student will accomplish, and who will be involved, i.e. supervisor of the actual field experience, contact person at the University, etc. The student will work with his or her advisor and the Director of the Center for International Education in developing the plan for the international field experience. Prior to the field experience, the student must receive approval of the plan from the department in which the student expects to receive her or his undergraduate degree.

Approval must also be given by the Academic Director (or appointee) of the country in which the field experience will take place. Approval forms will be available electronically. During the field experience, a journal will be kept and will be handed in at the end of the experience along with a written synopsis of the field experience. The department will determine if the experience was acceptable or unacceptable.

Students should register for ISTL 2500 for 3-5 credit hours. Grade will be pass or fail. A minimum of 10 hours and a maximum of 20 hours per week will be spent doing the field experience.

Study Abroad Distinction

Students must have completed at least one term of study (eight weeks) as a full-time student at a Webster University international campus or a Webster University affiliated campus abroad. This campus must be a campus other than the student's home campus.

Biological Sciences Department

Stephanie Schroeder, chair

Majors and Degrees

- Biological Sciences (BS)
  Optional emphasis areas:
    - Chemistry
    - Computational Biology
    - Health and Medicine
    - Research and Technology
- Biology (BA)
  Optional emphasis areas:
    - Biodiversity
    - Computational Biology
    - Education
    - Health Science
- Chemistry (BS)
- Exercise Science (BS)

Minors

- Biology
- Chemistry
- Exercise Science
- General Science

Certificates

- Entrepreneurship (Exercise Science majors track)
  (In cooperation with the Walker School of Business & Technology)

Pre-Professional Programs

- Pre-Dental
- Pre-Medical
- Pre-Occupational Therapy
- Pre-Veterinary

Department Mission

The Department of Biological Sciences provides a rigorous and applied learning experience that integrates the fundamental sciences of biology, chemistry and physics. We serve a highly diverse student population coming from a range of ethnic and educational backgrounds. As a department, we focus on a personalized approach to education, tailoring each experience to meet the academic and career goals of the individual student. By maintaining small class sizes and emphasizing group activities, our students interact directly with the faculty and with each other on a regular basis.

The degrees offered in the biological sciences are designed to prepare students for rewarding careers as scientists, educators, professionals, and global citizens. The department currently offers four baccalaureate programs (a BA in biology and a BS in biological sciences, each with associated emphases, a BS in chemistry and a BS in exercise science) and four minor programs (biology, chemistry, exercise science and general science). We also offer individual courses satisfying the requirements for general education and special interest courses in environmental studies, education and health science.

Given the importance of independent research and experimentation in science, the department faculty are committed to providing hands-on research opportunities to all majors in the biological sciences. Our curriculum includes extensive laboratory experience, ensuring that each student will develop proficiency in a wide range of lab techniques, as well as in the analysis, interpretation and presentation of scientific data.

Colleges, Schools And Departments

Special Requirements

Science courses taken more than 10 years ago may not count as the prerequisite for certain advanced courses.

Transfer students must complete a minimum of 18 credit hours at Webster University within the Biological Sciences Department. This must include Research Methods (BIOL 4400 or CHEM 4400) and Senior Thesis (BIOL 4420, BIOL 4430 or CHEM 4430) for the appropriate majors. Transfer courses taken prior to enrollment at Webster University may be used to substitute for required courses if accepted by the chair.

No more than 6 credit hours of independent study courses may count toward the required biology hours. Coursework completed with a grade of "D" may not be counted toward the fulfillment of departmental requirements.

English Department

Murray Farish, chair

Majors and Degrees

- Creative Writing (BA)
- English (BA)
- English (BA) with an Emphasis in Drama and Playwriting

Minors

- Creative Writing
- English
- Professional Writing

Department Mission

The curriculum of the English Department is designed to demonstrate the interaction of literature with every area of human values and human concern. The central works of English and American literature are emphasized, but they are joined by other great literatures studied in translation. In upper-division courses, instead of treating together works widely varied in style, content and theme because they were written in the same century, the department has cut across historical lines to place side by side works dealing with the same subjects or themes, or works that belong to the same genre.

All courses listed in the catalog are offered on a regular basis, though some upper-division courses are taught only in two-year rotation.

A special program in the School of Education for seniors who plan to teach permits them to work as apprentices at local high schools, devoting their energy to teaching, with minimal demands made on them at the University.

Special Study Opportunities

Internships: Creative writing majors can perform writing internships with businesses, nonprofit organizations and government agencies. These internships can earn course credit if taken as part of ENGL 4620 Practicum.

Departmental Honors in Creative Writing: With the English Department's approval, a creative writing major may earn recognition as an outstanding student in the department by completing additional requirements, as follows:

- Complete at least 45 credit hours in residence at Webster University.
- Maintain a GPA of 3.5 in English coursework completed at Webster University
- Complete at least six credit hours of a foreign language with a grade of B or higher in each semester, or test out of that requirement.

- Further explore cultures other than British or U.S. in one of four ways: complete at least three additional credit hours of foreign language with a grade of C or higher; complete an approved course in literature in transition; complete an approved course in world literature; or participate in study abroad.
- Complete three hours of the following: an additional ENGL 4400 in a second genre; an additional Topics course (if content differs); an additional literature course at the 3000-4000 level.
- Complete at least one credit hour of ENGL 4620 Practicum, prior to the student's final semester.
- Through consultation with an English Department advisor and successful completion of the Petition to Write the Honors Thesis, secure the approval of the department to proceed with the Honors Thesis. This step should be completed by the Monday before the mid-semester break prior to the student's graduation semester.
- Complete ENGL 4900 Thesis Workshop. Guidelines for writing the thesis can be found on the department's website. Students who successfully complete ENGL 4900 will earn one credit hour, for a total of 41 credit hours.
- Receive Honors on the thesis by writing a thesis that meets departmental standards for exceptional work. A student who received Honors on the thesis will be enrolled in the 0-credit ENGL 4910 Honors Thesis course before the end of the semester in which the thesis is completed.

Global Languages, Cultures and Societies Department

Paula Hanssen, chair

Majors and Degrees

- Anthropology and Sociology (BA)
- Global Studies (BA)
- Languages and Transcultural Studies (BA) with an Emphasis in French
- Languages and Transcultural Studies (BA) with an Emphasis in German
- Languages and Transcultural Studies (BA) with an Emphasis in Spanish

Minors

- Africana Studies
- Anthropology: Archaeology Focus
- Cultural Anthropology
- French
- German
- German Studies
- Japanese
- Multicultural Studies
- Sociology
- Spanish

Certificates

- Diversity and Identity in the U.S.
- French Translation
- German
- International Languages
- International Tourism
- Japanese
- Spanish
- Spanish Translation

Department Mission

The Department of Global Languages, Cultures and Societies at Webster University brings together inter-disciplinary faculty expertise spanning anthropology, sociology, literature, language

and global studies to help students live and thrive in an increasingly interconnected global environment. Students in the department develop the skills to understand and critically engage with the consequences of complex flows of people, goods, ideas, conflicts and social problems across borders. Students hone critical thinking, language fluency, inter-cultural competence and holistic knowledge of important global social problems to prepare them for careers in business, economic development, non-profit sector, government and international organizations, and culture industries.

Departmental Academic Advising

Students majoring in one of the programs administered by the Global Languages, Cultures and Societies department are encouraged to seek the direction of a Global Languages, Cultures and Societies faculty advisor as early in their studies as possible. A departmental faculty advisor will help assess and plan the student's program of study, focusing on the student's specific academic and career goals. The diversity of activities for which students are preparing themselves urges this approach: some students are seeking careers in teaching, social service, museums, historical societies, nonprofit organizational settings, or corporations, while others are preparing for admission to graduate and professional training programs.

Special Study Opportunities

Language Offerings: Chinese (Mandarin), English as a Second Language, French, German, Japanese and Spanish. When there is sufficient interest, other languages are also offered, such as American Sign Language, Italian, Latin and Russian.

Teaching Assistants: The department employs teaching assistants from Argentina, France, Germany or Austria, and Japan who incorporate contemporary culture from their countries into their courses and organize extracurricular cultural events like language tables.

Study Abroad/Exchange Programs: There is an exchange of students as assistant instructors between Webster University and the Universidad Nacional de Cuyo in Mendoza, Argentina, and between Webster and the French Ministry of Education. Advanced students of Spanish and French have the opportunity to apply for these teaching assistantships. Webster University offers an exchange program with Kansai University in Japan. The department also provides study abroad programs in France, Belgium, Argentina, Mexico, Spain, Austria and Germany. The minors in Africana Studies and in Anthropology: Archeology Focus offer the unique opportunity to study abroad at the Ghana and Athens campus respectively where students may experience firsthand many of the social-cultural and political-economic issues introduced in the classroom.

Research Experience: Numerous opportunities for collaborative research with faculty on ongoing projects.

Scholarships: Scholarships are available to help students participate in these international experiences. Contact the department faculty and the Office of Study Abroad to learn more about scholarship opportunities.

Language Recognition Credit

Language Recognition Credit is designed for students who already have proficiency in a second language. Students who enroll in their first 3-credit language course (other than 1070/1080 and 1090) at Webster, and complete the course with a grade of "B" or better (not "B-"), will be awarded recognition credit. Up to 12 recognition credit hours can be earned. Students must apply for Recognition Credit and pay a $10 processing fee. RC are Webster credits and are applicable to requirements for a minor, certificate, or a major in a foreign language. Please contact the department for more information.

English as a Second Language

Based on test scores submitted during the admission process and through diagnostic testing, students may be enrolled in two to three terms of ESLG courses. Students may also be referred to the ESL program for advising, testing or possible ESL placement by faculty or staff. Undergraduate students can use ESLG classes as elective credits, and a record of their achievement in all ESLG courses is posted on their official University transcripts. See the ESLG course listings in the Course Description section of this catalog for descriptions of individual courses. Undergraduate students can take ESLG courses for credit up to 36 credit hours.

St. Louis ESL Program Information: The English as a Second Language (ESL) Program at Webster University in St. Louis combines instruction in English with coursework in other academic disciplines. Courses offered in the ESL program are labeled ESLG in this catalog and in University course listings. With the help of an academic advisor, students enroll in appropriate ESLG courses along with an additional undergraduate course offered in cooperation with the St. Louis ESL program. This combination of ESL coursework with study in another discipline is designed to increase the students' academic skills proficiency while providing them with practical experience in using and understanding spoken and written academic English.

Special Requirements

Courses completed with a grade lower than "C" do not count toward fulfilling the specific course requirements of the major. Courses at the 3000-level may only be taken as pass/fail with permission of the chair of the department.

History, Politics, International Relations and Religious Studies Department

Kristen Anderson Morton, chair

Majors and Degrees

- General Studies (BA)
- History (BA)
- Individualized Major in Religious Studies (BA)
- International Relations (BA)
  Optional emphasis areas:
    - International Economics
    - Migration and Refugee Studies
- Political Science (BA)
- Political Science (BA) with an Emphasis in Public Law
- Self-Designed Interdisciplinary Major (BA)

Minors

- History
- International Relations
- Political Science
- Religious Studies

Certificates

- Migration and Refugee Studies

Pre-Professional Program

- Pre-Law

Department Mission

The Department of History, Politics, International Relations and Religious Studies educates students for the insight, perspectives and skills necessary for global citizenship. Study in the department equips student with the knowledge to understand, analyze and interact with a complex world. Bridging the humanities and social sciences, the department offers complementary areas of specialization in the majors of history,

political science, international relations and the individualized major in religious studies. The faculty value diversity, inclusion, individualized attention and personal growth. Study in the department develops the critical thinking, writing, speaking and analytical skills necessary for the changing career possibilities in our fast-paced world.

Special Study Opportunities

Internships: Students intern with a variety of companies, non-profit organizations and government institutions both in the United States and overseas. Local internship placements have included the Missouri History Museum, the St. Louis Science Center, KETC-TV, Legal Services of Missouri, the American Civil Liberties Union, Monsanto/Bayer, Anheuser-Busch, the Missouri State Legislature and various Congressional offices. Farther afield, students have held internships with United States Congressional Committees in Washington, the International Atomic Energy Agency in Vienna, the International Red Cross and the World Health Organization in Geneva, and the International Criminal Police Organization (INTERPOL) in Lyon, France, among other organizations. Through a special arrangement with the French Embassy in the U.S. and the Centre Francophone at Webster, we are also able to offer students the opportunity to intern with French government institutions in the Innovation Policy Internship Program.

Study Abroad: The Department of History, Politics, International Relations and Religious Studies encourages all students to pursue the opportunities available at Webster campuses in Europe, Asia and Africa. There are rich offerings in history, political science and international relations at our programs in Vienna, Austria; Accra, Ghana; Athens, Greece; Leiden, The Netherlands; Geneva, Switzerland; and Cha-am, Thailand. Students can also take courses in religious studies at many of the Webster campuses and at our partner institutions in Japan and China.

Institute for Human Rights and Humanitarian Studies

Lindsey Kingston, director

Majors and Degrees

- International Human Rights (BA)

Minors

- International Human Rights

Certificates

- International Human Rights

Institute Mission

The Institute for Human Rights and Humanitarian Studies is the interdisciplinary academic home for the international human rights program and combines curricular and co-curricular programming to support human rights education.

Fellows

- **Pinar Alakoc**, History, Politics, International Relations and Religious Studies
- **Bill Barrett**, Electronic and Photographic Media
- **Elsa Fan**, Global Languages, Cultures and Societies
- **Oresté Foppiani**, International Relations (Geneva)
- **Dana Hill**, International Human Rights
- **Michael Hulsizer**, Psychology
- **Danielle MacCartney**, Law, Crime and Social Justice
- **Andrea Miller**, Global Languages, Cultures and Societies
- **Paul Moriarty**, Philosophy

- **Chris Parr**, History, Politics, International Relations and Religious Studies
- **Kate Parsons**, Philosophy
- **Kelly-Kate Pease**, History, Politics, International Relations and Religious Studies
- **Robin Ramcharan**, International Relations (Thailand)
- **Warren Rosenblum**, History, Politics, International Relations and Religious Studies
- **Sheetal Shah**, Behavior/Social Science (Leiden)
- **Deborah Stiles**, Educational Psychology
- **Dongling Zhang**, Global Languages, Cultures and Societies

Law, Crime and Social Justice Department

Robin Jefferson Higgins, chair

Majors and Degrees

- Criminology (BA)
- Legal Studies (BA)
- Women, Gender and Sexuality Studies (BA)

Minors

- Criminology and Criminal Justice
- Legal Studies
- LGBTQ Studies
- Women, Gender and Sexuality Studies

Certificates

- Paralegal Studies

Pre-Professional Program

- Pre-Law

Department Mission

The Law, Crime and Social Justice Department is a multidisciplinary and interdisciplinary department committed to developing intellectual skills of critical thinking and analysis. Through a student-centered approach, faculty inspire students to engage with local, national and international communities to create a more just world. Courses in the department examine the structures of law, crime and society and investigate how assumptions about race, sex/gender, class and sexuality both reproduce and resist hierarchies of power. The department focus is on preparing students for further study in law, crime and justice, while cultivating real world practical skills that can be applied in a wide array of growing careers in law, crime and social justice.

Special Study Opportunities

Internships: Students have the opportunity to participate in an internship course which allows students to connect classroom learning with practical experience.

Study Abroad: Students may participate in a summer hybrid study abroad program dedicated to the study of law in Leiden, the Netherlands, the most prominent hub of international law in the world. During this study abroad program, students visit such locations as the International Court of Justice in the Peace Palace, the International Criminal Court, the Organisation for the Prohibition of Chemical Weapons and other law-related governmental agencies, e.g. Eurojust, the judicial arm of the U.N. agencies.

Departmental Academic Advising

Early in a departmental advisee's residence, a departmental faculty advisor is assigned to help assess and plan the student's program of study, focusing on the student's specific academic and career goals.

Nursing Department

Janice Palmer, chair

Majors and Degrees

- Nursing (BSN)

Department Mission

The Nursing Department's mission is to provide exemplary experiential, student centered learning in an environment that encourages lifelong learning, accountability for self, respect for all humans and individual excellence in nursing practice.

The Department's vision is to be recognized in the region as the institution of choice for baccalaureate nusing degree completion and for attaining master's degrees in human services in nursing.

At Webster University Department of Nursing, we value:

- Our students as adult learners
- Population-centered care
- Evidence-based education and practice
- Interprofessional collaboration
- Diversity, inclusion and equity
- Global citizenship

The bachelor of science in nursing (BSN) program is designed for registered nurses who wish to advance their knowledge in nursing, the sciences and the liberal arts. The program helps the registered nurse develop analytic and communication skills for professional excellence.

The BSN curriculum focuses on holistic health promotion for the individual student, the profession, the individual client, the family, groups and the community. There is a strong emphasis on the nurse's personal development, the needs and future of the profession, and the broad, accountable nursing role that is needed and expected by today's health care consumer. The program prepares the registered nurse for generalist nursing practice. The faculty strives to create a dynamic, interactive learning environment. A variety of faculty members, student experiences and learning environments are used to meet program and individual student goals.

The baccalaureate nursing program at Webster University located in Saint Louis, Missouri is accredited by the Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Rd NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing program is continuing accreditation.

View the public information disclosed by the ACEN regarding this program at http://www.acenursing.us/accrediatedprograms/programSearch.htm

Special Study Opportunities

Instructional Formats: Courses are offered online in eight-week sessions. Since all RN to BSN students are transfer students, students have individualized plans based on the number and types of transfer credits. Student can complete the core program requirements in two and one-half years on a part-time basis but often have additional credit hour requirements for degree completion.

Special Requirements

To progress through the program, nursing courses (NURS) must be completed with a grade of "C" or higher. In addition, in courses with a clinical/practice experience component, students must receive a grade of "Satisfactory" in the clinical/practice experience portion of the course in order to pass the course. Unsatisfactory completion of the clinical/practice experience component of the course results in automatic failure of the course. Students may repeat a specific nursing course only one time and no more than two nursing courses may be repeated during the program.

Special Admission Requirements

Students are expected to demonstrate a minimum GPA of 2.5 on prior college coursework for admission to the BSN program. The student must also hold current, unencumbered licensure as a registered nurse or, for new graduates, have a scheduled NCLEX exam within three months of beginning the program.

Philosophy Department

Bruce Umbaugh, chair

Majors and Degrees

- Philosophy (BA)
  Emphasis areas:
  - Art and Creativity
  - Ethics and Social Justice
  - Individualized Emphasis

Minors

- Philosophy

Certificates

- Practical and Interdisciplinary Ethics

Department Mission

The Philosophy Department cultivates habits of thinking critically and communicating effectively about significant matters to help people live more meaningful, creative and productive lives.

Psychology Department

Eric Goedereis, chair

Majors and Degrees

- Psychological Science (BS)
- Psychology (BA)
- Psychology (BA) with an Emphasis in Mental Health
  Combined Degree Option:
  Psychology (BA) with an Emphasis in Mental Health/Counseling (MA)
- Psychology (BS)

Minors

- Psychology: Educational
- Psychology: General
- Psychology: Health

Certificates

- Psychology: General

Pre-Professional Programs

- Pre-Occupational Therapy

Department Mission

The Department of Psychology provides students with a solid foundation in the major theoretical perspectives of psychology and its scientific approach. By studying psychology at Webster, students attain a broad understanding of and appreciation for

the complexity and diversity of human behavior within a global context.

The bachelor degrees in psychology prepare students for a wide range of professional career opportunities. To that end, there are four different psychology majors to assist students in meeting their career ambitions: psychological science (BS), psychology (BA), psychology (BA) with an emphasis in mental health, and psychology (BS). These majors and designed to prepare students for a variety of career options and graduate opportunities. Students also attain the necessary prerequisites for graduate education in psychology or for professional training in related fields such as counseling, education, social work, criminal justice, law, medicine, business or management. In addition, students who successfully complete the psychology program will have critical thinking, research and data analysis skills to navigate the wealth of information present in our society.

Through the psychology curriculum, students learn about both the scientific and applied areas of psychology from a range of perspectives including biological, clinical/counseling, cognitive/learning, lifespan developmental and social/cultural. Students take the Careers in Psychology class soon after entering Webster and have the opportunity to explore professional opportunities through specialized courses highlighting applied subfields (e.g. Introduction to Clinical Psychology, Social Work, or Counseling).

The degree opportunities in the Psychology Department were designed according to the most recent research on the scholarship of teaching and learning within the field of psychology. Curriculum is constantly updated to meet the best practices advocated by the American Psychological Association.

Special Study Opportunities

Study Abroad: The psychology program at Webster is unique. What distinguishes it from other programs across the country is the importance placed on examining psychology from a global perspective and the emphasis placed on infusing international human rights throughout the curriculum. To that end, psychology is one of the few programs with a full complement of courses available at all of Webster's sites in Europe and Thailand. Students are strongly encouraged to take advantage of these opportunities.

Individualized Learning/Research Opportunities: Students can also further tailor their learning through individualized coursework, international experiences, and collaborative research with faculty members. As a capstone experience, students have the opportunity to either conduct their own research projects in the Senior Thesis course or further prepare for post-graduate opportunities in the Senior Overview course.

Instructional Formats: Webster provides students with a wide variety of methods for pursuing their goals. In addition to traditional coursework, the curriculum includes independent study, practica, research and supervised reading courses. Students will leave Webster having learned material in a fashion that reflects the diversity of opportunities in the real world.

Departmental Academic Advising

Early in a departmental advisee's residence, a departmental faculty advisor is assigned to help assess and plan the student's program of study, focusing on the student's specific academic and career goals. A student's individual academic plan is flexible and may change as he or she fine-tunes his or her goals and interests.

George Herbert Walker School of Business & Technology

Simone Cummings, dean

George Herbert Walker School of Business & Technology website (external to catalog)

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Mission

To prepare students for career success in an increasingly globally integrated business and technological economy utilizing a student-centered, real-world approach.

Vision

To be a leading institution of business and technology education by providing students with the academic and professional preparation needed to achieve upward career mobility.

Values

Respect - A culture of respect facilitates highly positive interactions between and among students, staff, faculty and other stakeholders.

Knowledge - Knowledge allows us all, regardless of the role we serve, to maximize our capacity for achievement.

Potential - Every individual has the potential to succeed.

Diversity and Inclusion - Diversity in all its forms enriches the education experience--both in and out of the classroom.

Global Perspectives - Students with global perspectives will be better prepared to serve the organizations and communities in which they live and work.

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Special Study Opportunities

Study Abroad

Students in the George Herbert Walker School of Business & Technology have opportunities to study abroad at one of Webster University's international campuses for a term, semester or longer. This is an excellent way for students to gain global exposure and study with faculty members and students from various parts of the world.

Internships

Students can choose to participate in internships for academic credit. Internships are a great way to gain hands-on professional experience and expand upon knowledge gained in the classroom. Internship opportunities should be aligned with the student's major and career goals. Interested students should contact their department internship coordinator for additional information and requirements.

Senior Thesis or Thesis Project

Completing a Senior Thesis or Thesis Project (MNGT 4970) is a research requirement for some majors and an elective option for other majors at an international campus. Students doing a thesis will invest significant time and energy in preparing primary and secondary research that will explore the existent body of knowledge of their field of study, or they will produce a

significant project. Due to the faculty supervision requirement, online students may not pursue the senior thesis or project option.

Students doing a senior thesis or thesis project must have completed all core course requirements for their major, as well as any specific prerequisite course specified for the thesis course. A thesis may not be substituted for any core course or for any capstone course requirement for the student's field of study. Students should see their international campus academic director for the necessary guidelines and forms for pursuing this course. The thesis option is not available in all degree programs and majors, and not in online format. Further, the thesis option is only available for undergraduate degree seeking students in the following international campuses: Austria, The Netherlands, Thailand and Switzerland.

The student registered for a senior thesis initially registers for a minimum of 3 credit hours and subsequently maintains a minimum enrollment of 2–3 credit hours until the thesis is completed. A maximum of 9 credit hours may be applied toward the undergraduate degree, with appropriate prior approvals. Credit for the thesis may be awarded in non-letter grade format (Credit/No Credit.)

Walker Joint MBA Program

For any undergraduate degree student at Webster University who is considering the master of business administration degree, the Walker Joint MBA enables completion of the MBA in a shorter amount of time.

Students who have completed an ACBSP accredited undergraduate program at Webster within the past 10 years may waive 6 credit hours of electives, reducing the number of required courses to 30 credit hours. The degree can then be completed in as little as one calendar year.

For further information, please contact Academic Advising or the MBA program director.

Business Department

Elizabeth Risik, chair

Majors and Degrees

- Accounting (BS)
  Combined Degree Options:
  Accounting (BS)/Finance (MS)
  Accounting (BS)/Forensic Accounting (MS)
- Business Administration (BS)
  Optional emphasis areas:
  - Economics
  - Sports and Entertainment Management
- Economics (BA)
- Finance (BS)

Minors

- Business
- Economics
- Finance

Dual Majors and Dual Degrees

Students who wish to dual major in accounting and finance may do so. The student will complete the business core curriculum plus the specific requirements beyond that for each major. It is not necessary to make substitutions for the business core curriculum. However, substitutions will be required for common required courses that are specific to the majors in question. Students may not have a dual major of business administration with accounting or finance.

Students who wish to pursue a dual degree in economics and either accounting, finance or business administration may do so. These students will not need to substitute for MATH 1430, BUSN 2750, ECON 2000 (or ECON 2020 **and** ECON 2030) and FINC 3210. Substitutions will be required for common required courses beyond these courses.

Students who wish a pursue a dual degree in accounting, finance or business administration along with a bachelor of arts in management may do so. These students will not need to substitute for ACCT 2010, ECON 2000, MNGT 2100, MNGT 3450 and MNGT 2500 reducing the required hours for the second major by 15 hours. Substitutions will be required for common required courses beyond these five.

Students who wish to dual major bachelor of arts in economics along with management may do so. These students will not need to substitute for ACCT 2010 and ECON 2000 (or ECON 2020 **and** ECON 2030). Substitutions will be required for common required courses beyond these courses.

Special Study Opportunities

Students in the George Herbert Walker School of Business & Technology have opportunities to study abroad at one of Webster University's international campuses. Students can also choose to participate in internships and practicums.

Special Requirements

Transfer students must complete a minimum of 18 credit hours of academic work in the departments of business and management at Webster University. The accounting degree requires a minimum of 18 credit hours of accounting courses taken at Webster University. These courses may be part of the residency requirement.

No more than one course completed with a grade of D may count toward fulfilling the specific requirements of the major.

Management Department

Eric Rhiney, chair

Majors and Degrees

- Management (BA)
- Management (BA) with an Emphasis in Entrepreneurship
- Management (BA) with an Emphasis in Human Resource Management
- Management (BA) with an Emphasis in International Business
- Management (BA) with an Emphasis in Marketing
- Management (BA) with an Emphasis in Sports and Entertainment Management

Minors

- Entrepreneurship
- Management

Certificates

- Digital Marketing Management
- Entrepreneurship
  (*Track Areas: Walker School of Business; Animation; Audio in Media Arts; Dance; Education; Exercise Science; Film, Television and Video Production; Graphic Design; Mobile Computing; Music; Photography; Sports Business*)
- Marketing

Special Study Opportunities

Management is the art and science of effectively coordinating people and resources to achieve the goals of an organization. It

includes the administration of commerce and industry, banking, insurance, health, communications, government and various facets of culture, education and the arts. Students study principles and institutions through accounting, management and economics, as well as the humanities, mathematics, and political and social sciences. The Department of Management prepares students for graduate studies, law school and business careers.

The Department of Management at Webster University has been designed to meet the needs of younger students as well as mature adults who have had business and professional experiences before completing their academic careers.

The goal of the school is to provide the student with the foundation and perception necessary for leadership positions in the dynamic areas of industry, commerce, government and institutional administration. To this end, the program is offered on campus as well as at a number of locations in close proximity to the workplaces of prospective students. Moreover, the Department of Management makes extensive use of part-time faculty members with experience and skills in business and government.

Webster University management courses are also offered at Webster's international campuses, providing an opportunity for Webster University students to study with faculty members and students from various parts of the world.

Webster University also offers upper-division degree-completion programs in management for adults with professional work experience and the equivalent of two or more years of previous college-level work at its metropolitan campuses in Kansas City, Missouri; Irvine and Los Angeles, California; and Charleston, Columbia and Greenville, South Carolina. These students must complete general education requirements.

Special Requirements

Students are required to complete at least 36 credit hours in management courses, including MNGT 2100 Management Theory and Practices, MNGT 3400 Human Resource Management, courses in accounting, law and economics, as well as an overview. The required minimum distribution of coursework varies, depending on the emphasis selected by the student.

Transfer students must complete a minimum of 18 credit hours of academic work in the departments of business and management at Webster University.

Required courses must be completed at Webster University once the student begins to matriculate at Webster University. Transfer courses taken prior to enrollment at Webster University may be used to substitute for required courses if accepted by the chair.

No more than one course completed with a grade of D may count toward fulfilling the specific requirements of the major.

At the international campuses, MNGT 3320 Business Law: International may substitute for MNGT 3280 Introduction to Business Law I.

Mathematics and Computer Science Department

Martha Smith, chair

Majors and Degrees

- Computer Science (BS)
- Computer Science (BS) with an Emphasis in Cybersecurity
  Combined Degree Option:
  Computer Science (BS) with an Emphasis in Cybersecurity/ Cybersecurity (MS)
- Data Analytics (BS)

- Management Information Systems (BS)
- Mathematics (BS)
- Mathematics (Pre-Engineering) (BS)

Minors

- Computer Applications
- Computer Science
- Data Analytics
- Mathematics

Certificates

- Data Analytics
- Entrepreneurship (Mobile Computing track)

Internships and Co-Op Education

Students are encouraged to explore internship and co-op opportunities to gain hands-on IT experience and to broaden and deepen their classroom knowledge. Such opportunities will give them a better understanding of the many ways in which their skills can potentially shape their careers. Interested students should contact the department internship coordinator.

An internship is a thoughtfully planned and monitored work or service experience in which a student has intentional learning goals and reflects actively on what he/she is learning through the experience. The student may be paid or unpaid.

Cooperative education is a structured educational strategy integrating classroom studies with learning through productive work experiences in a field related to a student's academic or career goals. It provides progressive experiences in integrating theory and practice. This credit-bearing experience must span two or more semesters. The student must be paid.

Teacher Certification Opportunity

Students interested in middle school or secondary mathematics education generally earn majors in mathematics and education while completing the requirements for state certification. The coordinator of Mathematics Pre-Service Education works closely with these students to assure they are prepared and qualified for their practice teaching experience.

Special Requirements

All courses required for a major, minor, or certificate must be completed with a grade of C- or better.

Leigh Gerdine College of Fine Arts

Paul Steger, dean

Leigh Gerdine College of Fine Arts website (external to catalog)

Mission Statement

The mission for the Leigh Gerdine College of Fine Arts at Webster University is to provide students the artistic training, preparation and scholarship necessary to achieve excellence in the arts as professionals. The faculty of the Leigh Gerdine College of Fine Arts is composed of working professional artists and scholars who share a passion for teaching and who hold the belief that in a diverse and technologically advancing world, the arts serve as an expression of our culture's deeper value. The College's dedication to continuing its longstanding tradition as a center for quality creative expression, combined with the University's

continuing commitment as a home of significant professional arts organizations, create the rich artistic, academic and cultural atmosphere necessary to assure the success of our students in reaching their goals.

This Mission Statement clearly reflects the spirit and atmosphere that permeates the creative atmosphere of the college. The demands placed on students are enormous. In order to succeed, the faculty expect students to be highly disciplined; to be completely focused on the challenges that will be placed in front of them regularly; to be resilient in their spirit to use the talent and instruction available to achieve new levels of excellence and to understand that to be an artist in our community, it is necessary to be a citizen and a leader. The faculty are dedicated to providing the best possible opportunities to develop individual talents within the resources available at the University. It is expected that students will strive to be the best and to set the standards for others to achieve.

In order to ensure that the best opportunities are available to the students, significant partnerships are in place with the outstanding performing and visual arts organizations in the region. The Opera Theatre of Saint Louis and The Repertory Theatre 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 Municipal Theatre Association of St. Louis (the Muny) as well as Variety Theatre and Arrow Rock Lyceum 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.

Department of Art, Design and Art History

Ryan E. Gregg, chair

Majors and Degrees

- Art (BFA) with an Emphasis in Illustration
- Art (BA) with an Emphasis in Studio Art
- Art (BFA) with a Studio Emphasis
  Emphasis areas:
  - Ceramics
  - Drawing
  - Electronic and Time-Based Art
  - Painting
  - Photography
  - Printmaking
  - Sculpture
- Art History and Criticism (BA)
- Graphic Design (BFA)

Minors

- Art
- Art History and Criticism
- Graphic Design

Certificates

- Entrepreneurship (Graphic Design majors track) (In cooperation with the Walker School of Business & Technology)
- Expressive Arts Therapy
- Illustration
- Motion Graphic Design

Art Education

Students seeking certification to teach art at the elementary and secondary level should combine an art (BA or BFA) with an emphasis in studio art major with the education (BA) with certification in art K-12 education major in the Department of Teacher Education. The Department of Teacher Education offers courses that prepare an individual to teach at either the elementary or secondary level, while the Department of Art, Design and Art History offers courses conveying the requisite studio art and art historical knowledge. For more information, see the School of Education section. To successfully complete the requirements of both departments, students should have advisors in education and in art.

Mission Statement

The Department of Art, Design and Art History offers a wide variety of courses that seek to prepare students to successfully encounter the contemporary art world. The program encourages students to understand and synthesize traditions, and to confront challenging ideas and emerging technologies. The learning environment in the department emphasizes personal expression, alternative approaches and experimentation. At the same time, the department stresses fundamental concepts that unify all art and yet allow infinite variation. The Department of Art, Design and Art History shares the belief that intensive work, study and involvement in art prepare the student for professional art training or personal career goals.

Special Study Opportunities

Other special opportunities include:

- Annual Cecille R. Hunt Undergraduate Juried Art Show
- Cecille R. Hunt Senior Art Awards
- BA exhibit in the Cecille R. Hunt Gallery
- BFA exhibit held at Arcade Contemporary Art Projects
- Exhibits of professional works throughout the year in the Cecille R. Hunt Gallery
- Internships at area art institutions
- Study at any of Webster University's international campuses
- Annual summer intensive studio trip to Vienna
- Biennial international study trips to Florence and to Venice

Scholarships

A limited number of talent scholarships are available to qualified students.

- Leon Hicks Scholarship
- ArtMart Scholarship
  For students in their senior year
- Sister Gabriel Mary Hoare Scholarship
  Special consideration given to art education students
- Natalie Probstein Scholarship in Art
- Other scholarships also available

Special Requirements

Entering students seeking a BA in art with an emphasis in studio, a BFA in art with an emphasis in illustration, a BFA in art with a studio emphasis or a BFA in graphic design must present a portfolio for initial acceptance into the art program. The portfolio is reviewed as a condition of the admission process, by one or more faculty of the Department of Art, Design and Art History. Appointments for portfolio interviews can be scheduled through the Office of Admission.

Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.

Transfer Students

Transfer students seeking a BA in art with an emphasis in studio art must take 15 or more studio credit hours at Webster University.

Transfer students seeking a BA in art history and criticism must take a minimum of 12 art history credit hours and 6 studio credit hours at Webster University.

Transfer students seeking a bachelor of fine arts (BFA) must take at least 24 studio credit hours (a minimum of 6 credit hours must be in drawing).

Transfer students seeking a BFA in art with a studio emphasis in drawing must take a minimum of 18 credit hours in drawing at Webster University. Transfer students should expect to complete the departmental requirements in a minimum of two academic years.

Conservatory of Theatre Arts

Gad Guterman, chair

Majors and Degrees

- Acting (BFA)
- Costume Construction (BFA)
- Costume Design (BFA)
- Directing (BA)
- Lighting Design (BFA)
- Musical Theatre (BFA)
- Scene Design (BFA)
- Scene Painting (BFA)
- Sound Design (BFA)
- Stage Management (BFA)
- Technical Direction (BFA)
- Theatre Studies and Dramaturgy (BA)
- Wig and Makeup Design (BFA)

Minors

- Theatre

Statement of Purpose

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Educational Goals

Graduates of the Conservatory of Theatre Arts will:

- Possess skills within their area of expertise.
- Demonstrate an effective working process.
- Be disciplined theatre practitioners.
- Understand the value of the ensemble.
- Realize the potential of their imagination.
- Have experience in theatre production in professional and learning environments.

- Be prepared to get work.

Student Assessment

The Conservatory of Theatre Arts at Webster University offers a sequential, selective and intensive program for training young artists for theatre. All students are accepted into the program by interview or audition and are enrolled in a particular sequence. Through a carefully monitored grading system using written comment sheets from all faculty, students are regularly advised of their progress and status within the Conservatory. Learning outcomes are measured via coursework, semester auditions, interviews and/or portfolio reviews from which students receive individual faculty feedback.

Special Study Opportunities

One of the distinguishing elements of Webster's Conservatory of Theatre Arts is its integrated association with professional performing organizations, two of which are located on campus: The Repertory Theatre St. Louis and the Opera Theatre of Saint Louis. Webster also enjoys a one-of-a-kind association with a professional musical theatre, The Muny, and a partnership with St. Louis Shakespeare Festival as well as Variety Theatre and Arrow Rock Lyceum Theatre. These outstanding performing institutions offer exciting productions, nationally and internationally recognized theatre artists and special opportunities for specific projects.

The Conservatory produces a season of six to eight theatrical productions, including one to three directing capstones. Additionally, it collaborates annually on an opera studio with the Department of Music and on three dance concerts with the Department of Dance. The productions are mounted and designed by students, using each of three performance spaces. A sequence of weekly one-act plays called E.T.s (Every Tuesday) is part of the directing and actor training programs. Further performance and production opportunities are possible when projects of special merit are proposed.

Performance and production majors in the fourth year take part in our annual Showcase, through which they audition and/or exhibit their talents in performances for alumni, agents, casting directors and artistic directors. Designers, stage managers and producers are invited to the students' portfolio reviews.

In recent years, Conservatory students have been placed in internships and practica with The Muny; Walt Disney World; the Old Globe Theatre, San Diego; Cirque du Soleil; the Guthrie Theater, Minneapolis; Denver Center Theatre Company; Opera Theatre of Saint Louis; The Repertory Theatre St. Louis; Milwaukee Repertory Theatre; Missouri Repertory Theatre; Dance Saint Louis; Grand Center; Circus Flora; Missouri Citizens for the Arts; Washington Opera; Seattle Repertory Theatre; Paramount Theatre, Aurora; the Nebraska Theatre Caravan; St. Louis Regional Arts Council; Intiman Theatre; the Goodspeed Opera House; the Columbus Ballet; San Diego Repertory Theatre; Shakespeare Festival St. Louis; Metro Theater Company; Variety Theatre; Hudson Scenic Studios; and the Kennedy Center in Washington, D.C.

Scholarships

- Byron Grant Scholarship
- David Huffman Memorial Endowed Scholarship
- Edward Chase Garvey Memorial Scholarship
- Emma Lu Middleton Endowed Conservatory Scholarship
- Jeffrey Struckman Memorial Endowed Scholarship
- Jerry Mitchell Musical Theatre Scholarship
- John & Christy Nichol Endowed Scholarship
- John H. Russell Endowed Conservatory Scholarship
- Judy K. Meyer Scholarship
- Laura Herring Endowed Conservatory Scholarship

- Marilyn R. Fox Endowed Conservatory Scholarship
- Marita Woodruff Scholarship
- Markus and Barbara Trice Endowed Scholarship
- Mary Alice Dwyer-Dobbin Endowed Scholarship
- Miles Vesich Endowed Scholarship
- Mueller-Russell Family Endowed Conservatory Scholarship
- Peter E. Sargent Endowed Scholarship for Lighting Design
- Peter E. Sargent Endowed Stage Management Scholarship
- Phyllis Huffman Delvecchio Endowed Musical Theatre Scholarship
- Robert G. Slowiak Scholarship
- Rocky Carroll Scholarship
- Rosemary Boehm Lough Endowed Scholarship
- Thomas Carter Flueckiger Memorial Endowed Scholarship
- Timothy Scott Barker Endowed Cincinnati SCPA Scholarship

Special Requirements

All candidates for admission must complete the audition, portfolio review and/or interview process delineated by the specific majors to be considered for the programs.

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Department of Dance

Margaret Dueker, chair

Majors and Degrees

- Dance (BA)
  Emphasis areas:
  - Ballet
  - Modern
- Dance (BFA) with an Emphasis in Ballet
- Dance (BFA) with an Emphasis in Modern

Minors

- Dance: Technique

Certificates

- Entrepreneurship (Dance majors track)
  (In cooperation with the Walker School of Business & Technology)

The Department of Dance Mission and Values

Webster University's Department of Dance in The Leigh Gerdine College of Fine Arts educates students to become skilled, creative and compassionate thinking artists for 21st century careers as performers, choreographers, educators and scholars.

Students: Promote the uniqueness and wholeness of the individual artist by sustaining a personalized approach through direct relationships with faculty and staff, and attention to student life.

Learning: Challenge students to strive for depth of expertise in their discipline by joining theory and practice, encouraging rigor in creativity and scholarship, and fostering a lifelong desire to learn.

Diversity and Inclusion: Engage students as performers, choreographers and teachers to be inclusive and compassionate by instilling a culture of respect for diversity and understanding of their own and others' values.

Global Artist-Citizens: Embrace dance as an art form within a global community by educating a diverse population with an international perspective that acts responsibly and consciously toward social and environmental issues, strengthening the communities we serve.

Special Study Opportunities

BA students are able to dance intensively while also working toward a second major or certification. The BA capstone allows research, an internship, or project with a focus on pedagogy, history, criticism or a topic of the student's choice.

BFA students receive a total of 3 years of choreographic experience. As a capstone project, the BFA candidate culminates his/her college career by creating works for the senior BFA concert and is expected to complete all aspects of production including costuming, lighting and PR/marketing.

Scholarships

- The Gary Hubler Scholarship
- Wells Hobler Familly Endowed
- Bernadette Sieving Endowed
- Other scholarships also available.

Special Requirements

Acceptance to the Department of Dance as a degree-seeking student, BA or BFA is by audition and consists of the following:

- An interview to discuss career goals and past history.
- Submission of résumé.
- Performance of approximately three minutes of choreography.
- Participation in a ballet and modern technique class.

There are no limitations on the degree of intensity with which dance work can be pursued. In the second semester of the second year the dance major, assisted by his or her advisor, prepares a written proposal of specific goals in his or her intended major. It may be presented in terms of career goals, such as teaching, performing; as a declaration of intended choreographic accomplishments; or as an approach to the study of dance with personal learning goals. The entire dance faculty will evaluate the individual's realistic ability to accomplish those goals.

In the first semester of the final year, the dance major has an exit interview with dance faculty, assessing accomplishments thus far and focusing on individual goals for the major's final year, as well as post graduation.

Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.

Department of Music

Carla Colletti, chair

Majors and Degrees

- Composition (BM) with an Emphasis in Concert Music
- Composition (BM) with an Emphasis in Songwriting
- Music (BA)
- Music Direction for Musical Theatre (BM)
- Music Education (BMEd) with an Emphasis in Choral Music
- Music Education (BMEd) with an Emphasis in Instrumental Music
- Performance (BM) with an Emphasis in Collaborative Piano
- Performance (BM) with an Emphasis in Jazz
- Performance (BM) with an Emphasis in Orchestral Instruments
- Performance (BM) with an Emphasis in Piano
- Performance (BM) with an Emphasis in Voice

Minors

- Music

Certificates

- Entrepreneurship (Music majors track)
(In cooperation with the Walker School of Business & Technology)

Mission Statement

The Department of Music is committed to the education of musicians through transformative experiences that promote versatility and engage the whole person in a collaborative environment fostering lifelong habits of excellence in performance, creativity, scholarship and teaching. We focus on personalized, student-centered learning where developing musicians work closely with their instructors and each other.

We empower our students to achieve academic and artistic excellence by providing a broad, foundational music education that unites theory and practice. This foundation informs the creative process students experience in their individual projects, in the private studio and in a range of solo and ensemble settings. We recognize that the value of effective foundational training is expressed in both its permanence and its adaptability.

Our faculty is a team of committed educators who maintain active careers as performers, scholars and composers. As such, they serve as valuable role models for our students by showcasing the variety of professional paths available to developing musicians and through their ongoing commitment to discovery and renewal. Our faculty embraces a culture of academic freedom and intellectual curiosity which helps sustain our integrity and authenticity.

We are committed to the mission of the University which seeks to transform students for global citizenship and individual excellence. In service of this goal, our curriculum and events promote critical thinking, cross-cultural understanding and a deeper appreciation for the role of the arts in the world. Our advocacy for a widely inclusive and transformative culture of education through the arts prepares our students to enrich the community through exceptional teaching, diverse musical performance and engaging creative and scholarly work.

Outcomes Statements of the Department of Music

The Department of Music at Webster University offers the BA, BM and BMEd degrees. Webster University is a full member of the National Association of Schools of Music, a national specialized accrediting agency.

A graduate of the Webster University Department of Music will be able to:

- Access, navigate and use appropriate music literature and music technologies for composition, instruction, performance and research.
- Describe the main characteristics of significant genres of music and identify representative works and composers associated with each genre.
- Compare, contrast and communicate the significant aesthetic principles of the major historical eras using representative works and composers.
- Relate the socio-political contexts of the major historical eras to the composition and performance of music in each period.
- Explain how compositional processes and aesthetic/stylistic properties shape and are shaped by artistic and cultural forces.
- Analyze music using methods applicable to specific genre/style period and use those analytical findings to enhance musical performance.
- Critique existing and original compositions using structural analysis and aesthetic attributes.
- Perform diverse repertoire, from memory and at-sight, on a primary and secondary instrument at a level appropriate to the student's needs and interests, meeting departmental and degree standards.
- Collaborate with a variety of musical ensembles, and organize rehearsals and performances.
- Improvise within a defined structural framework.

Special Study Opportunities

The Department of Music seeks creative students involved in the art of music in the areas of composition, performance, or teaching who value the enrichment afforded them by a liberal arts university.

The Department of Music offers music courses and ensembles to all Webster University students so that they may acquaint themselves with music as one aspect of their culture, either as appreciative listeners or as trained participants. The department offers state-approved curricula for the preparation of teachers of music in the elementary and secondary schools. The primary focus of the department is instruction designed to prepare students for careers in composition, jazz studies, music education, pedagogy and performance. Students are also encouraged to avail themselves of several significant study opportunities in Europe and Asia, and summer workshops offered through the Department of Music.

Complementing the substantial musical environment of St. Louis, a full and varied concert season is offered by the department. The season includes student and faculty recitals, as well as performances by guest artists and student ensembles.

Of special note is the opportunity for a term abroad in Vienna, the musical capital of Europe. Most music department degree programs have a time set aside for study in Vienna, with no required courses during that time at the home campus.

The University supports a number of performing groups including Concert Choir, Jazz Singers, Chamber Singers, Aurelia, Webster University Orchestra, Opera Studio, Jazz Collective, Jazz Ensembles, Percussion Ensemble, Wind Ensemble and the New Music Ensemble. The department also provides various chamber music ensembles.

Scholarships

The Department of Music provides performance scholarships to meritorious students on the basis of audition and also supports returning students through the generosity of many friends who have established endowed scholarship funds.

Endowed Scholarship Fund website (external to catalog)

International Distinction Award

Webster University confers bachelor degrees with an International Distinction Award. This award provides a framework to prepare students for both academic and professional endeavors in a global context. This award demonstrates successful integration of global education into academic pursuits, engages in globally focused co-curricular activities, and allows for rich and long-last learning experience. Students gain a greater awareness of global ideas and cultural diversity, making them a more valuable asset in graduate programs and to employers.

Students pursuing a music degree qualify for the International Distinction Award by:

- Completing the second-language proficiency requirement
- Completing a semester of study abroad experience at one of Webster's international campuses
- Engaging in significant, practical, approved field work in an international location

The International Distinction designation is annotated on both the student's diploma and official transcript. Additional information about the required core components and the application process can be reviewed at www.webster.edu/ida/.

Admission and Audition Requirements

To be admitted as an undergraduate music major or music minor, applicants must complete an in-person audition/interview with the music faculty and complete various diagnostic examinations. Auditions are arranged through the Office of Undergraduate Admission. Specific information on the audition requirements for each music degree program is available from the department's website. Priority consideration for performance scholarships is given to students who complete all admission requirements before February 28 of the application year.

Ensemble Requirements

Each of the undergraduate degree programs in music includes multiple semesters of participation in a major ensemble. Depending upon specific degree requirements, the major ensembles include Chamber Singers, Concert Choir, Aurelia, Orchestra, Wind Ensemble, Jazz Ensemble (combo), Jazz Singers, Jazz Collective and New Music Ensemble.

Music scholarship students are expected to participate in performing ensembles in addition to those for which they receive credit and are assigned to ensembles by faculty. In general, music majors are expected to participate in at least two ensembles per semester.

Candidacy Examination

Each undergraduate music major must take a Candidacy Examination in spring of the sophomore year or upon completion of 45 or more credit hours as music majors (whichever comes first). The Candidacy Examination assesses, among other things, a student's success in the first two years of music study and potential for completing the degree in a timely manner.

The examination includes the performance of one or more works, an interview with the faculty, a writing sample and an assessment of musicianship skills. While most students declare their intention from their first semester (BM in performance, BA in music, and so on), no student is actually accepted into the department as a major until the Candidacy Examination is completed successfully.

Piano Proficiency

Each undergraduate music major must demonstrate proficiency on the piano keyboard. Proficiency is demonstrated by passing a) a piano proficiency examination; b) MUSC 0791 Piano Proficiency; or c) MUSC 1791 Piano Proficiency.

Piano Proficiency requirements are described in the Department of Music Handbook.

Performance Requirements

Much of the music that we make is collaborative in nature, with a mix of keyboard, wind, brass, string, and percussion instruments, and voices. So that performance majors develop an ability to work with others beyond an accompanist, all performance majors presenting junior and senior recitals will include on each recital or in a Thursday student recital at least one 3-minute work that includes collaboration with a performer other than or in addition to piano. Works longer than 3 minutes are encouraged.

Department of Music Handbook

All music major students are responsible for knowing the contents of the Department of Music Handbook, which is issued at the beginning of each academic year. The Handbook contains more detail on various requirements such as piano

proficiency, qualifying examinations, ensemble participation, recital attendance and departmental operations. The Handbook is expressly incorporated into the requirements stated in this catalog.

Other Academic Requirements

Students seeking a bachelor of music (BM) degree must complete at least 30 credit hours of courses in the department. Students seeking the bachelor of arts (BA) degree must complete at least 18 credit hours (including at least 2 credit hours of MUSC 3000 Applied Music) in the department.

Courses completed with a grade lower than C do not count toward fulfilling the specific course requirements of the major.

Once a student matriculates at Webster University, no music courses required for the music major may be taken outside of Webster, in accordance with stated academic policies.

Music 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.

School of Communications

Eric Rothenbuhler, dean

School of Communications website (external to catalog)

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.

We do this by providing theory and practice in media courses framed within a liberal arts-based curriculum, augmented by personalized mentorship and professional development opportunities.

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;
- Engage early in their future professions in communication areas through educational opportunities, field experiences, internships and interactions with professionals;
- Become lifelong learners of evolving communications technologies in this rapidly changing field of study.

The School of Communications houses and supports:

- The May Gallery, a photographic exhibit space;
- The Webster University Film Series, a comprehensive alternative film series allowing students, faculty and community members to view independent features and documentaries, avant-garde films, animation, retrospectives, and short works and offering filmmaking workshops to students and the community;

- The Ampersand, an award-winning student magazine offering print and electronic features;
- The Galaxy, a student-operated radio station;
- The Journal, an award-winning student newspaper offering print and internet news;
- Several clubs and organizations.

Capstone Course

Successful completion of a capstone course with a grade of B or better is part of the degree requirements for most majors. A capstone course is an advanced class designated by the major in which students demonstrate their mastery of the subject matter. The capstone course should be taken in students' junior or senior year.

Transfer Students

The School of Communications welcomes transfer students at all stages of their educational journey. Students transferring to the School of Communications should meet with an academic advisor to discuss an appropriate plan of study and to determine placement of prior course work in communications before starting in a degree program at the school.

Dual Majors and Dual Degrees

Students in the School of Communications who pursue a dual major or dual degree will be expected to fulfill the requirements of both majors or both degrees. The same course may not satisfy the requirements for two different majors or two different degrees. When majors or degrees have conflicting or duplicate requirements, their academic advisor will help determine an appropriate plan of study. Students pursuing a dual major or dual degree will complete the Global Citizenship Program requirements of one of the programs. For more information about dual majors and dual degrees, please see Dual Majors and Dual Degrees in the Academic Policies section of this catalog.

Grade Requirements

Students must earn a grade of B in their capstone course and a C- or better in any course they wish to apply toward their major. The pass/fail option is not available for courses applied toward a major, unless those courses are offered only under the pass/fail option.

Minors

The following apply to all minors:

- A minor must be comprised of only credit hours taken at Webster University.
- No course counted toward a major can also count toward a minor. If a student pursues a minor that requires a course also required for the student's major, the student should contact his or her academic advisor or the department chair to discuss an appropriate substitution.
- Students may have a major and a minor within the same department in the School of Communications; they may not have a major and minor within the same subject matter area.
- Students must earn a grade of C- or better in any course they wish to apply toward a minor.

Certificate Programs

- Only credit hours taken at Webster University may count toward a certificate.
- Students must earn a grade of C or better in all courses applied toward the certificate as stated in the program.
- Students may choose to receive a minor or certificate in a program, but not both.

Audio Aesthetics and Technology Department

Timothy Ryan, chair

Majors and Degrees

- Audio in Media Arts (BA)
  Optional emphasis available in International Audio in Media Arts
- Sound Recording and Engineering (BS)

Minors

- Audio in Media Arts
- Sound Recording and Engineering

Certificates

- Entrepreneurship (Audio in Media Arts majors track) (In cooperation with the Walker School of Business & Technology)

Special Study Opportunities

Students learn about areas of interest within their field of study through internships at top facilities around the country including recording studios, live sound companies and post-production houses. Audio production students have secured internships in St. Louis as well as in Atlanta, Chicago, Cleveland, Los Angeles, Nashville and New York City.

Recent internships have included Atlantic Records, Burton Stroube Studios, Chicago Recording, Eighth Day Sound Systems, Ironman Sound Industries, Jazz St. Louis, KDHX Community Media, Logic Systems Sound & Lighting, Melrose Studio Sound, Native Sound Recording, Open Studio Network, Sonic Magic Studios, Saint Louis Recording Club, Shock City Studios and Switch.

Communications and Journalism Department

Gary Ford, chair

Majors and Degrees

- Advertising and Marketing Communications (BA)
- Journalism (BA)
- Media Studies (BA)
- Public Relations (BA)
- Scriptwriting (BA)
- Sports Communication (BA)
- Strategic Communication (BA)

Minors

- Advertising and Marketing Communications
- Journalism
- Media Studies
- Public Relations
- Scriptwriting
- Sports Communication

Certificates

- Journalism/Professional Writing
- Magazine Production
- Outdoor/Environmental Journalism
- Sports Journalism

Special Study Opportunities

Internships
Students have opportunities to learn about areas of interest within their field of study through internships and externships in communications companies, agencies, and other organizations. Communications and journalism students have secured

internships at organizations in St. Louis as well as in Chicago, Los Angeles and New York City.

Recent internships have included Abstrakt Marketing, Alzheimer's Association, Contemporary Art Museum, COCA, Coolfire Studios, Creative Producers Group, FleishmanHillard, Fox Theatre, Harry S. Truman Presidential Museum and Library, KMOV-TV, KTVI-TV, Live Nation, KSDK, Missouri Botanical Garden, Momentum Worldwide, National Blues Museum, Nine Network of Public Media, NoCoast Originals, Perfect Games, Riverfront Times, Ronald McDonald House Charities, St. Louis American, St. Louis Post-Dispatch, St. Louis Science Center and St. Louis Blues.

Electronic and Photographic Media Department

Chris Sagovac, chair

Majors and Degrees

- Animation (BA)
- Film Studies (BA)
- Film, Television and Video Production (BA)
- Games and Game Design (BA)
- Interactive Digital Media (BA)
- Photography (BA)

Minors

- Animation Production
- Film Studies
- Film, Television and Video Production
- Interactive Digital Media
- Photography

Certificates

- Digital Media - Design and Production
- Documentary Production
- Entrepreneurship (Animation; Film, Television and Video Production; or Photography majors track)
  (In cooperation with the Walker School of Business & Technology)
- Photojournalism/Editorial Photography

Special Study Opportunities

Students learn about areas of interest within their field of study through internships and externships in communications businesses, production houses and other organizations. Electronic and photographic media students have secured internships in St. Louis as well as in Los Angeles, New York City, and Orlando.

Recent internships have included Bad Dog Pictures, Bruton Stroube Studios, Coolfire Studios, Dreyfus & Associates Photography, Emerson, ESPN, Genius Games, Graphite Lab, Halski Studio, HEC Media, Jennifer Silverberg Photography, Melrose Sound Studio, Missouri Botanical Garden, MTV Networks, Nine Network of Public Media, Pixel Press Technology, Plymptoons, Riverfront Times, RIVR Media, Snapshot Interactive, Saint Louis Recording Club, Saint Louis Science Center, Spot Content, St. Louis Blues, Titmouse, Unbridled Media, and Vidzu Media.

School of Education

To be announced, dean

School of Education website (external to catalog)

Vision

We empower students to become effective, innovative, and empathetic educators and practitioners.

Mission

The School of Education is a supportive and inclusive community of educator-scholars who are committed to providing our students with transformative experiences that impact life-long learning.

Dispositions and Professional Behaviors

Programs in the School of Education cultivate and assess dispositions and professional behaviors related to candidates' academic engagement and integrity; fairness and respect toward others; commitment to high expectations and support for all learners; and demonstrated professional communication and behavior.

For more information about the School of Education's assessment of dispositions and professional behaviors please refer to our website at webster.edu/education.

Assessment Policy of School of Education

Demonstration of Missouri Teacher Standards Through Quality Indicators

The Department of Teacher Education (DTE) Passport is an integral element in the assessment system for initial teacher certification programs. The system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age.

The assessment system is aligned with the Missouri Teacher Standards, which "convey the expectations of performance for professional teachers in Missouri."

In order to complete the digital passports, candidates are enrolled in an online learning portal entitled Education Passport 1 and Education Passport 2.

Using a self-directed approach, pre-service teachers upload artifacts and reflections in the digital passports. Each passport is assessed by a team of faculty who assign a passing or failing grade to the passport based on the successful submission of artifacts and appropriate supplementary activities. Where appropriate, candidates may be asked to revise and resubmit artifacts or reflections.

Successful completion of each part of the passport allows the candidate to move through the phases of the program.

Department of Teacher Education

Basiyr Rodney, chair

Majors and Degrees

- Education (BA) with Certification in the following areas:
  - Art (Grades K-12)
  - Elementary Education (Grades 1-6)
  - Middle School (Grades 5-9) with a focus in Language Arts, Mathematics, Science, or Social Studies
  - 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)
  - Combined Degree: BA in Education with an Emphasis in Elementary Education (Grades 1-6)/MA in Teaching English as a Second Language (TESL)
  - Combined Degree: BA in Education with an Emphasis in Secondary English (Grades 9-12)/MA in Teaching English as a Second Language (TESL)
  - Combined Degree: BA in Education with an Emphasis in World Languages (Grades K-12)/MA in Teaching English as a Second Language (TESL)
- Educational Studies (BA)

Minors

- Education
- Sustainability Studies

Certificates

- Entrepreneurship (Education majors track) (In cooperation with the Walker School of Business & Technology)
- Global Education

Special Study Opportunities

Within the School of Education students may pursue special study opportunities which may include experiences in varied educational settings at Webster University's international campuses, conferences, study tours, Student Literacy Corps, and other service learning opportunities and field experiences in inclusive schools, all of which prepare students for teaching in an increasingly diverse society.

Admission to the Major

Students may be fully admitted to the major when the following criteria have been met:

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- Completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University. See the criteria listed below for a more detailed explanation of the requirements needed for entry into the Teacher Certification Program.

Admission to Teacher Certification

Occurs concurrently with Admission to the Major and additionally requires:

- Successful completion of all sections of the MoGEA exam or ACT score of 20 or better.
- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Passport 1 competencies met.
- Minimum cumulative GPA of 2.75 in college-level coursework, professional GPA of 3.0, and Content GPA (if applicable) of 3.0.

Note: Grades of C- or above are eligible for Certification requirements.

Students who have transferred in all of these course requirements should apply for entrance to the Teacher Certification program when they first meet with an academic advisor in the department.

General Information

- Candidates must be admitted to teacher certification in order to take specified EDUC methods courses. Transfer students must complete the MoGEA Exam during the first semester following transfer to Webster or have an ACT score of 20 or better.
- Candidates must maintain a grade point average (GPA) of at least 3.0 in the education major and in the content area as well as a GPA of 2.75 in all college-level coursework.
- Courses completed with a grade of D do not count toward fulfilling specific course requirements of the major.

NOTE: Policies and procedures governing the education major and Teacher Certification are available on the School of Education website.

Teacher Certification

Because students enrolled in the education major pursue initial Teacher Certification as part of their degree, a Program of Study (POS) is designed to meet the general education requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and the Global Citizenship Requirements of Webster University.

Teacher Certification Programs

- Art (Grades K-12)
- Elementary (Grades 1-6)
- Middle School (Grades 5-9) with a focus in Language Arts, Mathematics, Science, or Social Studies
- 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 Secondary Education certification 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 teacher certification.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, students must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All students enrolled in apprentice teaching must participate in a mandatory seminar.

All undergraduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status.

Application for Certification

All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

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, see the Kornblum Scholarship Fund Application, available on the School of Education's website at webster.edu/education.

Colleges, Schools And Departments

Accounting (BS)

This program is offered by the George Herbert Walker School of Business & Technology/Business Department. It available at the St. Louis home campus and at the Athens campus.

Program Description

The bachelor of science (BS) in accounting is designed to provide students with the core knowledge, skills and tools necessary to successfully enter the profession of accounting. The accounting curriculum will allow students to explore and appreciate the career opportunities in public accounting, corporate accounting and other related areas. The program is also designed to offer the student a general, diversified business background that is significantly important to the accounting professional in today's technology driven, global business environment. However, the focus of the Webster University accounting program is to prepare students for the Certified Public Accounting examination.

The BS in accounting is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Accounting graduates can identify and describe fundamental auditing and attestation procedures.
- Accounting graduates can interpret and apply advanced financial accounting and reporting concepts and procedures.
- Accounting graduates can identify and assess the current legal and regulatory environment of business.
- Accounting graduates can assess and compare general business environment concepts.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 78 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the accounting BS
- Electives

Transfer students must take at least 18 credit hours of accounting at Webster University to earn this degree.

Global Citizenship Program for Accounting BS

Requirements are modified to allow MATH 1430 to satisfy both a requirement of the major and also the GCP 'Quantitative Literacy' requirement.

Required Courses

Required Business Core Courses

- Complete the BS in business administration core requirements

Accounting Course Requirements

- ACCT 3025 Advanced Managerial and Cost Accounting (3 hours)
- ACCT 3030 Intermediate Accounting I (3 hours)
- ACCT 3040 Intermediate Accounting II (3 hours)
- ACCT 3085 Federal Tax Accounting (3 hours)
- ACCT 3800 Accounting Information Systems (3 hours)
- ACCT 4100 Advanced Financial Accounting I (3 hours)
- ACCT 4220 Financial Statement Analysis (3 hours)
- ACCT 4900 Auditing (3 hours)

- ACCT 4910 Auditing and Professional Responsibilities (3 hours)
- ACCT 4930 Introduction to Internal and Information Technology Auditing (3 hours)
- ACCT 4990 Accounting Seminar (3 hours)

Acting (BFA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Conservatory of Theatre Arts and is only available at the St. Louis home campus.

Program Description

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Webster University's Conservatory of Theatre Arts offers an intense four-year actor's training program leading to a BFA degree in acting or musical theatre. Both performance programs are based on a block of courses called the Conservatory. Complementing this program, musical theatre students take music and dance courses, and both acting and musical theatre students complete elective liberal arts courses that balance the curriculum and provide a well-rounded education.

Learning Outcomes

At the end of their training, students will demonstrate an effective acting process that integrates their abilities to:

- Respond freely with their vocal and physical instrument.
- Implement strong research and text analysis skills.
- Activate their free imagination.
- Utilize a variety of dialects.
- Improvise effectively.
- Work in a variety of styles and mediums.
- Recognize major trends in theatre history.
- Recognize cultural and historical forces that form the background for dramatic literature.
- Use the tools of a director.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 83 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- GLBC 1200 Global Cornerstone Seminar
- 3 credit hours from courses designated 'Roots of Cultures' (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)

- 3 credit hours from courses designated 'Social Systems & Human Behavior' or 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy' (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 *(the Conservatory sequence or its equivalent)* (64 hours)
- THEA 3710, THEA 3720 Directing I, II (4 hours)
- THEA 2030 History of the Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of the Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)
- **Six credit hours from the following areas** (excluding GLBC 1200 Global Cornerstone Seminar)**:**
  - Behavioral and Social Sciences: Prefixes - PSYC, ANSO
  - History: Prefix - HIST

Recommended electives are to be accomplished by the end of the third year. The purpose is to provide the necessary opportunities to explore the variety of disciplines of study that naturally complement the student's theatre training. These areas are:

- Musicianship/private voice or piano (3 hours)
- Drama literature (3 hours)
- Art or music history (3 hours)
- Social sciences, behavioral science, philosophy or religion (3 hours)

Advertising and Marketing Communications (BA)

This program is offered by the School of Communications/ Communications and Journalism Department and is only available at the St. Louis home campus.

Program Description

Students in the award-winning advertising and marketing communications major gain hands-on experience as they prepare to enter one of today's fastest growing and rapidly evolving industries. Building on a strong academic base in the liberal arts, students are challenged to think strategically and creatively to solve client problems using a full spectrum of advertising and marketing communications tools. From traditional print and broadcast advertising, to social media, mobile applications and emerging technologies, students learn to develop fully-integrated campaigns that will achieve a company or organization's promotional objectives.

To give each student experience in multiple career roles, the foundation curriculum encourages active participation in all phases of the marketing communications process, including research, planning, strategy development, copywriting, visual communication, art direction, budgeting, media buying social media, mobile marketing and campaign analysis.

To strengthen a specific area of interest and stand out in a competitive job market, students are encouraged to choose one of three area of study: planning and strategy, copywriting or art direction. Through one-on-one discussions with advisors, students choose highly-focused specialization courses, and fine-tune their portfolios to prepare for an internship most appropriate to their goals. The advanced courses are built around opportunities for real-world experience.

Students are encouraged to boost their skill set and marketability with a variety of minors and certificate programs. They are also encouraged to become active in the on-campus Webster Advertising Club (WAC) and its activities with local professional organizations for networking opportunities.

Learning Outcomes

Successful graduates of this program will be able to:

- Analyze an organization's strategic communication opportunities across traditional and digital marketing communication channels.
- Create multiplatform marketing communication programs to address defined objectives.
- Think strategically in weighing communication options and providing objective based recommendations in a chosen area of specialization.
- Communicate industry terminology, theories, data, best practices and principles to present and support their work.
- Demonstrate interpersonal and organizational skills to work effectively in a team environment in execution and measurement of strategic communication plans.
- Utilize essential industry terminology, theories and principles to present and support their work.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 54-57 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- MDST 1010 Media Foundations (3 hours)
- MDST 1050 Media Writing (3 hours)
- MDST 1160 Communication for Media Professionals (3 hours)
- ADVT 1940 Introduction to Marketing Communications (3 hours)
- PBRL 1010 Fundamentals of Strategic Communications and Public Relations (3 hours)
- ADVT 2350 Introduction to Visual Communications for Advertising and Public Relations (3 hours)
- ADVT 2550 Creative Strategies for Advertising (3 hours)
- ADVT 2910 Writing for Advertising (3 hours)
- ADVT 3600 Social Media Content and Development (3 hours)
- ADVT 4040 Advertising Production (Print, Television, Radio, or Internet) (3 hours)
- MDST 3300 Media Law, Ethics & Policy (3 hours)
- ADVT 4190 Advertising Research (3 hours)
- ADVT 4910 Advertising Campaign Production (3-6 hours)
- MDST 4950 Internship* (3 hours)
  or ADVT 4620 Senior Overview* (3 hours)
  or MDST 4620 Media Practicum/Thesis (3-4 hours)

*Capstone Course

In addition, a minimum of 12 credit hours are to be chosen from the following:

- ADVT 3150 Topics: Advertising (1-3 hours)
- ADVT 3200 Sports Marketing Communications (3 hours)
- ADVT 3500 Visual Communication for Advertising and Public Relations (3 hours)
- ADVT 4200 Media Planning, Buying and Selling (3 hours)
- ADVT 4700 Professional Development in Advertising and Marketing Communications (3 hours)
- ART 3050 Topics in Studio Art (3 hours)
- COAP 3010 Advanced Applications Topics: Advanced Desktop Publishing (3 hours)
- FTVP 1000 Introduction to Film, Television and Video Production (3 hours)
- INTM 2200 Visual Design for Interactive Media (3 hours)
- MNGT 3150 Consumer Behavior (3 hours)
- MNGT 3510 Management of Integrated Marketing Communications (3 hours)
- PHOT 3190 Digital Photographic Imaging (3 hours)
- PBRL 2920 Writing for Public Relations (3 hours)
- PBRL 4050 Special Events (3 hours)
- PBRL 4250 Media Relations (3 hours)
- PBRL 4920 Public Relations Campaign (3 hours)
- SCPT 2900 Scriptwriting (3 hours)

Portfolio Review Course Requirements

To be eligible for portfolio review, students are required to choose a specific Area of Study (planning and strategy, copywriting, or art direction) and complete ADVT 1940 Introduction to Marketing Communications, ADVT 2350 Introduction to Visual Communications for Advertising and Public Relations, ADVT 2550 Creative Strategies for Advertising, ADVT 2910 Writing for Advertising and a minimum of 6 hours of recommended coursework within their selected Area of Study from the list below:

Planning and Strategy

- ADVT 4200 Media Planning, Buying and Selling (3 hours)
- MNGT 3150 Consumer Behavior (3 hours)
- Two additional ADVT electives approved by the students' advisor (6 hours)

Copywriting

- PBRL 2920 Writing for Public Relations (3 hours)
- SCPT 2900 Scriptwriting (3 hours)
- Two additional ADVT electives approved by the students' advisor (6 hours)

Art Direction

- ADVT 3500 Visual Communication for Advertising and Public Relations (3 hours)
- INTM 2200 Visual Design for Interactive Media (3 hours)
- Two additional ADVT electives approved by the students' advisor (6 hours)

Animation (BA)

This program is offered by the School of Communications/ Electronic and Photographic Media Department and is only available at the St. Louis home campus.

Program Description

The BA in animation offers students the opportunity to learn core principles and techniques focusing on storytelling, motion, drawing, performance and expression through traditional and digital forms. Each student will undertake an intensive course of study including character animation, experimental concepts, fine art techniques and diverse applications, building a strong, global foundation before embarking upon an eventual area of concentration.

Learning Outcomes

Successful graduates of the animation program will be able to:

- Create animation with fundamental and technical proficiency.
- Express visual concepts artistically.
- Integrate storytelling and performance.
- Synthesize theory and practice creating animation from a global perspective.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 57 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- ANIM 1000 Animation I (3 hours)
- ANIM 1010 Animation II (3 hours)
- ANIM 1040 Storyboarding (3 hours)
- ANIM 2000 Advanced Animation (3 hours)
- ANIM 2200 3D Modeling (3 hours)
- ANIM 3010 Voicing Your Creation (3 hours)
- ANIM 4000 Animation Seminar (3 hours)
- ANIM 4010 Character Design (3 hours)
- ANIM 4320 Senior Overview* (3 hours)
  or MDST 4950 Internship* (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- FLST 2060 Modern World Cinema (3 hours)
- FLST 2070 History of Animation (3 hours)
- FTVP 1400 Graphics and Effects (3 hours)
- MDST 2500 Professional Development for Media Careers (3 hours)
- SCPT 3300 Writing the Short Script (3 hours)

* Capstone Course

A minimum of 12 credit hours must be chosen from the following:

- ANIM 1200 3D Character Sculpting (3 hours)
- ANIM 2010 Experimental Animation (3 hours)
- ANIM 2040 Cartooning (3 hours)
- ANIM 3030 Visual Storytelling (3 hours)
- ANIM 3040 Comic Book Creation (3 hours)
- ANIM 3150 Special Topics in Animation (3 hours)
- ANIM 3200 3D Animation and Rigging (3 hours)
- ANIM 4040 Concept Art (3 hours)
- ANIM 4200 3D Animated Short Film (3 hours)
- ANIM 4400 Photorealistic 3D Animation (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- ART 2110 Figure Drawing (3 hours)
- ART 2120 Intermediate Drawing (3 hours)
- FLST 1000 Film and Television Appreciation (3 hours)
- FLST 2050 History of Film (3 hours)
- FTVP 2400 Motion Graphics (3 hours)
- FTVP 2450 Visual Effects (3 hours)
- FTVP 3500 Production House (3 hours)
- GAME 3550 Video Game Art (3 hours)
- GAME 4600 Video Game Production (3 hours)
- SCPT 2900 Scriptwriting (3 hours)
- SCPT 3500 Writing Screenplays for Film (3 hours)
- SPCM 3500 Presentations for Media Professionals (3 hours)

Anthropology and Sociology (BA)

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

Program Description

Courses in anthropology and sociology (ANSO) are designed to help students develop a critical appreciation of the social-structural and social-cultural dimensions of human behavior and beliefs. They provide the analytic tools and conceptual knowledge to examine and explain social change, various forms of inequality and their consequences, diverse social-cultural identities and experiences, and complex relationships between individual lives and social-cultural forces at local and global scales.

Learning Outcomes

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in the fields of cultural anthropology and sociology.
- Explain and apply research methods in sociology and cultural anthropology, including research ethics and the analysis and interpretation of quantitative and qualitative data.
- Examine and describe contemporary social problems/issues through social-cultural and social-structural analyses.
- Compare the diversity of human behaviors, beliefs, social structures and ethnocultural experiences at local and global scales.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

Special Requirements

- Within the required 36 credit hours for the major, 12 credit hours must be at the 3000-level and above.
- No more than 9 credit hours obtained in practica, independent learning experiences, reading courses and assessment of prior learning may be applied toward the 36 credit hours required for the major.
- Transfer students can apply up to 12 credit hours of approved anthropology or sociology coursework from other colleges/universities toward the major.
- Students must complete the 36 credit hours for the major as specified below with a grade of C- or better.

International Language Requirement

- A minimum of 3 credit hours in a non-native language is required in addition to the requirements for the major. Courses used toward the international language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credit hours at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
- For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum

Within the 36 credit hours for the major, students are required to complete the following courses:

- ANSO 1000 Introduction to Sociology (3 hours)
  or ANSO 1060 Introduction to Cultural Anthropology (3 hours)
- ANSO 1800 Careers in Anthropology and Sociology (1 hour)
- ANSO 2850 Introduction to Research Methods (3 hours)
- ANSO 3560 Theories in Anthropology and Sociology (3 hours)
- ANSO 3910 Social Science Lab (3-6 hours)
- ANSO 4950 Senior Thesis (3 hours)
- ANSO Electives (17-20 hours)

Art (BA) with an Emphasis in Studio Art

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Art, Design and Art History and is only available at the St. Louis home campus.

Program Description

The BA in art with an emphasis in studio art degree familiarizes students with the rich tradition of the visual arts, provides them with an understanding of the tools and materials available to the artists as a means of personal expression, shows students that there are fundamental concepts which unify all art yet which allow for infinite variation and introduces to them alternative ways of looking, seeing, finding and discovering. Students explore a variety of media, learning the techniques and expressive opportunities unique to each. Primary focus in the program is on students finding their own creative and conceptual voice and discovering ways to visually communicate their thoughts and ideas.

Learning Outcomes

Successful graduates of the art with an emphasis in studio art program will be able to:

- Express an individual, creative voice through an artistic practice that engages with contemporary global art and design discourse.
- Implement the formal vocabularies of art and design as a foundation for artistic dialogue.
- Practice drawing as a means to develop ideas.
- Draw upon the history of art and design as a wellspring for ideas, solutions and meaning within one's own artistic practice.
- Analyze and discuss art and design through discipline-specific vocabularies and methods.
- Display growth and competence in artistry and technical skills across a variety of artistic media and processes.

Special Requirements

All studio majors must register for ART 2900 DADAH Critique in the first semester after completing 18 studio credits. For traditional Freshmen this will occur in the fall or spring of their sophomore year. For transfer students this will occur in their first semester at Webster, or when they have a combined total of 18 studio credits. The DADAH Critique is a review of student progress by DADAH full and part-time faculty held on one day during the fall and spring semesters. Following the review, students will meet with their

advisor to discuss faculty concerns and recommendations as written on the evaluation form by the advisor during the review. In some cases a student may be advised to undergo a second review in the following semester. The department notifies students of portfolio review dates.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 49 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

Core Distribution (27 hours)

- ART 1010 Creative Strategies (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1200 Design: 3-D (3 hours)
  or ART 2315 Sculpture I (3 hours)
  or ART 2530 Ceramics: Space (3 hours)
- ART 2110 Figure Drawing (3 hours)
- ART 2120 Intermediate Drawing (3 hours)
- ARHS 2200 Current Art (3 hours)
- ARHS 2210 Intercultural History of Art (3 hours)
- ART 2900 DADAH Critique (0 hours)

Studio Course Distribution (15 hours)

- Students must complete a minimum of 15 credit hours of coursework selected from at least five of the following studio areas: ceramics, electronic and time-based art, graphic design, painting, papermaking, printmaking, photography or sculpture.
- At least one course must be at the 3000-level or above.
- If ART 2315 or ART 2530 completes the three-dimensional core requirement above, the same course cannot also be used to complete the studio course distribution requirement.

Additional Courses (7 hours)

- ART 4020 Visual Arts Seminar (3 hours)
- ART 4910 BA Senior Overview/Exhibition (1 hour)
- ARHS 3000-level or above course (3 hours)

Senior Overview

In order to graduate with a BA in art with an emphasis in studio art, students must successfully complete a senior overview and participate in the senior show held at the end of the spring semester in the Cecille R. Hunt Gallery. The senior overview usually consists of work done during the final semester of the senior year in one of the indicated studio areas. The work to be shown can be either a part of a regular studio course or a studio-related independent study. Students are sent Senior Overview forms immediately prior to the beginning of the last semester of their senior year. Students designate on their form the studio course in which they intend to do their senior overview. The instructor for that course becomes the student's senior overview advisor. Work submitted is subject to approval by the senior overview advisor and the director for the senior show. Students graduating at the completion of a summer are expected to exhibit in the show prior to completion of coursework.

Art (BFA) with Studio Emphasis

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Art, Design and Art History and is only available at the St. Louis home campus.

Program Description

The BFA in art with a studio emphasis degree familiarizes students with the rich tradition of the visual arts, provides them with an understanding of the tools and materials available to the artist as a means of personal expression, shows students that there are fundamental concepts which unify all art yet which allow for infinite variation, and introduces to them alternative ways of looking, seeing, finding and discovering. BFA studio art students explore a wide variety of media, gaining extensive studio experience and learning the techniques and expressive opportunities unique to each. A primary focus of the program is on students finding their own creative and conceptual voice, and discovering ways to visually communicate their thoughts and ideas.

BFA studio art students also more thoroughly investigate such potential in a single area of emphasis, from among those listed below. Students at this level learn within a more professional framework, where the relationship between student and teacher becomes that of apprentice and master. Through this unique teaching relationship, students develop a high level of achievement in an area of expertise, while further developing personal creative abilities. In this manner they establish a sound basis for significant professional accomplishments in art.

Students in the BFA program with a studio emphasis fulfill the same core requirements as for the BA in studio art. In addition, they complete 9 further credit hours in art history and criticism; 9 further credits in additional studio course distribution; 18 further credit hours in studio courses consisting of 15 from their declared area of emphasis and 3 in drawing; and 3 credit hours with the BFA thesis.

Areas of Emphasis

- Ceramics
- Drawing
- Electronic and Time-Based Art
- Painting
- Photography
- Printmaking
- Sculpture

Learning Outcomes

Successful graduates of the art with a studio emphasis program will be able to:

- Express an individual, creative voice through an artistic practice that engages with contemporary global art and design discourse.
- Implement the formal vocabularies of art and design as a foundation for artistic dialogue.
- Practice drawing as a means to develop ideas.
- Draw upon the history of art and design as a wellspring for ideas, solutions and meanings within one's own artistic practice.
- Analyze and discuss art and design through discipline- and emphasis-specific vocabularies and methods.
- Exhibit the potential for practicing art as a means of engagement and discourse.

By focusing in one of the following emphases, graduates of that emphasis program will also be able to:

Ceramics

- Demonstrate technical proficiency in handbuilding and wheelthrowing processes, glaze application and formulation and knowledge of kiln theory.
- Use clay-building and three-dimensional design skills to design and construct utilitarian, functional and sculptural ceramic work.
- Conceive and produce authentic ceramic work.

Drawing

- Demonstrate a mastery of observational drawing and experiment with techniques of non-objective drawing.
- Address concepts of cultural significance or personal expression through drawing.
- Practice with traditional and non-traditional media to integrate drawing with contemporary, interdisciplinary practices.

Electronic and Time-Based Art

- Define time as a material and/or process in performance, video, sound and digital art.
- Demonstrate technical proficiency in the media of electronic and/or time-based art.
- Employ electronic media and/or time as a means for the conveyance or expression of ideas.

Painting

- Demonstrate proficiency with painting mediums and materials, and their formal and expressive applications.
- Conceive of paint-handling skills as both material and process in an individual application to content.
- Practice an effective use of painting mediums and techniques in relationship to subject matter as an individual and relevant strategy for further development.

Photography

- Identify and explain photographic techniques, materials, aesthetics and processes.
- Demonstrate their photographic technical proficiency (e.g., technical control during photographing and printing).
- Communicate their personal vision effectively through photographic images.

Printmaking

- Demonstrate proficiency in the use of various printmaking techniques.
- Distinguish between and analyze different approaches to making prints.
- Recognize and criticize inherent qualities of prints.
- Create a body of work of printmaking that displays mastery of the media.

Sculpture

- Demonstrate sculptural technical proficiency to manipulate mediums such as wood, metal and plastic.
- Identify social and cultural contexts in which sculptural works of art are displayed or installed, and their impact.
- Practice the creation of sculptural works of art within multiple frameworks (e.g., gallery-based, interactive, site-specific, public).

Special Requirements

All studio majors must register for ART 2900 DADAH Critique in the first semester after completing 18 studio credits. For traditional freshmen this will occur in the fall or spring of their sophomore year. For transfer students this will occur in their first semester at Webster, or when they have a combined total of 18 studio credits. The DADAH Critique is a review of student progress by DADAH full and part-time faculty held on one day during the fall and spring semesters. Following the review, students will meet with their advisor to discuss faculty concerns and recommendations as written on the evaluation form by the advisor during the review. In some cases a student may be advised to undergo a second review in the following semester. The department notifies students of portfolio review dates.

Students must apply for BFA candidacy by completing the BFA candidacy form and presenting an acceptable selection of specialized work. This must take place one year prior to graduation. Successful completion of a written application and submission of a selection of work that demonstrates a studio specialization, technical facility and conceptual sophistication are required for completion of the degree. Students receive either written notification of acceptance or a recommendation to resubmit after review of the portfolio and application are reviewed by the faculty of the Department of Art, Design and Art History.

Candidates for the BFA will designate a specific studio area of emphasis from those listed above and earn a minimum of 18 credit hours in that area.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 84 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for art and design BFAs
- Electives

Global Citizenship Program for Art and Design BFAs

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated 'Roots of Cultures' (ARHS 2200 or ARHS 2210 will fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior'
- 3 credit hours from courses designated 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy'
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. One course from above must be coded for the 'Ethical Reasoning' skill; other GCP skills requirements are fulfilled by DADAH core distribution courses. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

Core Distribution (27 hours)

- ART 1010 Creative Strategies (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1220 Design: 3-D (3 hours)
  or ART 2315 Sculpture I (3 hours)
  or ART 2530 Ceramics: Space (3 hours)
- ART 2110 Figure Drawing (3 hours)
- ART 2120 Intermediate Drawing (3 hours)
- ARHS 2200 Current Art (3 hours)
- ARHS 2210 Intercultural History of Art (3 hours)
- ART 2900 DADAH Critique (0 hours)

BFA-Specific Requirements (12 hours)

- ART 3900 BFA Review (0 hours)
- ART 4950 BFA Senior Thesis (3 hours)
- ARHS courses at 3000-level or above (9 hours)

Studio Course Distribution (24 hours)

- Students must complete a minimum of 24 credit hours of coursework selected from each of the following studio areas: ceramics, electronic and time-based art, graphic design, painting, papermaking, printmaking, photography, and sculpture.
- At least one course must be at the 3000-level or above.
- If ART 2315 or ART 2530 completes the three-dimensional core requirement above, the same course cannot also be used to complete this studio requirement.

Studio Emphasis Area (15 hours)

- Students must complete 15 credit hours of coursework in a declared emphasis chosen from among the following areas: ceramics, drawing, electronic and time-based art, painting, printmaking, photography, or sculpture.
- When the declared studio BFA area emphasis is drawing, it is necessary, due to total departmental requirements, to earn a minimum of 30 credit hours in that studio.

Additional Courses (6 hours)

- ART 4020 Visual Arts Seminar (3 hours)
- ART 4110 Advanced Drawing (3 hours)
  or ART 3110 Conceptual Drawing (3 hours)

Art (BFA) with an Emphasis in Illustration

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Art, Design and Art History and is only available at the St. Louis home campus.

Program Description

The BFA in art with an emphasis in illustration, like other intensive studio degrees, includes a comprehensive examination of the history and theories of visual studies. This approach allows for a wide range of interests and styles, suited for technical, editorial or narrative illustration.

A study of the creative strategies of global artists throughout history and a core exploration in a range of media encourage students to seek imaginative and innovative approaches to both individual and client-based challenges. More directed study leads to a practical knowledge of the common materials and techniques for illustration, both past and current. ·

The illustration emphasis culminates in coursework and a thesis project that connect the students' work to content in areas outside of studio practice, such as science, literature, politics or any range of contemporary global concerns. Through humor, drama or instructional work students learn how illustrators can be a distinctive voice in shaping our culture.

Students in the BFA program with an emphasis in illustration fulfill most of the same core requirements as for the BA in studio art. In addition, they must complete 9 further credit hours in art history and criticism; 30 credit hours in illustration-specific courses; and 3 credit hours in a content area outside of studio practice.

Learning Outcomes

Successful graduates of the illustration program will be able to:

- Express an individual, creative voice through illustration.
- Utilize the formal vocabularies of art, art history and illustration.
- Practice drawing as a foundation for the complete process of illustration, from concept exploration to finished execution.
- Access a broad range of studio experience.
- Implement the technical skills, theory and methods applicable to the field of illustration.
- Draw upon the history of art as a wellspring for ideas, solutions and meanings within a contemporary, global society.
- Apply their skills and imagination to create illustrations for content areas outside of studio practice.
- Assemble a professional portfolio of illustrations for graduate schools or employers.

Special Requirements

All studio majors must register for ART 2900 DADAH Critique in the first semester after completing 18 studio credits. For traditional freshmen this will occur in the fall or spring of their sophomore year. For transfer students this will occur in their first semester at Webster, or when they have a combined total of 18 studio credits. The DADAH Critique is a review of student progress by DADAH full and part-time faculty held on one day during the fall and spring semesters. Following the review, students will meet with their advisor to discuss faculty concerns and recommendations as written on the evaluation form by the advisor during the review. In some cases a student may be advised to undergo a second review in the following semester. The department notifies students of portfolio review dates.

Students must apply for BFA candidacy by completing the BFA candidacy form and presenting an acceptable selection of specialized work. This must take place one year prior to graduation. Successful completion of a written application and submission of a selection of work that demonstrates emphasis specialization, technical facility and conceptual sophistication are required for completion of the degree. Students receive either written notification of acceptance or a recommendation to resubmit after review of the portfolio and application are reviewed by the faculty of the Department of Art, Design and Art History.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 78 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for art and design BFAs
- Electives

Global Citizenship Program for Art and Design BFAs

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated 'Roots of Cultures' (ARHS 2200 or ARHS 2210 will fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior'
- 3 credit hours from courses designated 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy'
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. Once course from above

must be coded for the 'Ethical Reasoning' skill; other GCP skills requirements are fulfilled by DADAH core distribution courses. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

Required Core Courses (27 hours)

- ART 1010 Creative Strategies (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1220 Design: 3-D (3 hours)
  or ART 2315 Sculpture I (3 hours)
  or ART 2530 Ceramics: Space (3 hours)
- ART 2110 Figure Drawing (3 hours)
- ART 2120 Intermediate Drawing (3 hours)
- ARHS 2200 Current Art (3 hours)
- ARHS 2210 Intercultural History of Art (3 hours)
- ART 2900 DADAH Critique (0 hours)

BFA-Specific Requirements (12 hours)

- ART 3900 BFA Review (0 hours)
- ART 4950 BFA Senior Thesis (3 hours)
- ARHS courses at the 3000-level or above (9 hours)

Studio Course Distribution (15 hours)

15 credit hours from at least four of following areas: painting, printmaking, papermaking, electronic and time-based art, graphic design, animation, photography, sculpture.

Additional Emphasis-Specific Courses (21 hours)

- DESN 1500 Digital Visualization (3 hours)
- ART 2130 Illustration (3 hours)
- ART 3050 Topics in Studio Art (in Illustration) (3 hours)
- ART 3120 Narrative Figure Drawing (3 hours)
- ART 3150 Anatomy Studies (3 hours)
- ANIM 4010 Character Design (3 hours)
  or ANIM 4040 Concept Art (3 hours)
- ART 4130 Professional Practice for Illustrators (3 hours)

Content Outside of ART, DESN, or ANIM (3 hours)

In order to gain knowledge of a content area for illustration, students must take one course within a single area outside of their major, for example: ENGL, BIOL, RELG, etc. This course must be at the 2000-level or above and cannot be used as Global Citizenship Program credits. It should be within a subject that is directed toward the final thesis.

Art History and Criticism (BA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Art, Design and Art History and is only available at the St. Louis home campus.

Program Description

Art history is an empirical and humanistic discipline that investigates art as a document in the broad history of human experience. The study of art history entails the evaluation, analysis and interpretation of aesthetic objects by identifying materials and techniques, the time and place of their creation, the meaning or function of the work of art, the biography of the artist, the cultural or social origins of the work and other significations. The eclectic nature of the field encourages interdisciplinary approaches as well as extra-cultural awareness and experiences.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 42 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- ART 1010 Creative Strategies (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- DESN 1210 Design Concepts (3 hours)
- ARHS 2200 Current Art (3 hours)
- ARHS 2210 Intercultural History of Art (3 hours)
- ARHS 4920 Senior Thesis (3 hours)

A minimum of 24 credit hours must be chosen from the following:

- ARHS 3010 Greek and Roman Art (3 hours)
- ARHS 3110 Early Renaissance Art (3 hours)
- ARHS 3120 High and Late Renaissance Art (3 hours)
- ARHS 3130 Northern Renaissance Art (3 hours)
- ARHS 3150 Baroque Art (3 hours)
- ARHS 3210 Nineteenth-Century Art (3 hours)
- ARHS 3250 Modern Art (3 hours)
- ARHS 3270 Contemporary Art I: Late-Twentieth-Century Art (3 hours)
- ARHS 3280 Contemporary Art II: Twenty-First-Century Art (3 hours)
- ARHS 4600 Topics in Art History (3 hours)
  (may be repeated for credit if topic varies)
- ARHS 4700 Cultural Organizations: Structure and Theory (3 hours)
- ARHS 4730 Art Theory and Criticism (3 hours)
  (may be repeated for credit if topic varies)
- PHIL 3120 Philosophy and Art (3 hours)

Other Program Requirements and Opportunities

- Intermediate proficiency in a foreign language is required.
- The Department of Art, Design and Art History is committed to the concept of combining theory with experience; consequently, art history students are required to take courses in studio art. Further electives in studio art are encouraged.
- Because of the interdisciplinary nature of the field, additional credit hours should be taken in related areas, included courses in history, literature, philosophy and religious studies.
- Students are encouraged to participate in a practicum experience. They can take advantage of several internships available in local museums and galleries.
- Students are encouraged to study at one of the Webster University international campuses. Each international campus and host city offers unique opportunities relevant to art historical studies, and students should consider choosing one with respect to their scholarly interests.
- Alternating biennial short-term study abroad trips to Florence and to Venice are offered, each with an art history and criticism focus, and majors are encouraged to take them. The trip to Venice focuses on the Biennale, the large-scale international contemporary art show that occurs there every other year. Students are exposed to the most current ideas occurring in today's art world and how to critically engage with them. The trip to Florence, with a focus on Italian Renaissance Art, considers a specific period of art within its architectural and cultural setting, providing a more immediate interaction with works in their original locations.

Audio in Media Arts (BA)

This program is offered by the School of Communications/Audio Aesthetics and Technology Department and is only available at the St. Louis home campus.

Program Description

The bachelor of arts degree in audio in media arts is designed for students who are interested in exploring the use of audio in all forms of media. This degree provides students with opportunities that include working with audio for film, television, video, animation, game design and interactive media. While emphasizing audio for forms of visual media, this program also provides opportunities to work with radio, podcasting, live audio and music production.

Students majoring in audio in media arts cannot have a minor or dual degree in sound recording and engineering.

Learning Outcomes

Successful graduates of this program will be able to:

- Chart and update plans for a media-based production project based on a thorough understanding of audio theory, audio technology, sound recording principles and signal flow.
- Utilize skills in capturing, recording, mixing and finalizing audio on a media-based production project.
- Justify aesthetic choices made on, and evaluate the overall creative success of, a media-based production project.
- Work collaboratively and professionally with artists to produce deliverables consistent with industry standards.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 52 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- AUDI 1110 Audio Technology Lecture (2 hours)
- AUDI 1120 Audio Technology Lab (2 hours)
- AUDI 1121 Signals and Systems (3 hours)
- AUDI 1130 Audio Technology Practicum (2 hours)
- AUDI 1131 Digital Audio Workstations (3 hours)
- AUDI 1630 Sound Design for Media (3 hours)
- AUDI 2110 Professional Development 1 (3 hours)
- AUDI 2410 On-Set and Field Recording (3 hours)
- AUDI 2411 Foley and Effects Creation (3 hours)
- AUDI 2412 Dialog and Voice-Over Recording (3 hours)
- AUDI 3410 Post Production and Mixing (3 hours)
- AUDI 4110 Professional Development 2 (3 hours)
- AUDI 4931 Audio in Media Arts Capstone (1 hour)
- FTVP 3500 Production House (3 hours)

A minimum of 6 hours are to be chosen from the following:
- ANIM XXXX (3 hours)
- FTVP XXXX (3 hours)
- GAME XXXX (3 hours)
- INTM XXXX (3 hours)

A minimum of 9 hours are to be chosen from the following:
- AUDI 1111 Two-Channel Recording (3 hours)

- AUDI 2230 Introduction to Music Recording (3 hours)
- AUDI 2710 Introduction to Acoustics (3 hours)
- AUDI 2840 Technical Ear Training 1 (2 hours)
- AUDI 2841 Technical Ear Training 2 (2 hours)
- AUDI 3150 Topics (3 hours)
- AUDI 3210 Audio Facility Management and Operations (3 hours)
- AUDI 3220 Analog Recording and Technology (3 hours)
- AUDI 3230 Music Recording (3 hours)
- AUDI 3310 Live Audio Production 1 (3 hours)
- AUDI 3311 Live Audio Production 2 (3 hours)
- AUDI 3599 Independent Study (3 hours)
- AUDI 3710 Acoustics (3 hours)
- AUDI 3720 Testing and Troubleshooting (3 hours)
- AUDI 3840 Technical Ear Training 3 (2 hours)
- AUDI 4230 Studio Engineering 1 (3 hours)
- AUDI 4231 Studio Engineering 2 (3 hours)
- MDST 4950 Internship (3 hours)

Emphasis in International Audio Production

The emphasis in international audio production is designed for students with an interest in international language and culture.

Emphasis-Specific Learning Outcomes

In addition to the general learning outcomes for the major, students who complete the emphasis in international audio production will be able to:

- Communicate, both orally and in writing, with people from another culture using a language not native to the student.
- Engage in production of audio in media arts in a foreign country, communicating in the native language of that country.

Requirements for the Emphasis in International Audio Production

In addition to the 55 credit hours required by the audio in media arts major, the following is required for the emphasis in international audio production:

- Successful completion (with a B or better) of 18 credits in a foreign language. If the student is already proficient in more than one language, a statement by the chair of the Global Languages, Cultures and Societies department confirming that the student meets a reasonable requirement for basic fluency in the chosen language can be used to waive this requirement. (A foreign language is defined as one not native to the student. If English is the second language, then the internship must still take place as defined below).
- Successful completion of an international audio internship is defined as follows:
  - The internship must be completed outside the student's native country;
  - The internship is in the foreign language in which the student has concentrated (or demonstrated proficiency in);
  - The student receives a grade of B or better in the internship (MDST 4950).

Biological Sciences (BS)

This program is offered by the College of Arts & Sciences/ Biological Sciences Department and is only available at the St. Louis home campus.

Program Description

The bachelor of science (BS) degree is designed for students who seek a rigorous, cross-disciplinary education in the physical sciences. Additional coursework is taken in the areas of biology, chemistry, physics and mathematics, providing the student with a broad scientific foundation suitable for careers in biotechnology, medicine, science-based research, health-related professions, chemical and molecular disciplines and advanced graduate studies.

Students can earn the BS in biological sciences alone, or with one of four emphases: chemistry, computational biology, health and medicine, or research and technology.

Learning Outcomes

Students who complete the bachelor of science in biological sciences will be able to:

- Integrate biological, chemical, physical and math principles to develop and carry out an independent research project.
- Communicate current scientific ideas effectively in both oral and written formats to a diverse audience.
- Think critically and quantitatively assess innovative, global research in a scientific discipline.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 64 credit hours core coursework
- 16 additional credit hours in BIOL or CHEM or PHYS at the 2000+ level
  or Courses specific to the selected emphasis
- Applicable University Global Citizenship Program hours, with accommodations for the biological sciences BS
- Electives

Global Citizenship Program for Biological Sciences BS

Requirements are modified to allow BIOL 1550 to satisfy both a requirement of the major and also the GCP 'Physical and Natural World' requirement and to allow MATH 1610 to satisfy both a requirement of the major and the GCP 'Quantitative Literacy' requirement.

Curriculum

All of the degree options for the bachelor of science in biological sciences require the same 64 hours of core coursework as follows:

Core Courses (64 hours)

- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
  and BIOL 1561 Essentials of Biology II: Lab (1 hour)
- BIOL 2010 Evolution (3 hours)
- BIOL 3050 Genetics (3 hours)
  and BIOL 3051 Genetics: Lab (1 hour)
- BIOL 3080 Cell Biology (3 hours)
  and BIOL 3081 Cell Biology: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- BIOL 4430 Senior Thesis for BS in Biological Sciences (4 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)

- CHEM 2100 Organic Chemistry I (3 hours)
  and CHEM 2101 Organic Chemistry I: Lab (1 hour)
- CHEM 2110 Organic Chemistry II (3 hours)
  and CHEM 2111 Organic Chemistry II: Lab (1 hour)
- CHEM 3100 Biochemistry I (3 hours)
  and CHEM 3101 Biochemistry I: Lab (1 hour)
- MATH 1610 Calculus I (5 hours)
- MATH 2200 Statistics (3 hours)
  or STAT 3100 Inferential Statistics (3 hours)
  or PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PHYS 2030 University Physics I (3 hours)
  and PHYS 2031 University Physics I: Lab (1 hour)
- PHYS 2040 University Physics II (3 hours)
  and PHYS 2041 University Physics II: Lab (1 hour)

BS in Biological Sciences (80 hours)

The general degree offers the greatest flexibility, allowing students to select 16 hours of electives from any of the department's 2000+ level BIOL or CHEM or PHYS courses in addition to the 64 credits of core coursework in biological sciences listed above. (Up to 3 credit hours of BIOL 4700/CHEM 4700/PHYS 4700 can be used toward these 16 credit hours.)

Emphasis in Chemistry (82 hours)

The emphasis in chemistry is designed for students who desire to further expand and deepen their knowledge in the field of chemistry. It is particularly well-suited for students who are interested in pharmaceuticals and for those pursuing laboratory positions or graduate studies in areas involving chemical techniques. This track requires additional coursework in mathematics and advanced chemistry courses, and the electives include biology courses that contain a significant chemical component. In addition, students pursuing the chemistry track are expected to develop a senior thesis research topic that has a significant chemical basis.

Emphasis-Specific Learning Outcomes

In addition to the general learning outcomes, students who complete the emphasis in chemistry will be able to:

- Explain the molecular structure of chemical substances and the connection between molecular structure and chemical behavior.

Degree Requirements for the Emphasis in Chemistry

In addition to the 64 credit hours of core coursework in biological sciences, the following courses are required for the emphasis in chemistry:

- CHEM 3110 Biochemistry II (3 hours)
  and CHEM 3111 Biochemistry II: Lab (1 hour)
- MATH 1620 Calculus II (5 hours)
- Minimum of 9 credit hours of 3000+ level CHEM electives. (Up to 3 credit hours of CHEM 4700 can be used toward this emphasis.)

Emphasis in Computational Biology (82 hours)

The emphasis in computational biology prepares students with a diverse scientific foundation in biology, math and coding to prepare students for careers that use computational methods for data analysis, such as: bioinformatics, biotechnology industry, academic research laboratories, medicinal chemistry, agriculture and personalized healthcare.

Emphasis-Specific Learning Outcomes

In addition to the general learning outcomes, students who complete the emphasis in computational biology will be able to:

- Use computational and bioinformatics methods to analyze data for studying biological processes, and relate results back to core principles in biological sciences.

Degree Requirements for the Emphasis in Computational Biology

- MATH 2200 is the required statistics courses in place of STAT 3200 or PSYC 2750

For students completing a dual degree in mathematics, or a minor in mathematics that incorporates MATH 1610 Calculus I and MATH 2200 Statistics, these courses will not be required for the BS in biological sciences with an emphasis in computational biology. If the student drops the mathematics major or minor, the courses will be required and counted toward the BS in biological sciences.

In addition to the 64 credit hours of core coursework in biological sciences, the following courses are required for the emphasis in computational biology:

- BIOL 2000 Introduction to Computational Biology (3 hours)
- COSC 1550 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)
- An additional 9 hours of any of the following electives:
    - 2000+ level COSC courses
    - 2500+ level CSIS courses
    - 2000+ level BIOL, CHEM or PHYS electives
    - 1600+ level MATH electives

Students planning to enter a graduate program in computational biology, bioinformatics or a related field after graduation are encouraged to choose from the following courses to fulfill the additional 9 hours:

- COSC 2050 Java Programming (3 hours)
- CSIS 3300 R Programming for Data Analytics (3 hours)
- MATH 1620 Calculus II (5 hours)
- MATH 3610 Probability (3 hours)
- MATH 3210 Data Mining Foundations (3 hours)
- MATH 3220 Data Mining Methods (3 hours)
- BIOL 3060 Genetics II (3 hours)
- BIOL 4050 Gene Expression (3 hours)
- BIOL 4700 Independent Research in Biology (up to 3 hours)

Emphasis in Health & Medicine (82 hours)

The emphasis in health and medicine is designed for students interested in a continuing education in any of the various medical fields, particularly those pursuing a pre-professional program like pre-med or pre-vet. It is meant primarily for students preparing for careers such as medical doctors, physician's assistants, dentists, veterinarians, chiropractors, physical therapists or athletic trainers. In addition to the science courses listed below, students entering health and medical fields are encouraged to take 4 semesters of a foreign language and 2 semesters of writing intensive courses.

Emphasis-Specific Learning Outcomes

In addition to the general learning outcomes, students who complete the emphasis in health and medicine will be able to:

- Analyze how sickness and disease at the molecular and cellular level affect the functioning of humans and animals.

Degree Requirements for the Emphasis in Health & Medicine

In addition to the 64 credit hours of core coursework in biological sciences, the following courses are required for the emphasis in health and medicine:

- BIOL 3010 Human Anatomy & Physiology I (3 hours)
  and BIOL 3011 Human Anatomy & Physiology I: Lab (1 hour)
- BIOL 3020 Human Anatomy & Physiology II (3 hours)
  and BIOL 3021 Human Anatomy & Physiology II: Lab (1 hour)
- CHEM 3110 Biochemistry II (3 hours)
  and CHEM 3111 Biochemistry II: Lab (1 hour)
- An additional 6 credit hours of 2000+ level BIOL, CHEM or PHYS electives. (Up to 3 credit hours of BIOL 4700/CHEM 4700/PHYS 4700 can be used toward these 6 credit hours.)

Emphasis in Research & Technology (84 hours)

The research and technology emphasis features upper-level courses that emphasize the variety of laboratory technologies, research methods, and data analysis techniques commonly encountered in a research environment. It is designed primarily for students pursuing a career path in: (a) commercial, academic or government research, (b) high-demand technical and laboratory positions and (c) graduate studies in advanced biology fields and related areas such as biochemistry and biophysics.

Emphasis-Specific Learning Outcomes

In addition to the general learning outcomes, students who complete the emphasis in research and technology will be able to:

- Analyze methods in research from current literature in biology.

Degree Requirements for the Emphasis in Research & Technology

In addition to the 64 credit hours of core coursework in biological sciences, the following courses are required for the emphasis in research and technology:

- BIOL 3900 Journal Club (3 hours)
- BIOL 4700 Independent Research in Biology I (2 hours)
  or CHEM 4700 Independent Research in Chemistry I (2 hours)
  or PHYS 4700 Independent Research in Physics I (2 hours)
- An additional 15 credit hours of 2000+ level BIOL, CHEM or PHYS electives. (Up to 3 credit hours of BIOL 4700/CHEM 4700/PHYS 4700 can be used toward these 15 credit hours.)

Dual Major Option: Psychological Science/ Biological Sciences

Students who wish to pursue a dual major in biological sciences and psychological science may do so. The two majors cannot be awarded separately or sequentially under this arrangement.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog. For information on the general requirements for dual degrees, see Dual Majors and Dual Degrees under the Academic Policies and Information section of this catalog.

- 117 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations*

*All students pursuing a dual degree will complete the Global Citizenship Program requirements of one of the programs. Students should review the GCP accommodations for each degree before making their selection of which GCP program to pursue.

Curriculum

- WRIT 1010 The Craft of College Writing (3 hours)

- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (1 hour)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 2975 Sophomore Assessment (0 hours)
- PSYC 3025 Psychology and Ethics (2 hours)
- PSYC 4750 Advanced Statistics (3 hours)
- PSYC 4825 Senior Thesis (3 hours)
- PSYC 4925 Senior Capstone: History, Philosophy and Systems of Psychology (3 hours)
- PSYC 4950 Senior Assessment (0 hours)
- Psychology electives *(at least 3 hours at the 4000-level)* (6 hours)
- Psychology content areas (15 hours)
- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
  and BIOL 1561 Essentials of Biology II: Lab (1 hour)
- BIOL 2010 Evolution (3 hours)
- BIOL 3010 Human Anatomy & Physiology I (3 hours)
  and BIOL 3011 Human Anatomy & Physiology I: Lab (1 hour)
- BIOL 3020 Human Anatomy & Physiology II (3 hours)
  and BIOL 3021 Human Anatomy & Physiology II: Lab (1 hour)
- BIOL 3050 Genetics (3 hours)
  and BIOL 3051 Genetics: Lab (1 hour)
- BIOL 3080 Cell Biology (3 hours)
  and BIOL 3081 Cell Biology: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- BIOL 4430 Senior Thesis for BS in Biological Sciences (4 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours)
  and CHEM 2101 Organic Chemistry I: Lab (1 hour)
- CHEM 2110 Organic Chemistry II (3 hours)
  and CHEM 2111 Organic Chemistry II: Lab (1 hour)
- CHEM 3100 Biochemistry I (3 hours)
  and CHEM 3101 Biochemistry I: Lab (1 hour)
- MATH 1610 Calculus I (5 hours)
- PHYS 2030 University Physics I (3 hours)
  and PHYS 2031 University Physics I: Lab (1 hour)
- PHYS 2040 University Physics II (3 hours)
  and PHYS 2041 University Physics II: Lab (1 hour)
- BIOL, CHEM or PHYS upper level electives (3 hours)

Biology (BA)

This program is offered by the College of Arts & Sciences/ Biological Sciences Department and is only available at the St. Louis home campus.

Program Description

The bachelor of arts degree is designed for students who seek a broad education in biology. This degree is suitable preparation for a diverse range of careers including health science, science education and ecology-related fields.

Students can earn the BA in biology alone, or with one of four emphases: biodiversity, computational biology, education or health science.

Learning Outcomes

Students who complete any of the bachelor of arts in biology will be able to:

- Describe biological, chemical and physical principles as they relate to the natural world in writings and presentations to a diverse audience.
- Place scientific knowledge into an ethical context, including how biology can contribute to the resolution of ethical, social and environmental issues around the globe.
- Apply the methods of scientific inquiry, including observation, hypothesis testing, data collection and analysis for laboratory research.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 54 credit hours core coursework
- 12 additional credit hours in BIOL, CHEM or PHYS at the 2000+ level
  or Courses specific to the selected emphasis
- Applicable University Global Citizenship Program hours, with accommodations for the biology BA
- Electives

Global Citizenship Program for Biology BA

Requirements are modified to allow MATH 1430 to satisfy both a requirement of the major and also the GCP 'Quantitative Literacy' requirement.

Curriculum

All of the bachelor of arts in biology degree options require the same 54 credit hours of core coursework:

Core Courses

- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
  and BIOL 1561 Essentials of Biology II: Lab (1 hour)
- BIOL 2010 Evolution (3 hours)
- BIOL 3050 Genetics (3 hours)
  and BIOL 3051 Genetics: Lab (1 hour)
- BIOL 3200 Ecology (3 hours)
  and BIOL 3201 Ecology: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- BIOL 4420 BA Senior Thesis (4 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours)
  and CHEM 2101 Organic Chemistry I: Lab (1 hour)
- MATH 1430 College Algebra (3 hours)
- MATH 2200 Statistics (3 hours)
  or STAT 3100 Inferential Statistics (3 hours)
  or PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
- PHYS 1720 College Physics II (3 hours)
  and PHYS 1721 College Physics II: Lab (1 hour)

BA in Biology (66 hours)

The general degree offers the greatest flexibility, allowing students to select 12 hours of electives from any of our 2000+ level BIOL, CHEM or PHYS courses in addition to the 54 credits of core coursework in biology listed above. (Up to 3 credit hours of BIOL 4700/CHEM 4700/PHYS 4700 can be used toward these 12 credit hours.)

Emphasis in Biodiversity (70 hours)

The emphasis in biodiversity is designed for those students that have an interest in understanding the variety and biology of life forms on our planet, and how humans fit into global ecosystems. This emphasis is focused on applying fundamental principles of biology to ecological issues.

Emphasis-Specific Learning Outcomes

In addition to the general learning outcomes, students who complete the emphasis in biodiversity will be able to:

- Describe the global challenges in supporting biodiversity and conservation.

Required Courses for the Emphasis in Biodiversity

In addition to the 54 credit hours of core coursework in biology, the following courses are required for the emphasis in biodiversity:

- BIOL 2400 Zoology (3 hours)
- BIOL 3700 Plant Physiology (3 hours)
  and BIOL 3701 Plant Physiology: Lab (1 hour)
- PHIL 2360 Environmental Ethics (3 hours)
- An additional 6 credit hours of 2000+ level BIOL, CHEM or PHYS electives. (Up to 3 credit hours of BIOL 4700/CHEM 4700/PHYS 4700 can be used toward these 6 credit hours.)

Emphasis in Computational Biology (71 hours)

The emphasis in computational biology prepares students with a diverse scientific foundation in biology, math and coding to prepare students for careers that use computational methods for data analysis, such as: bioinformatics, biotechnology industry, academic research laboratories, medicinal chemistry, agriculture and personalized healthcare.

Emphasis-Specific Learning Outcomes

In addition to the general learning outcomes, students who complete the emphasis in computational biology will be able to:

- Use computational and bioinformatics methods to analyze data for studying biological processes, and relate results back to core principles in biological sciences.

Degree Requirements for the Emphasis in Computational Biology

- MATH 1610 Calculus I is required in place of MATH 1430 College Algebra
- MATH 2200 is the required statistics course in place of STAT 3100 or PSYC 2750

For students completing a dual degree in mathematics, or a minor in mathematics that incorporates MATH 1610 Calculus I and MATH 2200 Statistics, these courses will not be required for the BA in biology with an emphasis in computational biology. If the student drops the mathematics major or minor, the courses will be required and counted toward the BA in biology.

In addition to the 54 credit hours of core coursework in biology, the following courses are required for the emphasis in computational biology:

- BIOL 2000 Introduction to Computational Biology (3 hours)
- COSC 1550 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)
- An additional 6 hours of any of the following electives*:
  - 2000+ level COSC courses
  - 2500+ level CSIS courses
  - 3000+ level BIOL, CHEM or PHYS electives
  - 1600+ level MATH electives

*Courses listed below are highly recommended to fulfill the 6 additional hours.

Students planning to enter a graduate program in computational biology, bioinformatics or a related field after graduation are encouraged to choose from the following courses to fulfill the additional 9 hours:

- COSC 2050 Java Programming (3 hours)
- CSIS 3300 R Programming for Data Analytics (3 hours)
- MATH 1620 Calculus II (5 hours)
- MATH 3610 Probability (3 hours)
- MATH 3210 Data Mining Foundations (3 hours)
- MATH 3220 Data Mining Methods (3 hours)
- BIOL 3060 Genetics II (3 hours)
- BIOL 4050 Gene Expression (3 hours)
- BIOL 4700 Independent Research in Biology (up to 3 hours)

Emphasis in Education (72 hours)

The emphasis in education is designed for students interested in science education. Those students pursuing a biology/education dual major can take advantage of this emphasis to help satisfy some of the requirements for their certification in secondary education. Interested students should contact the Office of Teacher Certification for applications and copies of current admission requirements.

Emphasis-Specific Learning Outcomes

In addition to the general learning outcomes, students who complete the emphasis in education will be able to:

- Plan a path toward teaching certification in unified science when double-majoring in education.

Required Courses for the Emphasis in Education

In addition to the 54 credit hours of core coursework in biology, the following courses are required for the emphasis in education:

- BIOL 3010 Human Anatomy & Physiology I (3 hours)
  and BIOL 3011 Human Anatomy & Physiology I: Lab (1 hour)
- BIOL 3120 Microbiology (3 hours)
  and BIOL 3121 Microbiology: Lab (1 hour)
- PHIL 2330 Philosophy and Technology (3 hours)
- SCIN 1470 Earth and Universe (3 hours)
  and SCIN 1471 Earth and Universe: Lab (1 hour)
- SCIN 1510 Global Climate Change (3 hours)

Emphasis in Health Science (72 hours)

The emphasis in health science features upper-level courses that apply to health-related fields. Students can take advantage of this emphasis to help prepare for a career in health sciences.

Emphasis-Specific Learning Outcomes

In addition to the general learning outcomes, students who complete the emphasis in health science will be able to:

- Discuss basic principles of human anatomy and physiology and how they apply to health and medicine.

Required Courses for the Emphasis in Health Science

In addition to the 54 credit hours of core coursework in biology, the following courses are required for the emphasis in health science:

- BIOL 3010 Human Anatomy & Physiology I (3 hours)
  and BIOL 3011 Human Anatomy & Physiology I: Lab (1 hour)
- CHEM 3100 Biochemistry I (3 hours)
  and CHEM 3101 Biochemistry I: Lab (1 hour)

- An additional 10 credit hours of 2000+ level BIOL, CHEM or PHYS electives. (Up to 3 credit hours of BIOL 4700/CHEM 4700/PHYS 4700 can be used toward these 10 credit hours.)

Dual Degree Option: BS in Psychological Science/BA in Biology

Students who wish to pursue a dual degree of the bachelor of arts in biology and the bachelor of science in psychological science may do so. Two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog. For information on the general requirements for dual degrees, see Dual Majors and Dual Degrees under the Academic Policies and Information section of this catalog.

- 107 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations*

*All students pursuing a dual degree will complete the Global Citizenship Program requirements of one of the programs. Students should review the GCP accommodations for each degree before making their selection of which GCP program to pursue.

Curriculum

- WRIT 1010 The Craft of College Writing (3 hours)
- MATH 1430 College Algebra (3 hours)
- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (1 hour)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 2975 Sophomore Assessment (0 hours)
- PSYC 3025 Psychology and Ethics (2 hours)
- PSYC 4750 Advanced Statistics (3 hours)
- PSYC 4825 Senior Thesis (3 hours)
- PSYC 4925 Senior Capstone: History, Philosophy and Systems of Psychology (3 hours)
- PSYC 4950 Senior Assessment (0 hours)
- Psychology electives *(at least 3 hours at the 4000-level)* (6 hours)
- Psychology content areas (15 hours)
- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
  and BIOL 1561 Essentials of Biology II: Lab (1 hour)
- BIOL 2010 Evolution (3 hours)
- BIOL 3010 Human Anatomy & Physiology I (3 hours)
  and BIOL 3011 Human Anatomy & Physiology I: Lab (1 hour)
- BIOL 3020 Human Anatomy & Physiology II (3 hours)
  and BIOL 3021 Human Anatomy & Physiology II: Lab (1 hour)
- BIOL 3050 Genetics (3 hours)
  and BIOL 3051 Genetics: Lab (1 hour)
- BIOL 3200 Ecology (3 hours)
  and BIOL 3201 Ecology: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- BIOL 4420 BA Senior Thesis (4 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours)
  and CHEM 2101 Organic Chemistry I: Lab (1 hour)

- PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
- PHYS 1720 College Physics II (3 hours)
  and PHYS 1721 College Physics II: Lab (1 hour)
- BIOL, CHEM or PHYS electives *(2000-level or above)* (3 hours)

Business Administration (BS)*

This program is offered by the George Herbert Walker School of Business & Technology/Business Department. It is available at the St. Louis home campus and at select U.S. and international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description

The bachelor of science (BS)* in business administration covers the breadth of business-related disciplines as defined in the business core curriculum. The major does not provide a specific specialization but rather exposes the student to various business functions. This major is ideally suited to the new or transfer upper-division business student or for the student interested in concurrently pursuing another area of study.

*NOTE: The bachelor of science (BS) degree is abbreviated as BSc when completed in Vienna with Austrian accreditation.

The bachelor of science in business administration is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students use information, analytical tools and problem-solving skills to make well-reasoned business decisions, considering both quantitative factors and qualitative factors such as ethical considerations.
- Students can develop strategies addressing the legal, ethical, economic and global environment in which the enterprise operates.
- Student will have a working knowledge in a set of analytical business tools related to: math, statistics, accounting, economics, marketing, finance and behavioral science.
- Students can apply business core concepts, principles and analytical skills across functional lines.
- Students can access, develop and use information to analyze business problems and propose feasible solutions.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 45 required credit hours
- 9 upper-level School of Business & Technology credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the business administration BS
- Electives

In addition to the business core curriculum, bachelor of science in business administration students will choose any 3 upper-level 3000-4000 courses (9 hours) from the George Herbert Walker School of Business & Technology.

Global Citizenship Program for Business Administration BS

Requirements are modified to allow MATH 1430 to satisfy both a requirement of the major and also the GCP 'Quantitative Literacy' requirement.

Core Curriculum

- BUSN 1000 Business Spreadsheets (1 hour)
- MATH 1430 College Algebra (3 hours)
- WSBT 2000 Career Exploration (1 hour)
- ACCT 2010 Financial Accounting (3 hours)
- ACCT 2025 Managerial Accounting (3 hours)
- BUSN 2750 Introduction to Statistics (3 hours)
- MNGT 2100 Management Theory and Practice (3 hours)
- ECON 2000 Survey of Economics (3 hours)
- WSBT 2300 Personal Branding (1 hour)
- FINC 3210 Principles of Finance (3 hours)
- MNGT 3280 Introduction to Business Law (3 hours)
- MNGT 3450 Organizational Behavior (3 hours)
- BUSN 3500 Business and Global Issues (1 hour)
- MNGT 2500 Marketing (3 hours)
- BUSN 3850 Enterprise Systems** (3 hours)
- WSBT 2700 Career Management Strategies (1 hour)
- BUSN 4110 Operations Management (3 hours)
- BUSN 4500 Ethical Issues in Business (1 hour)
- MNGT 4900 Managerial Policies and Strategies (3 hours)

**For St. Louis campus students. International campus students can substitute this course with either:

- CSIS 2500 Introduction to Data Science (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)

Emphasis in Economics

This emphasis in only available at the St. Louis home campus.

The emphasis in economics provides students with a solid understanding of the macroeconomic forces that shape and move markets, the structure and behavior of industries within markets and the philosophical underpinnings of the market economy. The study of economics complements the BSBA by developing an underlying paradigm that the decision maker can use to more fully understand the market forces impacting the business environment and to predict the potential impact of their decisions on the firm.

Emphasis-Specific Learning Outcomes

- The student will demonstrate familiarity with the primary measures of economic performance (GDP, Price Level, Unemployment).
- The student will demonstrate proficiency in the use of the primary economic models (ISLM, Mundell-Fleming, Solow, Consumer Choice Theory, Price Optimization, Cournot Reaction Functions, Edgeworth Box and Game Theory).

Required Courses

- ECON 3000 Basic Economic Modelling (3 hours
- ECON 3020 Intermediate Microeconomics (3 hours)
- ECON 3030 Intermediate Macroeconomics (3 hours)
- 3000-level or 4000-level ECON elective (3 hours)
- 3000-level or 4000-level ECON elective (3 hours)
- ECON 4000 Assessment Exam (0 hours)

Emphasis in Sports and Entertainment Management

This emphasis is only available at the St. Louis home campus.

The emphasis in sports and entertainment management is designed to provide students with the knowledge, skills and tools necessary to succeed in the business-side of sports and entertainment. The administration of academic and professional sports and athletic franchises is a large and growing business in the United States and around the world. Sometimes overlooked but also important is the use of professional sports venues to host live entertainment events (concerts, ice events, children's shows). Recognizing the importance of both sports and entertainment, this program provides an inclusive approach providing graduates the skills necessary to be successful in both areas of business.

Emphasis-Specific Learning Outcomes

Upon completion of this program, students will be able to:

- Formulate business operational, managerial and marketing plans central to professional sports team and entertainment organizations.
- Quantify the economic impact that entertainment events and venues bring to communities.
- Apply critical thinking, problem solving and communication skills to the management of the sports and entertainment business sectors.
- Analyze the trends, opportunities and challenges to compete successfully in a rapidly changing sports and entertainment global environment.

Required Courses

- BUSN 2037 Introduction to Sports and Entertainment Management (3 hours)
- BUSN 3457 Sports and Entertainment Marketing (3 hours)
- BUSN 4717 Sports Finance (3 hours)
- BUSN 4747 Sports Operations and Logistics (3 hours)
- BUSN 4757 Live Entertainment Management (3 hours)
- BUSN 4827 Sports and Entertainment Internship (3 hours)

Chemistry (BS)

This program is offered by the College of Arts and Sciences/ Biological Sciences Department and is only available at the St. Louis home campus.

Program Description

The bachelor of science (BS) degree in chemistry is designed to offer students a thorough grounding in the important areas of modern chemistry. Students are instructed in the theories and applications of organic, inorganic, analytical, physical and biochemistry. The program includes significant laboratory work, allowing students to become proficient in the skills necessary to succeed in a chemical career. Students earning the BS degree will be qualified to work in industrial, government and academic laboratories. In addition, some students, upon earning the BS pursue admission to graduate school, medical or dental school, health-related careers or other careers that might be enhanced by possession of a chemistry degree.

Learning Outcomes

Students who complete the bachelor of science in chemistry will be able to:

- Explain the molecular structure of chemical substances and the connection between molecular structure and chemical behavior.
- Identify and quantify chemical substances in a given sample.
- Predict the mechanisms and products of a chemical reaction and compute reaction rates and equilibrium compositions.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 67 credit hours core coursework
- 6 additional credit hours in CHEM at the 3000-4000 level
- Applicable University Global Citizenship Program hours, with accommodations for the chemistry BS
- Electives

Global Citizenship Program for Chemistry BS

Requirements are modified to allow MATH 1610 to satisfy both a requirement of the major and the GCP 'Quantitative Literacy' requirement.

Curriculum

Core Courses (67 hours)

- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours)
  and CHEM 2101 Organic Chemistry I: Lab (1 hour)
- CHEM 2110 Organic Chemistry II (3 hours)
  and CHEM 2111 Organic Chemistry II: Lab (1 hour)
- CHEM 3100 Biochemistry I (3 hours)
  and CHEM 3101 Biochemistry I: Lab (1 hour)
- CHEM 3300 Analytical Chemistry (3 hours)
  and CHEM 3301 Analytical Chemistry: Lab (1 hour)
- CHEM 3500 Physical Chemistry I (3 hours)
  and CHEM 3501 Physical Chemistry I: Lab (1 hour)
- CHEM 3510 Physical Chemistry II (3 hours)
  and CHEM 3511 Physical Chemistry II: Lab (1 hour)
- CHEM 4100 Inorganic Chemistry (3 hours)
- CHEM 4300 Instrumental Analysis (3 hours)
  and CHEM 4301 Instrumental Analysis: Lab (1 hour)
- CHEM 4400 Research Methods (3 hours)
- CHEM 4430 Bachelor of Science Senior Thesis (4 hours)
- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- MATH 2200 Statistics (3 hours)
  or STAT 3100 Inferential Statistics (3 hours)
  or PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PHYS 2030 University Physics I (3 hours)
  and PHYS 2031 University Physics I: Lab (1 hour)
- PHYS 2040 University Physics II (3 hours)
  and PHYS 2041 University Physics II: Lab (1 hour)

Electives (6 hours)

6 credit hours are to be completed in CHEM courses at the 3000-level or 4000-level in addition to those included in the core curriculum. No more than three hours can be applied from Independent Research in Chemistry (CHEM 4700 or CHEM 4710).

Computer Science (BS)

This program is offered by the George Herbert Walker School of Business & Technology/Mathematics and Computer Science Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description

The bachelor of science degree in computer science is designed around identified core knowledge areas of computer science. The program includes theoretical and practical hands-on approaches preparing students to enter the IT workforce or continue their education in a professional graduate degree program.

Learning Outcomes

Upon completion of the program, students will be able to:

- Demonstrate mastery of computer science in the following core knowledge areas:
  - Software development
  - Algorithms and data structures
  - Computer organization, hardware and architecture
  - Data and information management
- Describe how technological advances impact social issues and professional practice
- Write and orally communicate technical material effectively and professionally
- Apply problem-solving skills and the knowledge of computer science to solve problems

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 51 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

At least 30 of the required 51 hours must be taken at Webster University.

All upper-level (3000 and above) courses must be taken at Webster University.

Required Courses

- COSC 1550 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)
- COSC 1570 Math for Computer Science (3 hours)
- COSC 2610 Operating Systems (3 hours)
- COSC 2670 Network Principles (3 hours)
- COSC 2810 Systems Analysis and Design (3 hours)
- COSC 2710 Social Engineering and Society (3 hours)
- COSC 3050 Data Structures I (3 hours)
- COSC 3100 Data Structures II (3 hours)
- COSC 3230 Human-Computer Interaction (3 hours)
- COSC 3410 Computer Security (3 hours)
- COSC 3510 Computer Architecture (3 hours)
- COSC 4110 Database Concepts (3 hours)
- COSC 4120 Database Applications (3 hours)
- MATH 2410 Discrete Mathematics (3 hours)

Students will choose two of the following courses:

- COSC 3660 Network Concepts (3 hours)
- COSC 3810 Principles of Programming Languages (3 hours)
- COSC 4250 Object-Oriented Analysis & Design (3 hours)
- COSC 4260 Object-Oriented Programming (3 hours)
- COSC 3500 IT Project Management (3 hours)
- COSC 3900 Practicum (3 hours)
- MATH 2200 Statistics (3 hours)

Students planning to enter a graduate program in computer science or a related field after graduation are encouraged to take the following courses. These courses are not required for the BS in computer science:

- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- PHYS 2030 University Physics I (3 hours)
- PHYS 2031 University Physics I: Lab (1 hour)
- PHYS 2040 University Physics II (3 hours)
- PHYS 2041 University Physics II: Lab (1 hour)

Computer Science (BS) with an Emphasis in Cybersecurity

This program is offered by the George Herbert Walker School of Business & Technology/Mathematics and Computer Science Department. It is available at the St. Louis home campus and at the Geneva campus.

Program Description

The bachelor of science degree in computer science with an emphasis in cybersecurity is designed around identified core knowledge areas of computer science. Students will also study foundational cybersecurity concepts. The program includes theoretical and practical approaches to prepare students entering the cybersecurity workforce or to continue their education in a professional graduate degree program.

Learning Outcomes

Upon completion of the program, students will be able to:

- Demonstrate mastery of computer science in the following core knowledge areas:
  - Software development
  - Algorithms and data structures
  - Computer organization, hardware, and architecture
  - Data and information management
- Describe how technological advances impact social issues and professional practice
- Write and orally communicate technical material effectively and professionally
- Apply problem-solving skills and the knowledge of computer science to solve problems
- Demonstrate an understanding of the vocabulary of cybersecurity terms and phraseology
- Demonstrate a working knowledge of cybersecurity threats to IT systems
- Describe the roles, responsibilities and tools of a cybersecurity professional

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 57 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

At least 30 of the required 57 hours must be taken at Webster University.

All upper-level (3000 and above) courses must be taken at Webster University. All cybersecurity courses must be taken at Webster University.

Required Courses

- COSC 1550 Computer Programming I (3 hours)

- COSC 1560 Computer Programming II (3 hours)
- COSC 1570 Math for Computer Science (3 hours)
- COSC 2610 Operating Systems (3 hours)
- COSC 2670 Network Principles (3 hours)
- COSC 2710 Social Engineering and Society (3 hours)
- COSC 2810 Systems Analysis and Design (3 hours)
- COSC 3050 Data Structures I (3 hours)
- COSC 3100 Data Structures II (3 hours)
- COSC 3230 Human-Computer Interaction (3 hours)
- COSC 3510 Computer Architecture (3 hours)
- COSC 4110 Database Concepts (3 hours)
- COSC 4120 Database Applications (3 hours)
- MATH 2410 Discrete Mathematics (3 hours)
- CSSS 2410 Cybersecurity and Internet Architecture (3 hours)
- CSSS 2510 Cyber Attacks and Defenses (3 hours)
- CSSS 3510 Writing Secure Code (3 hours)
- CSSS 3520 Cybersecurity Programs, Policies and Ethics (3 hours)
- CSSS 4510 Cybersecurity Capstone Project (3 hours)

Costume Construction (BFA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Conservatory of Theatre Arts and is only available at the St. Louis home campus.

Program Description

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Learning Outcomes

At the end of their training, students will demonstrate an effective production process that integrates their abilities to:

- Work collaboratively and display strong social skills.
- Analyze a play comprehensively.
- Implement strong research skills.
- Organize and supervise a construction team.
- Recognize trends in theatre history and visual styles.
- Master skills in design presentation and development.
- Organize a construction process.
- Solve problems creatively.
- Master skills in layout and construction.
- Address the needs of performers and directors.
- Execute a design successfully.
- Work within a team of costume construction specialists through the production process, with attention to wardrobe run, tailoring, draping, pattern drafting, millinery, fabric modification, crafts, budget and time management.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 95 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- GLBC 1200 Global Cornerstone Seminar
- 3 credit hours from courses designated 'Roots of Cultures' (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior' or 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy' (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 *(the Conservatory sequence or its equivalent)* (72 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- ART 1130 Figure Drawing for Theatre Majors (2 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1220 Design: 3-D (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)

Recommended Elective:

- DANC 1560 Stagecraft for Dance II (3 hours)

Costume Design (BFA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Conservatory of Theatre Arts and is only available at the St. Louis home campus.

Program Description

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Learning Outcomes

At the end of their training in costume design, students will be able to:

- Analyze the script/characters and develop an advanced, coherent visual concept that takes into account style, period and creative research for theatrical use.
- Research any period of costume history with attention to historical context, silhouette, period detail, fabric use, accessories and hairstyle.
- Analyze period silhouette and manipulate it for character and concept.
- Create a coherent, conceptual world of the play through costume design with attention to the specific style needs of opera, ballet, musical, theatre for young audiences and other performance styles.

- Illustrate costume designs through drawing and color application with attention to construction detail for opera, ballet, musical, theatre for young audiences and music video.
- Choose fabrics and trims for execution of designs, based on understanding of textiles and their use.
- Work with the director, other designers and the actors in a collaborative production process.
- Conduct a fitting with each actor in the designed costume(s).
- Lead a team of costume construction specialists through the production process, with attention to wardrobe run, tailoring, draping, pattern drafting, millinery, fabric modification, crafts, budget and time management.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 99 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- GLBC 1200 Global Cornerstone Seminar
- 3 credit hours from courses designated 'Roots of Cultures' (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior' or 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy' (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 *(the Conservatory sequence or its equivalent)* (72 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- ART 1130 Figure Drawing for Theatre Majors (6 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1220 Design: 3-D (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)

Recommended Elective:

- DANC 1550 Stagecraft for Dance I (3 hours)

Creative Writing (BA)

This program is offered by the College of Arts & Sciences/English Department and is only available at the St. Louis home campus.

Program Description

The student with a major in creative writing takes courses in fiction, poetry, drama, creative nonfiction and translation, as well as selected literature courses. We also offer a minor in creative writing.

Learning Outcomes

Upon completion of the program, students will be able to:

- Read as a writer, understanding and analyzing a range of literary strategies, such as language, voice, form.
- Produce accomplished creative work that demonstrates a command of literary strategies in fiction, poetry, drama and other literary genres.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

English courses completed with a grade lower than C- do not count toward fulfilling the specific course requirements of the major.

At least 21 credit hours within the major must be completed at Webster University.

International Language Requirement

- A minimum of three hours in a non-native language is required in addition to the requirements for the major. Courses used toward the international language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credits at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
- For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum

The 36 credit hours required for the creative writing major include the following:

Core Courses (12 hours)

- ENGL 1900 Introductory Seminar in Literary Analysis (3 hours)
- ENGL 2020 British Literature I (3 hours)
- ENGL 2030 British Literature II (3 hours)
- ENGL 2050 U.S. Literature (3 hours)
- ENGL 4600 Portfolio Review (0 hours)

15 hours from the following list:

- ENGL 2150 Creative Writing: Poetry (3 hours)
- ENGL 2160 Creative Writing: Fiction (3 hours)
- ENGL 2170 Creative Writing: Playwriting (3 hours)
- ENGL 2180 Creative Writing: Nonfiction (3 hours)
- ENGL 2190 Creative Writing: Translation (3 hours)
- ENGL 4400 Advanced Writing Workshop (3 hours)

3 hours from the following list:

- ENGL 3030 Topics in Poetry (3 hours)
- ENGL 3040 Topics in Fiction (3 hours)
- ENGL 3050 Topics in Drama (3 hours)

6 hours from the following list:

- ENGL 3100 Modern Drama (3 hours)
- ENGL 3130 Contemporary Drama (3 hours)
- ENGL 3140 Women and Literature (3 hours)
- ENGL 3190 Comedy and Satire (3 hours)
- ENGL 3210 Tragic Themes (3 hours)
- ENGL 3300 20th Century American Poetry (3 hours)
- ENGL 3500 Contexts (1-3 hours)
- ENGL 3900 Myth and Classical Literature (3 hours)
- ENGL 4000 Myth and Modern Literature (3 hours)
- ENGL 4030 Literature of Latin America (3 hours)
- ENGL 4130 Seminar in a Single Author (3 hours)
- ENGL 4150 Shakespeare (3 hours)
- ENGL 4500 Literary Criticism (3 hours)

Note: Students with a creative writing major must successfully complete at least one section of ENGL 4400. Students may repeat ENGL 2150, ENGL 2160, ENGL 2170, ENGL 2180 and ENGL 2190 one time for credit.

Special Study Opportunities

Internships

Creative writing majors can perform writing internships with businesses, nonprofit organizations and government agencies for course credit if taken as part of ENGL 4620 Practicum.

Practicum

Creative writing majors are offered experiential learning opportunities under the direction of departmental faculty. Credit hours vary.

Departmental Honors in Creative Writing

With the English Department's approval, a creative writing major may earn recognition as an outstanding student in the department by completing additional requirements, as follows:

- Complete at least 45 hours in residence at Webster University.
- Maintain a GPA of 3.5 in English coursework completed at Webster University.
- Complete at least six credit hours of a foreign language with a grade of B or higher in each semester, or test out of that requirement.
- Further explore cultures other than British or U.S. in one of four ways: complete at least three additional credit hours of foreign language with a grade of C or higher; complete an approved course in literature in translation; complete an approved course in world literature; or participate in study abroad.
- Complete three hours of the following: an additional ENGL 4400 in a second genre; an additional Topics course (if content differs); an additional literature course at the 3000-4000 level.
- Complete at least one credit hour of ENGL 4620 Practicum, prior to the student's final semester.

- Through consultation with an English Department advisor and successful completion of the Petition to Write the Honors Thesis, secure the approval of the department to proceed with the Honors Thesis. This step should be completed by the Monday before the mid-semester break prior to the student's graduation semester.
- Complete ENGL 4900 Thesis Workshop. Guidelines for writing the thesis can be found on the department's website. Students who successfully complete ENGL 4900 will earn one credit hour, for a total of 41 credit hours.
- Receive Honors on the thesis by writing a thesis that meets departmental standards for exceptional work. A student who received Honors on the thesis will be enrolled in the 0-credit ENGL 4910 Honors Thesis course before the end of the semester in which the thesis is completed.

Admission

Students who are interested in applying to this degree program should see the Admission section of this catalog for general requirements. For more information, contact the English Department directly.

Criminology (BA)

This program is offered by the College of Arts & Sciences/Law, Crime and Social Justice Department. It is available online, at the St. Louis home campus and at select U.S. campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description

The mission of the major in criminology is to provide students with a multidisciplinary approach to crime and deviance, with particular emphasis on providing critical thinking skills and familiarizing students with the dominant ways professionals use to explain, predict and prevent crime and victimization.

Learning Outcomes

Upon completion of the program, students will be able to:

- Identify the strengths and weaknesses of major criminological theories.
- Analyze the policy implications of criminological theories.
- Describe the elements and development of the criminal justice system and its role in maintaining social order.
- Evaluate how the institutions and elements of the criminal justice system vary across jurisdictions and interact with one another.
- Apply principles of crime prevention to the policy that attempts to effectively reduce crime and victimization.
- Compare the theoretical foundations of crime analysis and their abilities to predict and analyze patterns of crime.
- Articulate several major types of crime, their causes and proposed solutions to reduce them.
- Compare the techniques, sources and means of analysis of criminological data research methods.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 43 required credit hours
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

Special Requirements

- Within the required 43 hours for the major, 18 hours must be at the 3000-level and above, with at least 6 hours at the 4000-level.
- No more than 6 credit hours obtained in senior thesis, practica, independent learning experiences, reading courses and assessment of prior learning may be applied toward the 43 credit hours required for a major.
- Transfer students can apply up to 15 credit hours of approved criminology coursework from other colleges/universities toward the major.
- Students must complete the 43 credit hours for the major as specified below with a grade of C- or better.
- In the final semester of study, each student must register for CRIM 4900 Senior Capstone in Criminology (3 hours) and submit an overview paper.

International Language Requirement

- A minimum of 3 credit hours in a non-native language is required in addition to the requirements for the major. Courses used toward the international language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credit hours at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
- For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum

The 43 credit hours required for the criminology major include the following courses:

Core Courses

- CRIM 1100 Introduction to Criminal Justice and Criminology (3 hours)
- CRIM 1800 Careers in Criminology and Crime Prevention (1 hour)
- CRIM 3300 Criminology Theory (3 hours)
- ANSO 2850 Introduction to Research Methods (3 hours)
- LEGL 3500 Criminal Litigation (3 hours)
  or CRIM 3500 Criminal Procedure and the Constitution (3 hours)
- CRIM 4900 Senior Capstone in Criminology (3 hours)

At least ONE course from EACH of the following content areas:

Systems

- CRIM 2250 Introduction to Crime Control Systems (3 hours)
- CRIM 2000 Issues in Criminology: Deviance and Social Control (3 hours)
- CRIM 3250 Police and Policing (3 hours)
- CRIM 4250 Corrections and Prisons (3 hours)

Special Populations

- CRIM 2380 White Collar Crime (3 hours)
- CRIM 2450 Victimology (3 hours)
- CRIM 3380 Transnational Crime (3 hours)
- CRIM 3350 Gang and Small Group Deviance
- CRIM 4300 Radical Violent Extremism (3 hours)

Methods and Data Analysis

- ANSO 2720/PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- CRIM 3750 GIS and Crime Mapping (3 hours)
- ANSO 4575 Immigration and Demography (3 hours)
- PSYC 4750 Advanced Statistics (3 hours)

18 elective credit hours from the following:

- CRIM 2000 Issues in Criminology (3 hours)
- CRIM 2200 Introduction to Forensic Science (3 hours)
- CRIM 3000 Topics in Criminology (3 hours)
- CRIM 3610 Independent Reading Course (1-5 hours)
- CRIM 3875 Criminology Lab (1-3 hours)
- CRIM 4000 Advanced Studies in Criminology (3 hours)
- CRIM 4610 Independent Reading Course (1-5 hours)
- CRIM 4875 Advanced Criminology Lab (1-3 hours)
- HRTS 3500 International Human Rights Law (3 hours)
- INTL 2030 International Law (3 hours)
- LEGL 2080 Topics in Law: Policing the Police (3 hours)
- LEGL 2400 Introduction to Law (3 hours)
- LEGL 4602 International Criminal Law: A Human Rights Perspective (3 hours)
- LEGL 4605 Constitutional and International Issues: Human Trafficking and Slavery (3 hours)
- PSYC 2250 Adolescent Psychology (3 hours)
- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 3450 Psychology and the Law (3 hours)
- PSYC 3600 Social Psychology (3 hours)
- PSYC 4550 Drugs and Chemical Dependency (3 hours)
- ANSO 1050 Global Social Problems (3 hours)
- ANSO 2015 Issues in Society and Culture: Law and Society (3 hours)
- ANSO 2300 Social Movements (3 hours)
- ANSO 2760 Urban Studies (3 hours)

Dance (BA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Dance and is only available at the St. Louis home campus.

Program Description

Webster University's Department of Dance in The Leigh Gerdine College of Fine Arts educates students to become skilled, creative and compassionate thinking artists for 21st century careers as performers, choreographers, educators and scholars.

Learning Outcomes

- Performance: Perform, with professional integrity, a variety of techniques and styles with a broad spectrum of expressivity and quality technical expertise.
- Choreography: Create work that demonstrates understanding and exploration of fundamental choreographic concepts while displaying the ability to identify and articulate the application of these concepts in the choreography of others.
- Teaching: Create and execute exemplary, innovative lesson plans for a variety of ages, techniques and populations; develop skills to communicate movement vocabulary to others.
- Research: Identify and examine independent research interests with curiosity and academic rigor.
- Function effectively in a variety of professional contexts, displaying global awareness through intrapersonal, interpersonal, collaborative and technological skills.

Special Requirements

Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.

Acceptance to the Department of Dance as a degree-seeking student, BA or BFA is by audition and consists of the following:

- An interview to discuss career goals and past history.
- Submission of résumé.
- Performance of approximately three minutes of choreography.
- Participation in a ballet and modern technique class.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 60 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- DANC 2000-level or 3000-level applied dance, Ballet or Modern (5 hours)
- DANC 3000-level or 4000-level applied dance, Ballet or Modern (3 hours)
- DANC 3000-level applied dance, Ballet (6 hours)
- DANC 3000-level applied dance, Modern (6 hours)
- DANC 2000-level applied dance, Tap (4 hours)
  or DANC 3000-level applied dance, Jazz (4 hours)
  or MUTH 2410, MUTH 3410 (Musical Theatre Dance Styles I or II) (4 hours)
- DANC 1040 International Dance (3 hours)
- DANC 1220 Improvisation I (2 hours)
- DANC 1310, DANC 1320 Composition I (6 hours)
- DANC 1410 Introduction to Professional Dance I (2 hours)
- DANC 1550 Stagecraft for Dance I (1 hour)
- DANC 1560 Stagecraft for Dance II (1 hour)
- DANC 2210 Dance History: Lineage Based to 20th Century (3 hours)
- DANC 2520 Living Anatomy and Movement (3 hours)
- DANC 3150 Performance Techniques I (2 hours)
- DANC 3210 Dance History: 20th Century to Present (3 hours)
- DANC 3410 Research Methodologies & Techniques (1 hour)
- DANC 4400 Dance Pedagogy (3 hours)
- DANC 4210 BA Capstone (3 hours)
- DANC 4410 Webster University Dance Ensemble (4 semesters; 0 hours)
- MUSC 1000 Fundamentals of Musicianship (3 hours)

Dance (BFA) with an Emphasis in Ballet

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Dance and is only available at the St. Louis home campus.

Program Description

Webster University's Department of Dance in The Leigh Gerdine College of Fine Arts educates students to become skilled, creative and compassionate thinking artists for 21st century careers as performers, choreographers, educators and scholars.

Learning Outcomes

- Performance: Perform, with professional integrity, a variety of techniques and styles with a broad spectrum of expressivity and quality technical expertise with an emphasis in ballet.

- Choreography: Create and produce professional, imaginative, original, in-depth choreographic work and direct dancers in the performance of that work.
- Teaching: Create and execute exemplary, innovative lesson plans for a variety of ages, techniques and populations; develop skills to communicate movement vocabulary to others.
- Integrate and successfully utilize knowledge from courses in the breadth and depth of the discipline.
- Function effectively in a variety of professional contexts, displaying global awareness through intrapersonal, interpersonal, collaborative and technological skills.

Special Requirements

Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.

Acceptance to the Department of Dance as a degree-seeking student, BA or BFA is by audition and consists of the following:

- An interview to discuss career goals and past history.
- Submission of résumé.
- Performance of approximately three minutes of choreography.
- Participation in a ballet and modern technique class.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 97 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the dance BFA
- Electives

Global Citizenship Program for Dance BFA

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated 'Roots of Cultures' (One course with the DANC prefix can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior'
- 3 credit hours from courses designated 'Global Understanding' (DANC 1040 may satisfy both a requirement of the major and a GCP requirement)
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy'
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- DANC 2000-level or 3000-level applied dance, Ballet or Modern (6 hours)
- DANC 3000-level applied dance, Ballet (6 hours)
- DANC 3000-level applied dance, Modern (6 hours)
- DANC 4000-level applied dance, Ballet (6 hours)
- DANC 2000-level applied dance, Tap (4 hours)
  or DANC 3000-level applied dance, Jazz (4 hours)
  or MUTH 2410, MUTH 3410 Musical Theatre Dance Styles I or II (4 hours)
- DANC 1040 International Dance (3 hours)
- DANC 1220 Improvisation I (2 hours)
- DANC 1310, DANC 1320 Composition I (6 hours)
- DANC 1410 Introduction to Professional Dance I (2 hours)

- DANC 1420 Introduction to Professional Dance II (1 hour)
- DANC 1550 Stagecraft for Dance I (1 hour)
- DANC 1560 Stagecraft for Dance II (1 hour)
- 2 hours from the following:
  - DANC 2060 Men's and Variations
  - DANC 2050 Pointe and Variations
- DANC 2210 Dance History: Lineage Based to 20th Century (3 hours)
- DANC 2250 Cross Training (2 hours)
- DANC 2310, DANC 2320 Composition II (6 hours)
- DANC 2520 Living Anatomy and Movement (3 hours)
- DANC 3050 Partnering (2 hours)
- DANC 3150 Performance Techniques I (2 hours)
- DANC 3160 Performance Techniques II (2 hours)
- DANC 3210 Dance History: 20th Century to Present (3 hours)
- DANC 3250 Somatics (2 hours)
- DANC 3550 Lighting and Costume Design for Dance I (1 hour)
- DANC 3560 Lighting and Costume Design for Dance II (1 hour)
- DANC 4310 Choreographic Project (3 hours)
- DANC 4400 Dance Pedagogy (3 hours)
- DANC 4410 Webster University Dance Ensemble (7 semesters; 0 hours)
- DANC 4900 Senior Seminar (1 hour)
- Additional advanced-level work in technique, (DANC 3250, DANC 3050 etc.) choreography, topics, independent study **or** DANC 2050, DANC 2060, or DANC 2250 (2 hours)
- WRIT 1010 The Craft of College Writing (3 hours) **or** ENGL 2160 Creative Writing: Fiction (3 hours)
- EPMD 1000 Introduction to Media Production (3 hours)
- ART 1000 Introduction to Studio Art (3 hours) **or** ART 3820 Performance Art (3 hours)
- THEA 1080 Studio Acting I (3 hours)
- MUSC 1000 Fundamentals of Musicianship (3 hours)

Dance (BFA) with an Emphasis in Modern

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Dance and is only available at the St. Louis home campus.

Program Description

Webster University's Department of Dance in The Leigh Gerdine College of Fine Arts educates students to become skilled, creative and compassionate thinking artists for 21st century careers as performers, choreographers, educators and scholars.

Learning Outcomes

- Performance: Perform, with professional integrity, a variety of techniques and styles with a broad spectrum of expressivity and quality technical expertise with an emphasis in modern.
- Choreography: Create and produce professional, imaginative, original, in-depth choreographic work and direct dancers in the performance of that work.
- Teaching: Create and execute exemplary, innovative lesson plans for a variety of ages, techniques and populations; develop skills to communicate movement vocabulary to others.
- Integrate and successfully utilize knowledge from courses in the breadth and depth of the discipline.
- Function in a variety of professional contexts, creating global awareness through intrapersonal, interpersonal, collaborative and technological skills.

Special Requirements

Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.

Acceptance to the Department of Dance as a degree-seeking student, BA or BFA is by audition and consists of the following:

- An interview to discuss career goals and past history.
- Submission of résumé.
- Performance of approximately three minutes of choreography.
- Participation in a ballet and modern technique class.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 97 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the dance BFA
- Electives

Global Citizenship Program for Dance BFA

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated 'Roots of Cultures' (One course with the DANC prefix can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior'
- 3 credit hours from courses designated 'Global Understanding' (DANC 1040 may satisfy both a requirement of the major and a GCP requirement)
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy'
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- DANC 2000- or 3000-level applied dance, Ballet or Modern (6 hours)
- DANC 3000-level applied dance, Ballet (6 hours)
- DANC 3000-level applied dance, Modern (6 hours)
- DANC 4000-level applied dance, Modern (6 hours)
- DANC 2000-level applied dance, Tap (4 hours)
  or DANC 3000-level applied dance, Jazz (4 hours)
  or MUTH 2410, MUTH 3410 Musical Theatre Dance Styles I or II (4 hours)
- DANC 1040 International Dance (3 hours)
- DANC 1220 Improvisation I (2 hours)
- DANC 1310, DANC 1320 Composition I (6 hours)
- DANC 1410 Introduction to Professional Dance I (2 hours)
- DANC 1420 Introduction to Professional Dance II (1 hour)
- DANC 1550 Stagecraft for Dance I (1 hour)
- DANC 1560 Stagecraft for Dance II (1 hour)
- DANC 2210 Dance History: Lineage Based to 20th Century (3 hours)
- DANC 2250 Cross Training (2 hours)
- DANC 2310, DANC 2320 Composition II (6 hours)
- DANC 2520 Living Anatomy and Movement (3 hours)
- DANC 3150 Performance Techniques I (2 hours)
- DANC 3160 Performance Techniques II (2 hours)
- DANC 3210 Dance History: 20th Century to Present (3 hours)
- DANC 3220 Improvisation II (2 hours)

- DANC 3250 Somatics (3 hours)
- DANC 3550 Lighting and Costume Design for Dance I (1 hour)
- DANC 3560 Lighting and Costume Design for Dance II (1 hour)
- DANC 4310 Choreographic Project (3 hours)
- DANC 4400 Dance Pedagogy (3 hours)
- DANC 4410 Webster University Dance Ensemble (7 semesters; 0 hours)
- DANC 4900 Senior Seminar (1 hour)
- Additional advanced-level work in technique, (DANC 3250, DANC 3050 etc.) choreography, topics, independent study **or** DANC 2050, DANC 2060, DANC 2250, or DANC 3220 (3 hours)
- WRIT 1010 The Craft of College Writing (3 hours) **or** ENGL 2160 Creative Writing: Fiction (3 hours)
- EPMD 1000 Introduction to Media Production (3hours)
- THEA 1080 Studio Acting I (3 hours)
- ART 1000 Introduction to Studio Art (3 hours) **or** ART 3820 Performance Art (3 hours)
- MUSC 1000 Fundamentals of Musicianship (3 hours)

Data Analytics (BS)

This program is offered by the George Herbert Walker School of Business & Technology/Mathematics and Computer Science Department. It is available online and at the St. Louis home campus.

Program Description

Data analytics is widely embraced by companies to help executives in decision making. It allows companies to more accurately know what the business is doing and aims at enabling rich insights and better decision making. Data analytics encompasses a wide range of technologies to support analyzing business data, transforming information and generating intelligence. Technologies play important roles in the data analytics process and form the foundation of its architecture. More and more companies need knowledgeable people to perform analysis and gain the company's success through analytically focused strategies. There is a constant demand for data analysis and information analysts who can understand database, query data, perform activities in analytical processing, statistical analysis, forecasting and data mining. The program is created to meet this demand by helping students understand underlying concepts and methodologies that are used in the data analytics process. Students in the program will learn various technologies that support effective business decision making in today's increasingly competitive environment.

Students in the program will study concepts and principles in data analytics and the underlying building technologies. Students will experience a broad category of applications and techniques for gathering, storing, analyzing and providing access to data to help business users perform better decision making. The skill set learned from the program will enable students to take challenges in the process of transforming data to meaningful information and identifying new opportunities for the organization. This will better position them toward professional accomplishment in their lifelong learning process.

Learning Outcomes

- Students will be able to demonstrate critical thinking skills in the field of data analytics.
- Students will be able to demonstrate the ability to solve problems related to the program content.
- Students will be able to demonstrate an understanding of the concepts and principles of software systems.

- Students will be able to analyze, design and document a system component using appropriate data analytical techniques and models.
- Students will be able to demonstrate the ability to incorporate various data analytics elements.
- Students will be able to demonstrate an understanding of fundamental principles of data analytics systems and technologies.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 39 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

At least 21 of the required 39 credit hours must be taken at Webster University. All upper-level courses must be taken at Webster University.

Required Courses

- STAT 1100 Descriptive Statistics (3 hours)
- MATH 1360 Business Mathematics (3 hours)
- COAP 2560 Electronic Spreadsheet (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)
- CSIS 2300 Electronic Commerce (3 hours)
- CSIS 2500 Introduction to Data Science (3 hours)
- CSIS 3300 R Programming for Data Analytics (3 hours)
- CSIS 3410 Information Analysis (3 hours)
- CSIS 3700 Data Analytics Methods (3 hours)
- CSIS 4300 Database Systems (3 hours)
- CSIS 4310 Decision Support Systems (3 hours)
- CSIS 4320 Data Warehousing (3 hours)
- CSIS 4330 Data Mining (3 hours)

All core courses are available online.

Directing (BA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Conservatory of Theatre Arts and is only available at the St. Louis home campus.

Program Description

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Webster University's directing program is designed to educate student directors in the craft of stage direction, focusing on play analysis, visual storytelling, team collaboration and creative thinking. Directing students at Webster are exposed to a wide variety of coursework both in the department and across the campus. Classes in theatre include Voice, Movement and Acting; Visual History, Fundamentals of Design and Lighting; History of Theatre, Stage Management and Directing. In the senior year of study, students spend the fall semester abroad.

Learning Outcomes

At the end of their training, students will demonstrate an effective directing process that integrates their abilities to:

- Practice with skill each artistic discipline that makes up the team effort of theatre production, including acting, stage management and design.

- Analyze a play comprehensively, identifying and interpreting given circumstances, character relationships, objectives, themes and metaphors.
- Implement strong research skills that encompass theatrical style, historical context, biographical relevance and theatrical and visual metaphor.
- Display critical thinking and creative experimentation in their coursework and individual production work -- culminating in the senior capstone -- that allow for the presentation of plays through stage movement and pictures, character behavior and object/costume use.
- Participate in professional apprenticeship experiences through assistant director assignments in the Conservatory and in the Repertory Theatre St. Louis and model professional organizational, time-management, collaborative and leadership skills.
- Recognize cultural and historical forces that form the background for dramatic literature, culminating in a semester of study abroad senior year.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 69 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4020 *(Conservatory or approved equivalent)* (46 hours)
- THEA 3710, THEA 3720, THEA 4710, THEA 4720 Directing I-IV (8 hours)
- ENGL 4150 Shakespeare (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)
- THEA 4500 London Theatre (3 hours)

Economics (BA)

This program is offered by the George Herbert Walker School of Business & Technology/Business Department. It is available at select international campuses, but it is not available at the St. Louis home campus. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description

The bachelor of arts (BA) in economics provides a strong foundation for a career in business, government or for further study in economics, finance, law or other related disciplines. In addition to a solid foundation in economic theory, Webster's bachelor of arts in economics provides breadth by including required coursework in both mathematics and finance.

Learning Outcomes

- The student will demonstrate familiarity with the primary measures of economic performance (GDP, Price Level, Unemployment).
- The student will demonstrate proficiency in the use of the primary economic models (ISLM, Mundell-Fleming, Solow, Consumer Choice Theory, Price Optimization, Cournot Reaction Functions, Edgeworth Box and Game Theory).
- The student will demonstrate familiarity with basic financial concepts.
- The student will demonstrate proficiency with the application of the Time Value of Money.
- The student will demonstrate proficiency in the use of basic differential calculus to solve production or consumer optimization problems.
- The student will demonstrate proficiency in the interpretation of statistical information related to economic or financial data.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 44 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

ECON Core: 18 hours

- ECON 2000 Survey of Economics (3 hours)
- ECON 3000 Basic Economic Modelling (3 hours)
- ECON 3020 Intermediate Microeconomics (3 hours)
- ECON 3030 Intermediate Macroeconomics (3 hours)
- 3000-level or 4000-level ECON elective (3 hours)
- 3000-level or 4000-level ECON elective (3 hours)
- ECON 4000 Assessment Exam (0 hours)

Major Requirements: 23 hours

- 3000-level or 4000-level ECON elective (3 hours)
- ACCT 2010 Financial Accounting (3 hours)
- ACCT 2025 Managerial Accounting (3 hours)
- BUSN 2750 Introduction to Statistics (3 hours)
- FINC 3210 Principles of Finance (3 hours)
- MATH 1480 Precalculus (3 hours)
  or One additional ECON or FINC elective at the 3000-level or 4000-level (3 hours)
- MATH 1610 Calculus I (5 hours)

Walker School Professional Development Classes: 3 hours

- WSBT 2000 Career Exploration (1 hour)
- WSBT 2300 Personal Branding (1 hour)
- WSBT 2700 Career Management Strategies (1 hour)

Education (BA) with an Emphasis in Art K-12

This program is offered by the School of Education/Department of Teacher Education and is only available at the St. Louis home campus.

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 33 required credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3009 Practicum: Art K-12 (2 hours)
- EDUC 3199 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4982 Apprentice Teaching: Art K-12 (13 hours)

Additional Education and Content Courses for Certification

- ART 1110 Introduction to Drawing (3 hours)
- DESN 1210 Design Concepts (3 hours)
- ART 2410 Painting I (3 hours)
- ART 2315 Sculpture I (3 hours)
- ART 2530 Ceramics: Space (3 hours)
- ART 3630 Papermaking (3 hours)
- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers *(B- or better required)* (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 4180 Elementary Arts and Humanities Methods (3 hours)
- EDUC 4350 Arts and Humanities Methods (3 hours)
- EDUC 4380 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- 3 additional credits in ART **or** ARHS
- **ONE** of the following:
  - ART 2715 Fine Art Photography (3 hours)
  - ART 2610 Printmaking Concepts and Techniques (3 hours)
- **ONE** of the following:
  - ARHS 2210 Intercultural History of Art (3 hours)
  - ARHS 2320 Introduction to Asian Art (3 hours)
  - ARHS 2400 Indigenous Arts of the World (3 hours)
- Additional required certification coursework and electives to total minimum degree requirements

Admission to the Major

Students may be fully admitted to the major when the following criteria have been met:

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University. See the criteria listed below for a more detailed explanation of the requirements needed for entry into the Teacher Certification Program.

Admission to Teacher Certification

- Successful completion of all sections of the MoGEA exam or ACT score of 20 or better.
- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Passport 1 competencies met.

- Minimum cumulative GPA of 2.75 in college-level coursework, professional GPA of 3.0, and Content GPA (if applicable) of 3.0.

Note: Grades of C- or above are eligible for Certification requirements.

Students who have transferred in all of these course requirements should apply for entrance to the Teacher Certification program when they first meet with an academic advisor in the department.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status.

Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All students enrolled in apprentice teaching must participate in a mandatory seminar.

All undergraduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Application for Certification

All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Education (BA) with an Emphasis in Elementary Education

This program is offered by the School of Education/Department of Teacher Education and is only available at the St. Louis home campus.

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and

uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.

- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 33 required credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3000 Practicum: Elementary (2 hours)
- EDUC 3099 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4950 Apprentice Teaching: Elementary Primary (Grades 1-3) (13 hours)
  or EDUC 4960 Apprentice Teaching: Elementary Intermediate (Grades 4-6) (13 hours)

Additional Education and Content Courses for Certification

- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers *(B- or better required)* (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 4180 Elementary Arts and Humanities Methods (3 hours)
- EDUC 4190 Elementary STEM Methods (3 hours)
- EDUC 4220 Differentiated Mathematics Instruction (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (3 hours)

- EDUC 4270 Methods of Teaching Elementary Reading (3 hours)
- EDUC 4280 ELEM/SPED Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4290 ELEM/SPED Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- EDUC 4730 Language Development (3 hours)
- Additional required certification coursework and electives to total minimum degree requirements

Admission to the Major

Students may be fully admitted to the major when the following criteria have been met:

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University. See the criteria listed below for a more detailed explanation of the requirements needed for entry into the Teacher Certification Program.

Admission to Teacher Certification

- Successful completion of all sections of the MoGEA exam or ACT score of 20 or better.
- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Passport 1 competencies met.
- Minimum cumulative GPA of 2.75 in college-level coursework, professional GPA of 3.0, and Content GPA (if applicable) of 3.0.

Note: Grades of C- or above are eligible for Certification requirements.

Students who have transferred in all of these course requirements should apply for entrance to the Teacher Certification program when they first meet with an academic advisor in the department.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status.

Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All students enrolled in apprentice teaching must participate in a mandatory seminar.

All undergraduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Application for Certification

All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Education (BA) with an Emphasis in Middle School

This program is offered by the School of Education/Department of Teacher Education and is only available at the St. Louis home campus.

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 33 required credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3001 Practicum: MDSC Language Arts (2 hours)
  or EDUC 3002 Practicum: MDSC Math (2 hours)
  or EDUC 3003 Practicum: MDSC Science (2 hours)
  or EDUC 3004 Practicum: MDSC Social Science (2 hours)
- EDUC 3199 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4965 Apprentice Teaching: MDSC Language Arts (13 hours)
  or EDUC 4966 Apprentice Teaching: MDSC Math (13 hours)
  or EDUC 4967 Apprentice Teaching: MDSC Science (13 hours)
  or EDUC 4968 Apprentice Teaching: MDSC Social Science (13 hours)

Additional Education and Content Courses for Certification

All Areas:

- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers *(B- or better required)* (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 2240 Middle School Philosophy and History (3 hours)
- EDUC 4380 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4390 Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- PSYC elective (3 hours)
- Additional required certification coursework and electives to total minimum degree requirements

Language Arts:

- EDUC 3190 Young Adult Literature (3 hours)
- EDUC 4130 Writing Instruction (3 hours)
- EDUC 4350 Arts and Humanities Methods (3 hours)
- ENGL 3100 Modern Drama (3 hours)
  or ENGL 3130 Contemporary Drama (3 hours)
  or ENGL 4150 Shakespeare (3 hours)
- ENGL 2050 U.S. Literature (3 hours)
- ENGL 2086 U.S. Literature of Diversity (3 hours)
- ENGL 2020 British Literature I (3 hours)
  or ENGL 2030 British Literature II (3 hours)
  or ENGL 3900 Myth and Classical Literature (3 hours)

Majors

- ENGL 2600 Introduction to Linguistics (3 hours)

Social Studies:

- HIST 1100 World Civilization before 1500 (3 hours)
  or HIST 2200 History of Medieval Society (3 hours)
- HIST 1300 Colonial and Revolutionary America (3 hours)
- HIST 1310 Nineteenth-Century America (3 hours)
- HIST 1320 Twentieth-Century United States (3 hours)
- HIST 2230 The Age of Total War: Europe 1890-1945 (3 hours)
  or HIST 2240 Contemporary Europe: 1945-Present (3 hours)
  or INTL 1500 World Systems since 1500 (3 hours)
- EDUC 4350 Arts and Humanities Methods (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (3 hours)
  or Macro/Micro Economics **and** ANSO 1095 Introduction to Geography: World and Regional (6 hours)
- POLT 1060 Introduction to American Politics (3 hours)
- Social science elective (3 hours)

Mathematics:

- EDUC 4360 STEM Methods (3 hours)
- MATH 1430 College Algebra (3 hours)
- MATH 1440 Trigonometry (3 hours)
- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- **ONE** of the following (3 hours):
  - STAT 1100 Descriptive Statistics (3 hours)
  - STAT 3100 Inferential Statistics (3 hours)
  - MATH 2200 Statistics (3 hours)
- **ONE** of the following (3 hours):
  - MATH 3530 Modern Geometry (3 hours)
  - MATH 3510 Vector Geometry (3 hours)
- **TWO** of the following (6 hours):
  - MATH 2410 Discrete Mathematics (3 hours)
  - MATH 3130 Real Number System (3 hours)
  - MATH 3210 Data Mining Foundations (3 hours)
  - MATH 3220 Data Mining Methods (3 hours)
  - MATH 3610 Probability (3 hours)

If a student begins the College Mathematics sequence with Calculus I, the student needs to ensure they have 24 hours of mathematics (MATH) content.

Science:

- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
  or
  SCIN 1400 Physics for Poets (3 hours)
  and SCIN 1401 Physics for Poets: Lab (1 hour)
- SCIN 1470 Earth and the Universe (3 hours)
  and SCIN 1471 Earth and the Universe: Lab (1 hour)
- SCIN 1520 Environment with lab (3 hours)
  and SCIN 1521 Environment: Lab (1 hour)
- SCIN 1600 Physical Geology (3 hours)
  and SCIN 1601 Physical Geology: Lab (1 hour)
- EDUC 4360 STEM Methods (3 hours)

Admission to the Major

Students may be fully admitted to the major when the following criteria have been met:

- A grade of B or better in EDUC 2800 Foundations in Education.

- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University. See the criteria listed below for a more detailed explanation of the requirements needed for entry into the Teacher Certification Program.

Admission to Teacher Certification

- Successful completion of all sections of the MoGEA exam or ACT score of 20 or better.
- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Passport 1 competencies met.
- Minimum cumulative GPA of 2.75 in college-level coursework, professional GPA of 3.0, and Content GPA (if applicable) of 3.0.

Note: Grades of C- or above are eligible for Certification requirements.

Students who have transferred in all of these course requirements should apply for entrance to the Teacher Certification program when they first meet with an academic advisor in the department.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status.

Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All students enrolled in apprentice teaching must participate in a mandatory seminar.

All undergraduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Application for Certification

All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in

the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Education (BA) with an Emphasis in Secondary Biology

This program is offered by the School of Education/Department of Teacher Education and is only available at the St. Louis home campus.

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 33 required credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologise (3 hours)
- EDUC 3008 Practicum: Secondary Biology (2 hours)
- EDUC 3199 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4973 Apprentice Teaching: Secondary Biology (13 hours)

Additional Education and Content Courses for Certification

- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers *(B- or better required)* (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 4360 STEM Methods (3 hours)
- EDUC 4380 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4390 Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- PHIL 2300 Philosophy and Technology (3 hours)
  or PHIL 3310 Philosophy of Science (3 hours)

Biology Content

- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
  and BIOL 1561 Essentials of Biology II: Lab (1 hour)
- BIOL 2010 Evolution (3 hours)
- BIOL 3050 Genetics (3 hours)
  and BIOL Genetics: Lab (1 hour)
- Additional BIOL credit hours to equal 20 credit hours total to be determined by advisor and aligned with DESE matrix

Other Science Content

- BIOL 3200 Ecology (3 hours)
  and BIOL 3201 Ecology: Lab (1 hour)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
- SCIN 1470 Earth and Universe (3 hours)
  and SCIN 1471 Earth and Universe: Lab (1 hour)
- Additional required certification coursework and electives to total minimum degree requirements aligned with the DESE matrix

Admission to the Major

Students may be fully admitted to the major when the following criteria have been met:

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University. See the criteria listed below for a more detailed explanation of the requirements needed for entry into the Teacher Certification Program.

Admission to Teacher Certification

- Successful completion of all sections of the MoGEA exam or ACT score of 20 or better.
- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Passport 1 competencies met.
- Minimum cumulative GPA of 2.75 in college-level coursework, professional GPA of 3.0, and Content GPA (if applicable) of 3.0.

Note: Grades of C- or above are eligible for Certification requirements.

Students who have transferred in all of these course requirements should apply for entrance to the Teacher Certification program when they first meet with an academic advisor in the department.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status.

Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All students enrolled in apprentice teaching must participate in a mandatory seminar.

All undergraduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Application for Certification

All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Education (BA) with an Emphasis in Secondary Chemistry

This program is offered by the School of Education/Department of Teacher Education and is only available at the St. Louis home campus.

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 33 required credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)

- EDUC 3100 Learning, Teaching and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3016 Practicum: Secondary Chemistry (2 hours)
- EDUC 3199 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4974 Apprentice Teaching: Secondary Teaching (13 hours)

Additional Education and Content Courses for Certification

- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers *(B- or better required)* (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 4360 STEM Methods (3 hours)
- EDUC 4380 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4390 Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- PHIL 2300 Philosophy and Technology (3 hours)
  or PHIL 3310 Philosophy of Science (3 hours)

Chemistry Content

- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours)
  and CHEM 2101 Organic Chemistry I: Lab (1 hour)
- CHEM 2110 Organic Chemistry II (3 hours)
  and CHEM 2111 Organic Chemistry II: Lab (1 hour)
- CHEM 3100 Biochemistry I (3 hours)
  and CHEM 3101 Biochemistry I: Lab (1 hour)
- CHEM 3300 Analytic Chemistry I (3 hours)
  and CHEM 3301 Analytic Chemistry: Lab (1 hour)
- CHEM 3500 Physical Chemistry I (3 hours)
  and CHEM 3501 Physical Chemistry I: Lab (1 hour)

Other Science Content

- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
  and BIOL 1561 Essentials of Biology II: Lab (1 hour)
- PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
  or
  PHYS 1720 College Physics II (3 hours)
  and PHYS 1721 College Physics II: Lab (1 hour)
  or
  PHYS 2030 University Physics I (3 hours)
  and PHYS 2031 University Physics I: Lab (1 hour)
  or
  PHYS 2040 University Physics II (3 hours)
  and PHYS 2041 University Physics II: Lab (1 hour)
- SCIN 1100 Earth Science and the Environment (3 hours)
  and SCIN 1101 Earth Science and the Environment: Lab (1 hour)
  or
  SCIN 1470 Earth and Universe (3 hours)
  and SCIN 1471 Earth and Universe: Lab (1 hour)
  or
  SCIN 1600 Physical Geology (3 hours)
  and SCIN 1601 Physical Geology: Lab (1 hour)
- BIOL 3200 Ecology (3 hours)
  and BIOL 3201 Ecology: Lab (1 hour)

*Required certification coursework and electives to total minimum degree requirements aligned with the DESE matrix. Students may puruse a dual degree with a BS in science and must fulfill those requirements as well.

Admission to the Major

Students may be fully admitted to the major when the following criteria have been met:

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University. See the criteria listed below for a more detailed explanation of the requirements needed for entry into the Teacher Certification Program.

Admission to Teacher Certification

- Successful completion of all sections of the MoGEA exam or ACT score of 20 or better.
- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Passport 1 competencies met.
- Minimum cumulative GPA of 2.75 in college-level coursework, professional GPA of 3.0, and Content GPA (if applicable) of 3.0.

Note: Grades of C- or above are eligible for Certification requirements.

Students who have transferred in all of these course requirements should apply for entrance to the Teacher Certification program when they first meet with an academic advisor in the department.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status.

Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All

students enrolled in apprentice teaching must participate in a mandatory seminar.

All undergraduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Application for Certification

All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Education (BA) with an Emphasis in Secondary English

This program is offered by the School of Education/Department of Teacher Education and is only available at the St. Louis home campus.

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 33 required credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3005 Practicum: Secondary English (2 hours)
- EDUC 3199 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4970 Apprentice Teaching: Secondary English (13 hours)

Additional Education and Content Courses for Certification

- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers (3 hours)
- EDUC 3190 Young Adult Literature (3 hours)
- EDUC 4130 Writing Instruction (3 hours)
- EDUC 4350 Arts and Humanities Methods (3 hours)
- EDUC 4380 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4390 Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- ENGL 2050 U.S. Literature (3 hours)
- ENGL 2020 British Literature I (3 hours)
- ENGL 2030 British Literature II (3 hours)
- ENGL 2086 U.S. Literature of Diversity (3 hours)
- ENGL 4190 The Story of English (3 hours)
- ENGL 2600 Introduction to Linguistics (3 hours)
- A second written composition course (3 hours)
- **ONE** of the following:
    - ENGL 2150 Creative Writing: Poetry (3 hours)
    - ENGL 2160 Creative Writing: Fiction (3 hours)
    - ENGL 2170 Creative Writing: Playwriting (3 hours)
    - ENGL 2180 Creative Writing: Nonfiction (3 hours)
- Additional required certification coursework and electives to total minimum degree requirements

Admission to the Major

Students may be fully admitted to the major when the following criteria have been met:

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program

requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University. See the criteria listed below for a more detailed explanation of the requirements needed for entry into the Teacher Certification Program.

Admission to Teacher Certification

- Successful completion of all sections of the MoGEA exam or ACT score of 20 or better.
- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Passport 1 competencies met.
- Minimum cumulative GPA of 2.75 in college-level coursework, professional GPA of 3.0, and Content GPA (if applicable) of 3.0.

Note: Grades of C- or above are eligible for Certification requirements.

Students who have transferred in all of these course requirements should apply for entrance to the Teacher Certification program when they first meet with an academic advisor in the department.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status.

Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All students enrolled in apprentice teaching must participate in a mandatory seminar.

All undergraduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Application for Certification

All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Education (BA) with an Emphasis in Secondary Mathematics

This program is offered by the School of Education/Department of Teacher Education and is only available at the St. Louis home campus.

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 33 required credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)

Majors

- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3006 Practicum: Secondary Mathematics (2 hours)
- EDUC 3199 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4971 Apprentice Teaching: Secondary Mathematics (13 hours)

Additional Education and Content Courses for Certification

- COSC 1550 Computer Programming I (3 hours)
- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers *(B- or better required)* (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 4360 STEM Methods (3 hours)
- EDUC 4380 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4390 Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- MATH 3000 Calculus III (5 hours)
- **ONE** of the following:
  - MATH 2410 Discrete Mathematics (3 hours)
  - MATH 3030 Theory of Equations (3 hours)
  - MATH 3500 Introductions to Algebraic Structures (3 hours)
- **ONE** of the following:
  - MATH 3510 Vector Geometry (3 hours)
  - MATH 3530 Modern Geometry (3 hours)
- **12 credit hours from three areas listed:**
  - MATH 3050 History of Mathematics (3 hours)
  - MATH 3130 Real Number System (3 hours)
  - MATH 3300 Introduction to Number Theory (3 hours)
  - MATH 3040 Differential Equations (3 hours)
    and/or MATH 3070 Calculus IV (3 hours)
  - MATH 2200 Statistics (3 hours)
    and/or MATH 3210 (3 hours)
    and/or MATH 3610 Probability (3 hours)
    and/or STAT 3100 Inferential Statistics (3 hours)
  - COSC 1560 Computer Programming II (3 hours)
  - MATH 3160 Linear Algebra (3 hours)
- Additional required certification coursework and electives to total minimum degree requirements

Admission to the Major

Students may be fully admitted to the major when the following criteria have been met:

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary

Education (DESE) and Webster University. See the criteria listed below for a more detailed explanation of the requirements needed for entry into the Teacher Certification Program.

Admission to Teacher Certification

- Successful completion of all sections of the MoGEA exam or ACT score of 20 or better.
- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Passport 1 competencies met.
- Minimum cumulative GPA of 2.75 in college-level coursework, professional GPA of 3.0, and Content GPA (if applicable) of 3.0.

Note: Grades of C- or above are eligible for Certification requirements.

Students who have transferred in all of these course requirements should apply for entrance to the Teacher Certification program when they first meet with an academic advisor in the department.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status.

Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All students enrolled in apprentice teaching must participate in a mandatory seminar.

All undergraduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Application for Certification

All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Education (BA) with an Emphasis in Secondary Social Science

This program is offered by the School of Education/Department of Teacher Education and is only available at the St. Louis home campus.

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 33 required credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3007 Practicum: Secondary Social Science (2 hours)
- EDUC 3199 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)

- EDUC 4972 Apprentice Teaching: Secondary Social Science (13 hours)

Additional Education and Content Courses for Certification

- ANSO 1095 Introduction to Geography: World and Regional (3 hours)
- Macro/Micro Economics (3 hours)
  or ECON 2000 Survey of Economics (3 hours)
- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers *(B- or better required)* (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 4350 Arts and Humanities Methods (3 hours)
- EDUC 4380 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4390 Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- HIST 1100 World Civilization before 1500 (3 hours)
  or HIST 2200 History of Medieval Society (3 hours)
  or HIST 2210 Renaissance and Reformation (3 hours)
- HIST 1300 Colonial and Revolutionary America (3 hours)
- HIST 1310 Nineteenth-Century America (3 hours)
- HIST 1320 Twentieth-Century United States (3 hours)
- INTL 1500 World Systems since 1500 (3 hours)
- POLT 1060 Introduction to American Politics (3 hours)
- American History Elective
- Political Science Elective
- Psychology **or** Anthropology **or** Sociology Electives (6 hours)
- **ONE** of the following:
  - HIST 2030 Topics in Asian History (3 hours)
  - HIST 2040 Topics in Latin American History (3 hours)
  - HIST 2050 Topics in African History (3 hours)
  - HIST 2070 Topics in Non-Western History (3 hours)
  - HIST 2230 The Age of Total War: Europe 1890-1945 (3 hours)
  - HIST 2240 Contemporary Europe: 1945-Present (3 hours)
- Additional required certification coursework and electives to total minimum degree requirements

Admission to the Major

Students may be fully admitted to the major when the following criteria have been met:

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University. See the criteria listed below for a more detailed explanation of the requirements needed for entry into the Teacher Certification Program.

Admission to Teacher Certification

- Successful completion of all sections of the MoGEA exam or ACT score of 20 or better.

- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Passport 1 competencies met.
- Minimum cumulative GPA of 2.75 in college-level coursework, professional GPA of 3.0, and Content GPA (if applicable) of 3.0.

Note: Grades of C- or above are eligible for Certification requirements.

Students who have transferred in all of these course requirements should apply for entrance to the Teacher Certification program when they first meet with an academic advisor in the department.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status.

Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All students enrolled in apprentice teaching must participate in a mandatory seminar.

All undergraduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Application for Certification

All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Education (BA) with an Emphasis in Special Education

This program is offered by the School of Education/Department of Teacher Education and is only available at the St. Louis home campus.

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of

pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 33 required credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours) **or** PSYC 3350 Cognitive Psychology (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3015 Practicum: K-12 Special Education (2 hours)
- EDUC 3199 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4950 Apprentice Teaching: Elementary Primary (Grades 1-3) (13 hours) **or** EDUC 4960 Apprentice Teaching: Elementary Intermediate (Grades 4-6) (13 hours) **or** EDUC 4980 Apprentice Teaching: Special Education* (Grades K-12) (13 hours)

*Initial teaching certificate is determined by apprentice teaching placement

Additional Education and Content Courses for Certification

- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers *(B- or better required)* (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 4190 Elementary STEM Methods (3 hours)
- EDUC 4220 Differentiated Mathematics Instruction (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (3 hours)
- EDUC 4270 Methods of Teaching Elementary Reading (3 hours)
- EDUC 4280 ELEM/SPED Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4290 ELEM/SPED Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- EDUC 4450 Psychoeducational Assessment (3 hours)
- EDUC 4460 Methods of Teaching Students with Mild/ Moderate Disabilities I (3 hours)
- EDUC 4470 Methods of Teaching Students with Mild/ Moderate Disabilities II (3 hours)
- EDUC 4480 Special Education Counseling for Life Transitions (3 hours)
- EDUC 4730 Language Development (3 hours)
- Additional required certification coursework and electives to total minimum degree requirements

Admission to the Major

Students may be fully admitted to the major when the following criteria have been met:

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University. See the criteria listed below for a more detailed explanation of the requirements needed for entry into the Teacher Certification Program.

Admission to Teacher Certification

- Successful completion of all sections of the MoGEA exam or ACT score of 20 or better.
- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Passport 1 competencies met.

- Minimum cumulative GPA of 2.75 in college-level coursework, professional GPA of 3.0, and Content GPA (if applicable) of 3.0.

Note: Grades of C- or above are eligible for Certification requirements.

Students who have transferred in all of these course requirements should apply for entrance to the Teacher Certification program when they first meet with an academic advisor in the department.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status.

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All undergraduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Application for Certification

All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Education (BA) with an Emphasis in World Languages

This program is offered by the School of Education/Department of Teacher Education and is only available at the St. Louis home campus.

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and

uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.

- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 33 required credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3012 Practicum: K-12 French (2 hours)
  or EDUC 3013 Practicum: K-12 German (2 hours)
  or EDUC 3014 Practicum: K-12 Spanish (2 hours)
- EDUC 3199 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4985 Apprentice Teaching: World Languages K-12: French (13 hours)
  or EDUC 4986 Apprentice Teaching: K-12 World Languages: German (13 hours)
  or EDUC 4987 Apprentice Teaching: K-12 World Languages: Spanish (13 hours)

Additional Education and Content Courses for Certification

- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers *(B- or better required)* (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 4350 Arts and Humanities Methods (3 hours)
- EDUC 4380 Teaching Reading and Writing in the Content Areas (3 hours)

- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- 30 semester hours in French, German, or Spanish w/ no grade below a C-

Admission to the Major

Students may be fully admitted to the major when the following criteria have been met:

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University. See the criteria listed below for a more detailed explanation of the requirements needed for entry into the Teacher Certification Program.

Admission to Teacher Certification

- Successful completion of all sections of the MoGEA exam or ACT score of 20 or better.
- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Passport 1 competencies met.
- Minimum cumulative GPA of 2.75 in college-level coursework, professional GPA of 3.0, and Content GPA (if applicable) of 3.0.

Note: Grades of C- or above are eligible for Certification requirements.

Students who have transferred in all of these course requirements should apply for entrance to the Teacher Certification program when they first meet with an academic advisor in the department.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15 for a Spring placement and by February 15 for a Fall placement.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status.

Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All

students enrolled in apprentice teaching must participate in a mandatory seminar.

All undergraduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Application for Certification

All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Educational Studies (BA)

This program is offered by the School of Education/Department of Teacher Education. It is available online and at the St. Louis home campus.

This degree does not lead to K-12 teacher certification.

Program Description

The educational studies major focuses on both the art and science of instruction across a broad range of contexts. The influence of philosophy, sociology and psychology are examined to understand their impact on community engagement in today's world. This degree does not lead to K-12 teacher certification but focuses on a scholarly examination of learning and informal learning environments in classrooms, as well as informal educational settings within the larger community. This major is also appropriate for individuals interested in pursuing as emphasis in sustainability studies, international human rights, entrepreneurship or leadership.

Learning Outcomes

Upon completion of the program, students should be able to:

- Demonstrate familiarity with the major philosophical and sociological perspectives concerning schooling.
- Understand and apply principles of developmental psychology to learners in formal and informal educational settings.
- Demonstrate familiarity with current issues in education.
- Understand and use research to evaluate educational practices.
- Explore options for applying their educational knowledge and skills in professional/occupational pursuits.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching and Assessment (3 hours)
- EDUC 2800 Foundations of Education (3 hours)
- EDUC 3650 Instructional Design (3 hours)
- EDUC 4620 Educational Internship (3 hours)

- EDUC 4650 Educational Research Senior Overview (3 hours)

One of the following:

- PSYC 2200 Child Psychology (3 hours)
- PSYC 2250 Adolescent Psychology (3 hours)
- PSYC 2300 Lifespan Development (3 hours)

Professional elective courses:

Option One:
15 hours of EDUC courses at the 3000-level or higher to complete credits as determined by an advisor.

Option Two: Community Engagement
15 hours of required coursework:

- Sustainability
  SUST 1000 Introduction to Sustainability Studies (3 hours)
- International Human Rights
  HRTS 1100 Introduction to Human Rights (3 hours)
- Entrepreneurship
  MNGT 2700 Introduction to Entrepreneurship and Small Business Management (3 hours)
- Leadership
  EDEX 2750 Student Leadership Development (3 hours)
- Advisor approved elective (3 hours)

Option Three: Sustainability Studies or International Human Rights or Entrepreneurship
15 hours of required course work in one of three areas:

- Sustainability Studies (15 hours)
  (See course listings under sustainability studies minor)
- International Human Rights (15 hours)
  (See course listings under international human rights minor or certificate)
- Entrepreneurship (15 hours)
  (See course listings under entrepreneurship certificate)

Special Requirements

Courses completed with a grade below C- do not count toward fulfilling the specific course requirements of the major. The pass/fail option is not available for courses that students wish to apply toward their major or toward their Global Citizenship Program requirements. A GPA of 3.0 is required for courses in the major and an overall GPA of 2.5 is required.

English (BA)

This program is offered by the College of Arts & Sciences/English Department. It is available at the St. Louis home campus and at the Athens campus.

Program Description

In this major, students engage not only with the aesthetics dimensions of literature, but also with the values, views and dynamics of a given and historical context. In small classes and seminars, students are given multiple opportunities to develop their skills in literary analysis, critical writing and oral expression. Outstanding student essays are selected by faculty to be published each spring in our literary journal, *The Mercury*.

Students interested in focusing on dramatic literature can choose the drama and playwriting emphasis, available only at the St. Louis home campus.

See also the English Department website (external to catalog).

Learning Outcomes

Upon completion of the program, students will be able to:

- Apply knowledge of historical, cultural and generic contexts in order to analyze the canonical works and major periods of American and British literature as well as some lesser-known works within and outside that canon (including global literature).
- Compose thesis-driven, textually-supported literary analyses that apply the conventions of literary study, including close reading and MLA style.
- Identify and evaluate appropriate research sources, incorporate those sources into well-documented writing and formulate their own arguments based at least in part on those sources.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

English courses completed with a grade lower than C- do not count toward fulfilling the specific course requirements of the major.

Each student must complete at least 12 credit hours of courses for the major at the 3000-level or 4000-level.

At least 21 credit hours within the major must be completed at Webster University.

International Language Requirement

- A minimum of three hours in a non-native language is required in addition to the requirements for the major. Courses used toward the international language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credits at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
- For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum

The 36 credit hours required for the English major include the following:

Core Courses (12 hours)

- ENGL 1900 Introductory Seminar in Literary Analysis (3 hours)
- ENGL 2020 British Literature I (3 hours)
- ENGL 2030 British Literature II (3 hours)
- ENGL 2050 U.S. Literature (3 hours)
- ENGL 4600 Portfolio Review *(in the final semester of study)* (0 hours)

Required Courses by Category* (24 hours)

Genre (3 hours)

- ENGL 2035 History of the Novel (3 hours)
- ENGL 2300 Worlds of Romance (3 hours)
- ENGL 2400 The Short Story (3 hours)
- ENGL 2500 Global Dramatic Literature (3 hours)
- ENGL 3030 Topics in Poetry (3 hours)
- ENGL 3040 Topics in Fiction (3 hours)
- ENGL 3050 Topics in Drama (3 hours)
- ENGL 3100 Modern Drama (3 hours)
- ENGL 3130 Contemporary Drama (3 hours)
- ENGL 3190 Comedy and Satire (3 hours)
- ENGL 3210 Tragic Themes (3 hours)
- ENGL 3300 20th Century American Poetry (3 hours)
- ENGL 3900 Myth and Classical Literature (3 hours)

Author (3 hours)

- ENGL 4130 Seminar in a Single Author (3 hours)
- ENGL 4150 Shakespeare (3 hours)

Social Issues (3 hours)

- ENGL 2086 U.S. Literature of Diversity (3 hours)
- ENGL 2120 Literature of Oppression and Resistance (3 hours)
- ENGL 3140 Women and Literature (3 hours)

Global (3 hours)

- ENGL 2300 Worlds of Romance (3 hours)
- ENGL 2500 Global Dramatic Literature (3 hours)
- ENGL 2600 Introduction to Linguistics (3 hours)
- ENGL 3190 Comedy and Satire (3 hours)
- ENGL 3900 Myth and Classical Literature (3 hours)
- ENGL 4000 Myth and Modern Literature (3 hours)
- ENGL 4030 Literature of Latin America (3 hours)

History and Criticism (3 hours)

- ENGL 4190 The Story of English (3 hours)
- ENGL 4500 Literary Criticism (3 hours)

Advanced Writing (3 hours)

- Any course with the WRIT prefix at the 2000-level or above.

ENGL Electives (6 hours)

- Any courses with the ENGL prefix.

*ENGL 2110, ENGL 2210 and ENGL 3500 may be used for any category with an appropriate topic.

Admission

Students who are interested in applying to this degree program should see the Admission section of this catalog for general requirements. For more information, contact the English Department directly.

English (BA) with an Emphasis in Drama and Playwriting

This program is offered by the College of Arts & Sciences/English Department and is only available at the St. Louis home campus.

Program Description

The English major with an emphasis in drama and playwriting provides students with the literary and analytical skills they will need as teachers, writers, scholars and theatre professionals. Their literature and theatre history classes will ground them in our rich legacy of dramatic literature from the ancient to the modern eras, encompassing classic as well as contemporary dramatic work from Asia, Africa, Europe and the Americas. In all their literature classes, students will engage not only with the aesthetic dimensions of literature, but also with the values, views and dynamics of a given cultural and historical context. Playwriting workshops give them the opportunity to develop their own skills as writers and develop an appreciation for the craft of other writers.

Learning Outcomes

Upon completion of the program, students will be able to:

- Apply knowledge of historical, cultural and generic contexts in order to analyze the canonical works and major periods of American and British literature as well as some lesser-known works within and outside that canon (including global literature).
- Interpret major works of dramatic literature from the ancient to the contemporary eras within and across historical and cultural contexts.
- Produce original dramatic work, thereby demonstrating the ability to put theory into practice.
- Compose thesis-driven, textually-supported literary analyses that apply the conventions of literary study, including close reading and MLA style.
- Identify and evaluate appropriate research sources, incorporate those sources into well-documented writing and formulate their own arguments based at least in part on those sources.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

English courses completed with a grade lower than C- do not count toward fulfilling the specific course requirements of the major.

Each student must complete at least 12 credit hours of courses for the major at the 3000-level or 4000-level.

At least 21 credit hours within the major must be completed at Webster University.

International Language Requirement

- A minimum of three hours in a non-native language is required in addition to the requirements for the major. Courses used toward the international language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credits at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
- For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum

The 36 credit hours required for the English major include the following:

Core Courses (12 hours)

- ENGL 1900 Introductory Seminar in Literary Analysis (3 hours)
- ENGL 2020 British Literature I (3 hours)
- ENGL 2030 British Literature II (3 hours)
- ENGL 2050 U.S. Literature (3 hours)
- ENGL 4600 Portfolio Review *(in the final semester of study)* (0 hours)

Drama and Playwriting Courses (24 hours)

- ENGL 2500 Global Dramatic Literature (3 hours)
- Playwriting (6 hours):
  ENGL 2170 Creative Writing: Playwriting (3 hours)
  and/or ENGL 4400 Advanced Writing Workshop: Playwriting (3 hours)

15 credit hours from the following list*:

- ENGL 2110 Perspectives (3 hours)
- ENGL 2210 Adaptations (3 hours)
- ENGL 2250 Literary London (3 hours)
- ENGL 3050 Topics in Drama (3 hours)
- ENGL 3100 Modern Drama (3 hours)
- ENGL 3130 Contemporary Drama (3 hours)
- ENGL 3190 Comedy and Satire (3 hours)
- ENGL 3210 Tragic Themes (3 hours)
- ENGL 3500 Contexts (3 hours)
- ENGL 4150 Shakespeare (3 hours)
- ENGL 4500 Literary Criticism (3 hours)
- SCPT 3110 Script Analysis (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)
- THEA 3040 Topics in Theatre (3 hours)

*ENGL 2110 and ENGL 3500 may be used with an appropriate topic

Note: Theatre arts courses listed above are considered, for this emphasis, to be in the English department.

Admission

Students who are interested in applying to this degree program should see the Admission section of this catalog for general requirements. For more information, contact the English Department directly.

Exercise Science (BS)

This program is offered by the College of Arts & Sciences/ Biological Sciences Department and is only available at the St. Louis home campus.

Program Description

The bachelor of science (BS) in exercise science provides an excellent academic foundation for students choosing to pursue graduate and professional degrees in a wide array of health careers, such as exercise physiology, occupational therapy, physical therapy, medicine and athletic training. Because these

fields require post-baccalaureate degrees, students will need to take additional prerequisites that apply to their field of interest. Students who choose not to pursue a post-baccalaureate degree can pursue a career as a personal trainer, wellness coordinator, strength and conditioning coach or in corporate wellness.

Learning Outcomes

Upon completion of the exercise science program, students will be able to:

- Demonstrate basic knowledge of biology, chemistry and physics.
- Demonstrate basic knowledge of human movement.
- Demonstrate knowledge of effective analysis of kinesiology concepts.
- Demonstrate skill in applied kinesiology, in the effective use of problem-solving techniques and in intelligent decision-making skills in clinical settings.
- Demonstrate tolerance and understanding of diverse populations, responsible citizenship, a professional attitude and ethical behavior.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 71 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Students must complete all courses in the major with a grade of C- or better.

Curriculum

The 71 credit hours required for the exercise science major include the following:

- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 3150 Nutrition (3 hours)
- BIOL 3010 Human Anatomy & Physiology I (3 hours)
  and BIOL 3011 Human Anatomy & Physiology I: Lab (1 hour)
- BIOL 3020 Human Anatomy & Physiology II (3 hours)
  and BIOL 3021 Human Anatomy & Physiology II: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- BIOL 4430 Senior Thesis for BS in Biological Science (4 hours)
- EXSC 1318 Careers in Exercise Science (1 hour)
- EXSC 1400 Foundations of Exercise Science (3 hours)
- EXSC 2100 Coaching Health and Human Performance (2 hours)
- EXSC 2356 Principles of Athletic Training (3 hours)
- EXSC 3050 Exercise Physiology (3 hours)
- EXSC 3250 Kinesiology (3 hours)
  and EXSC 3251 Exercise Kinesiology: Lab (1 hour)
- EXSC 4680 Exercise Prescription and Testing (3 hours)
  and EXSC 4681 Exercise Testing and Prescription: Lab (1 hour)
- EXSC 4683 Exercise Prescription for Special Populations (3 hours)
- EXSC 4875 Exercise Science Internship (3 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
- PHYS 1720 College Physics II (3 hours)
  and PHYS 1721 College Physics II: Lab (1 hour)
- PSYC 2300 Lifespan Development (3 hours)
- STAT 3100 Inferential Statistics (3 hours)
  or MATH 2200 Statistics (3 hours)
  or PSYC 2750 Introduction to Measurement and Statistics (3 hours)

Dual Major Option: Psychological Science/Exercise Science

Students who wish to pursue a dual major in exercise science and psychological science may do so. The two majors cannot be awarded separately or sequentially under this arrangement.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog. For information on the general requirements for dual degrees, see Dual Majors and Dual Degrees under the Academic Policies and Information section of this catalog.

- 119 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations*

*All students pursuing a dual degree will complete the Global Citizenship Program requirements of one of the programs. Students should review the GCP accommodations for each degree before making their selection of which GCP program to pursue.

Curriculum

- WRIT 1010 The Craft of College Writing (3 hours)
- MATH 1430 College Algebra (3 hours)
- BIOL 1040 Human Genetics (3 hours)
- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (1 hour)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 2975 Sophomore Assessment (0 hours)
- PSYC 3025 Psychology and Ethics (2 hours)
- PSYC 4750 Advanced Statistics (3 hours)
- PSYC 4825 Senior Thesis (3 hours)
- PSYC 4925 Senior Capstone: History, Philosophy and Systems of Psychology (3 hours)
- PSYC 4950 Senior Assessment (0 hours)
- Psychology electives *(at least 3 hours at the 4000-level)* (6 hours)
- Psychology content areas (15 hours)
- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 3150 Nutrition (3 hours)
- BIOL 3010 Human Anatomy & Physiology I (3 hours)
  and BIOL 3011 Human Anatomy & Physiology I: Lab (1 hour)
- BIOL 3020 Human Anatomy & Physiology II (3 hours)
  and BIOL 3021 Human Anatomy & Physiology II: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- BIOL 4430 Senior Thesis for BS in Biological Sciences (4 hours)
- EXSC 1318 Careers in Exercise Science (1 hour)
- EXSC 1400 Foundations of Exercise Science (3 hours)
- EXSC 2100 Coaching Health and Human Performance (2 hours)
- EXSC 2356 Principles of Athletic Training (3 hours)
- EXSC 3050 Exercise Physiology (3 hours)
- EXSC 3250 Kinesiology (3 hours)
  and EXSC 3251 Exercise Kinesiology: Lab (1 hour)

- EXSC 4680 Exercise Prescription and Testing (3 hours)
  and EXSC 4681 Exercise Testing and Prescription: Lab (1 hour)
- EXSC 4683 Exercise Prescription for Special Populations (3 hours)
- EXSC 4875 Exercise Science Internship (3 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
- PHYS 1720 College Physics II (3 hours)
  and PHYS 1721 College Physics II: Lab (1 hour)

Film Studies (BA)

This program is offered by School of Communications/Electronic and Photographic Media Department and is only available at the St. Louis home campus.

Program Description

The film studies major is designed to provide students with a comprehensive theoretical study of film. Students develop an understanding of film history and aesthetics, as well as critical approaches to the study of film. Upper-level courses focus on in-depth analysis of film genres, filmmakers or international cinema. Film studies courses move from general survey to specific, in-depth studies of a genre, filmmaker or theory.

Learning Outcomes

Successful graduates of this program will be able to:

- Demonstrate a broad understanding of global film history, including cultural, historical and social contexts.
- Identify critical approaches to the study of film theory and aesthetics.
- Articulate knowledge of film studies and critical thinking skills through research papers and oral presentations.
- Apply proficiency in film theory knowledge to internships (when applicable) and future careers using film studies as a pre-professional occupation for film studies publishing, teaching and research, film restoration and archiving, film festival curating and film distribution.

Portfolio Review Course Requirements

- EPMD 1000 Introduction to Media Production
- FLST 1000 Film and Television Appreciation
- FLST 2050 History of Film
- FLST 2060 Modern World Cinema

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- EPMD 1000 Introduction to Media Production (3 hours)
  or ENGL 1900 Introductory Seminar in Literary Analysis (3 hours)
- FLST 1000 Film and Television Appreciation (3 hours)
- FLST 2050 History of Film (3 hours)
- FLST 2060 Modern World Cinema (3 hours)

- FLST 4160 Survey of Film Theory and Criticism (3 hours)
- FLST 4620 Senior Overview* (3 hours)
  or MDST 4950 Internship* (3 hours)
- SCPT 3110 Script Analysis (3 hours)

*Capstone Course

Area of Specialization

In addition, students must complete five of the following three-credit hour courses:

- FLST 2070 History of Animation (3 hours)
- FLST 3160 Topics in Film Studies (3 hours)
- FLST 3170 Topics in Documentary Film Studies (3 hours)
- ENGL 2210 Adaptations (3 hours)
- GAME 3500 History of Video Games (3 hours)
- PHOT 2040 History of Photography (3 hours)
- THEA 2060 Introduction to Dramaturgy and Play Analysis (3 hours)

Film, Television and Video Production (BA)

This program is offered by the School of Communications/ Electronic and Photographic Media Department and is only available at the St. Louis home campus.

Program Description

Creators of film, television and video productions build the lens through which the world observes and understands itself. The film, television and video production degree at Webster University prepares students to be visual storytellers, idea shapers, entertainers, artists and communicators. Film/video is an art, a craft, a business, a passion and a way of life; it is inherently technical, theoretical and aesthetic.

Our program prepares students in each of these areas, ensuring that they are ready to enter any facet of the industry upon graduation. Whether students want to be a director, cinematographer, editor, visual effects or motion graphics artist, producer, gaffer, grip or any of the many other jobs available, this degree provides the theoretical and practical knowledge needed to succeed by placing students in real-world production environments at every level, starting from the moment they arrive, using industry-standard equipment and software. Students will learn fiction, nonfiction and experimental approaches; they will then be given the opportunity to specialize as their own path dictates.

Learning Outcomes

Successful graduates of this program will be able to:

- Plan, organize and execute a film and/or video production at fundamental levels.
- Demonstrate proficiency with several basic cinematography tasks.
- Demonstrate proficiency with several basic postproduction tasks.
- Personalize the mediums of film and video theoretically, aesthetically and technically.
- Demonstrate proficiency at industry standard levels of at least one area of concentration.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 54 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

Required: 33 hours

FTVP 0501, FTVP 0502, or FTVP 0503 Program Meeting is required every semester for students enrolled in FTVP courses.

- FTVP 0501 Program Meeting (0 hours)
  or FTVP 0502 Program Meeting (0 hours)
  or FTVP 0503 Program Meeting (0 hours)
- FTVP 1100 Produce and Direct (3 hours)
- FTVP 1200 Camera and Light (3 hours)
- FTVP 1300 Edit and Color (3 hours)
- FTVP 1400 Graphics and Effects (3 hours)
- AUDI 1000 Audio Production for Non-Majors (3 hours)
- FLST 1000 Film and Television Appreciation (3 hours)
- FTVP 2100 Advanced Producing (3 hours)
  or FTVP 2150 Advanced Directing (3 hours)
  or FTVP 2200 Advanced Camera and Light (3 hours)
  or FTVP 2300 Advanced Edit and Color (3 hours)
- FTVP 3100 Experimental Film and Video (3 hours)
  or FTVP 3110 Documentary Production (3 hours)
  or FTVP 3120 Narrative Filmmaking (3 hours)
- FTVP 3500 Production House (3 hours)
- FTVP 4000 Professional Development in Film, Television, and Video Production (3 hours)
- MDST 4950 Internship* (3-6 hours)
  or FTVP 4200 Senior Overview* (3-6 hours)

*Capstone course

Skills: 12 hours

- FTVP 2100 Advanced Producing (3 hours)
- FTVP 2150 Advanced Directing (3 hours)
- FTVP 2200 Advanced Camera and Light (3 hours)
- FTVP 2300 Advanced Edit and Color (3 hours)
- FTVP 2400 Motion Graphics (3 hours)
- FTVP 2450 Visual Effects (3 hours)
- FTVP 2500 Event and Studio Production (3 hours)
- FTVP 3000 StoryLab (3 hours)
- FTVP 3100 Experimental Film and Video (3 hours)
- FTVP 3110 Documentary Production (3 hours)
- FTVP 3120 Narrative Filmmaking (3 hours)
- FTVP 3150 Topics in Film, Television or Video Production (3 hours)
- FTVP 3210 Cinematography (3 hours)
- FTVP 3300 The Socially Responsible Filmmaker (3 hours)
- SCPT 3300 Writing the Short Script (3 hours)

Theory: 9 hours

- FLST 2050 History of Film (3 hours)
- FLST 2060 Modern World Cinema (3 hours)
- FLST 2070 History of Animation (3 hours)
- FLST 3160 Topics in Film Studies (3 hours)
- FLST 3170 Topics in Documentary Film Studies (3 hours)
- FLST 4160 Survey of Film Theory and Criticism (3 hours)
- JOUR 2070 History of Broadcasting (3 hours)
- MDST 2100 Media Literacy (3 hours)

Areas of Study

Although any combination of these courses can be taken to fulfill the degree requirements, courses can be grouped by areas for students who want to focus on a particular aspect within film, television and video production.

Producing and Directing Narrative Films

- FTVP 2100 Advanced Producing (3 hours)
- FTVP 2150 Advanced Directing (3 hours)
- FTVP 3300 The Socially Responsible Filmmaker (3 hours)
- FLST 2050 History of Film (3 hours)
- FLST 2060 Modern World Cinema (3 hours)
- SCPT 3300 Writing the Short Script (3 hours)

Documentary Film and Video

- FTVP 2300 Advanced Edit and Color (3 hours)
- FTVP 3110 Documentary Production (3 hours)
- FLST 3170 Topics in Documentary Film Studies (3 hours)
- FTVP 3300 The Socially Responsible Filmmaker (3 hours)

Cinematography

- FTVP 2200 Advanced Camera and Light (3 hours)
- FTVP 3210 Cinematography (3 hours)
- PHOT 1000 Photo I (3 hours)
- PHOT 2000 Photo II (3 hours)

Postproduction

- FTVP 2300 Advanced Edit and Color (3 hours)
- FTVP 2400 Motion Graphics (3 hours)
- FTVP 2450 Visual Effects (3 hours)

Finance (BS)

This program is offered by the George Herbert Walker School of Business & Technology/Business Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description

The field of finance blends economics, accounting and other business disciplines with the goal of making financially sound business decisions. Financial tools and methodologies are of crucial importance for both small and large businesses. Important areas of finance include raising capital, making investments and understanding financial markets.

In addition to completing the core business curriculum requirements, students taking a major in finance will study the three general areas of finance: corporate finance, investments and financial markets and institutions. Students will complete at least one advanced course in each area after completion of the principles-level course. After completion of the finance core, students have choices to tailor their program according to their interests and career outlook. Students desiring to take advanced certification, such as the CFA (Chartered Financial Analyst) or CFP (Certified Financial Planner), are encouraged to take Financial Statement Analysis, International Finance and Advanced Investments. All finance majors will complete the business school's common core capstone course.

The BS in finance is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students can apply time value of money techniques to security valuation.
- Students can evaluate the financial strength of a corporation and analyze capital budgeting decisions.

- Students can understand the risk-return relationship and can estimate appropriate rates of return.
- Students can describe the intermediation services provided by financial institutions.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 45 hours BS in business administration core curriculum
- 21 finance major required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the finance BS
- Electives

Global Citizenship Program for Finance BS

Requirements are modified to allow MATH 1430 to satisfy both a requirement of the major and also the GCP 'Quantitative Literacy' requirement.

Required Finance Courses

- FINC 3600 Financial Management (3 hours)
- FINC 3800 Financial Markets and Institutions (3 hours)
- FINC 4210 Investments (3 hours)
- Elective Options (12 hours)

Four courses must be selected from the following list. Two of the four courses (6 credit hours) must be FINC prefix courses. No more than 3 hours of internship credit (BUSN 4950) may be used to satisfy degree requirements. Internship credit must be in the area of finance.

- FINC 4220 Financial Statement Analysis (3 hours)
- FINC 4300 International Finance (3 hours)
- FINC 4610 Advanced Investments (3 hours)
- ECON 3030 Intermediate Macroeconomics (3 hours)
- ECON 3020 Intermediate Microeconomics (3 hours)
- ECON 3200 Money and Banking (3 hours)
- ACCT 3030 Intermediate Accounting I (3 hours)
- ACCT 3040 Intermediate Accounting II (3 hours)
- ACCT 3085 Federal Tax Accounting (3 hours)
- ACCT 4600 Business Valuation (3 hours)
- BUSN 4950 Internship (3 hours)

Games and Game Design (BA)

This program is offered by the School of Communications/ Electronic and Photographic Media Department and is only available at the St. Louis home campus.

Program Description

The BA in games and game design offers students the opportunity to participate in a fun and engaging degree engineered toward gaining students employment as designers within the growing field of games and 'serious games' development. Students will cultivate their understanding of the principles of game design with tools and techniques that will allow for the creation of numerous levels, mods and games during their academic study. Courses will give students a broad social understanding of the considerations of games developing in an age of advancing technology, and how to tailor-make games to ensure their personal creative concepts are developed and realized.

Learning Outcomes

Successful graduates of this program will be able to:

- Conceptualize and design specific gameplay experiences with an understanding toward the principles of design and their reception by the user.
- Demonstrate technical proficiency in the planning and creation of game levels, mods and multilevel games.
- Demonstrate an ethical, professional and cultural understanding of game design, and a readiness to work in the global market.
- Display an understanding of the principles and technologies involved in designing for games, and the broader fields of serious gaming, VR and simulation.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 54 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses (45 credit hours)

- ART 1110 Introduction to Drawing (3 hours)
- AUDI 1000 Audio Production for Non-Majors (3 hours)
- GAME 2000 Introduction to Video Game Theory and Design (3 hours)
- GAME 2500 Traditional Game Design (3 hours)
- ANIM 3030 Visual Storytelling (3 hours)
- GAME 3000 Video Game Design I (3 hours)
- GAME 3500 History of Video Games (3 hours)
- GAME 3550 Video Game Art (3 hours)
- GAME 3650 World Design (3 hours)
- GAME 4000 Video Game Level Design (3 hours)
- GAME 4500 Video Game Design II (3 hours)
- GAME 4600 Video Game Production (3 hours)
- MDST 4950 Internship (3 hours)
  or GAME 4620 Senior Overview* (3 hours)
- ANSO 2670 Games and Society (3 hours)
- SCPT 3500 Writing Screenplays for Film (3 hours)

*Capstone Course

Elective Courses (Select 9 credit hours from the following)

- ANIM 1000 Animation I (3 hours)
- ANIM 1040 Storyboarding (3 hours)
- ANIM 2200 3D Modeling (3 hours)
- ANIM 3200 3D Animation and Rigging (3 hours)
- ANIM 3150 Special Topics in Animation (3 hours)
- COSC 1550 Computer Programming I (3 hours)
- COSC 2070 Introduction to Mobile Technology (3 hours)
- FLST 2060 Modern World Cinema (3 hours)
- FLST 3160 Topics in Film Studies (3 hours)
- FTVP 1000 Introduction to Film, Television and Video Production (3 hours)
- GAME 2650 Crowdfunding (3 hours)
- GAME 3150 Special Topics in Game Design (3 hours)
- INTM 1600 Introduction to Interactive Digital Media (3 hours)
- INTM 2000 Strategic Writing for Interactive Media (3 hours)
- INTM 2200 Visual Design for Interactive Media (3 hours)
- INTM 3150 Special Topics (3 hours)
- INTM 3200 Interface Design (3 hours)
- SCPT 3150 Topics (3 hours)

General Studies (BA)

This program is offered by the College of Arts & Sciences/ History, Politics, International Relations and Religious Studies Department. It is available online and at the St. Louis home campus.

Program Description

The bachelor of arts in general studies is an interdisciplinary degree designed to meet the individual needs of students and prepare them to be active contributors to a critically reflective, culturally diverse and democratic global society.

Students in this program build a broad knowledge base and develop transferrable skills, giving them the academic and intellectual foundation to advance their careers and pursue graduate education. Courses available online.

Learning Outcomes

Upon completion of the program, students will be able to:

- Communicate complex ideas clearly in both written and oral form.
- Analyze problems and find solutions, drawing from a variety of disciplines.
- Develop persuasive and well-reasoned arguments that are evidence-based and appropriate to topic and purpose.
- Demonstrate an understanding of the global interconnectedness of individuals, communities and societies.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours
  - 12 hours must be at the 3000-level and above
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours, including keystone course
- Electives

Courses completed with a grade below a C- do not count toward fulfilling the specific course requirements of the major.

International Language Requirements

- A minimum of three hours in a non-native language is required. Courses used toward the international language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credits at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
- For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum

The 36 credit hours required for the general studies major include the following:

Core Courses

- GNST 1101 Online and Interdisciplinary Learning* (3 hours)
- GNST 2101 Integrative Studies* (3 hours)
- GNST 3101 Methods of Inquiry* (3 hours)
- GNST 4701 Senior Capstone* (3 hours)

Complete 12 credit hours in each of two prefixes (total 24 credit hours)

*Courses marked with an asterisk are only available online.

Global Studies (BA)

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

Program Description

In our globalized world, it is important for students to cultivate the skills and knowledge needed to navigate through the complex, border-crossing movements affecting diverse communities. The global studies major is a broad, interdisciplinary program with subject areas like cultures and languages, political science, history and geography that builds a deep understanding of and appreciation for shared histories, different cultural practices and customs, and interdependent social, political and economic processes that shape the world. Students are training with the cross-cultural and linguistic competencies necessary to understand and engage with the urgent issues of today's world. This program builds on Webster's strength as a global university and our multiple campuses around the world, such as Geneva, Switzerland and Accra, Ghana, among others. As a global studies major, students will be able to study abroad in one of our international campuses as part of their degree. These campuses may also afford students the opportunity to undertake internships with local institutions depending on their location, further enabling them to specialize in their thematic area of interest. This major provides the tools for students to better address these national and transnational challenges.

Learning Outcomes

By the end of the program, students will be able to:

- Demonstrate an understanding of how movements of people, ideas, policies, commodities/capital across boders intersect with local and regional socio-cultural and economic institutions and practices.
- Explain, using different disciplinary approaches, how local and regional systems interact with contemporary global issues in the world today.
- Demonstrate intermediate-high level proficiency in a language other than English, respecting cultural and linguistic norms.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 37 required credit hours
- Language proficiency up to the 3000-level
- International travel through a Webster study abroad program, an approved ISTL 2500 International Field Experience in Global Studies, or an alternative cultural high impact experience approved by the department
- Applicable University Global Citizenship Program hours
- Electives

Up to 12 credit hours may, with approval, apply to both the global studies major and a dual major. This option does not apply to a dual major in global studies and international relations, international human rights, or international business, or to other similarly related areas.

Curriculum

The 37 credit hours required for the global studies major include the following:

- ISTL 1000 Introduction to Global Studies (3 hours)
- ANSO 1095 Introduction to Geography: World and Regional (3 hours)
- ISTL 2150 Global Exposures: Study Abroad and Global Engagement (1-3 hours)
- HRTS 2800 Methods of Inquiry (3 hours)
  or ANSO 2850 Introduction to Research Methods (3 hours)
  or ENGL 1900 Introductory Seminar in Literary Analysis (3 hours)
  or HIST 2090 Encounters with History (3 hours)
  or POLT 2600 Research Methods and Approaches in Political Science (3 hours)
- ANSO 4175 Globalization (3 hours)
- ISTL 4500 Capstone Seminar in Global Studies (3 hours)
- 19-21 credit hours in a thematic concentration (at least 12 hours above the 3000-level)

Thematic Concentration

For the thematic concentration, students may choose from the following:*

Concentration in Global Development and Social Movements:

This concentration examines the global dynamics of power and politics through the transnational mobility of people and things, espeically as part of international development. It focuses on understanding how developmental processes shape, and are shaped by, the circulation of people, ideas, practices, capital and institutions, recognizing that borders are at best, artificial and fluid, rather than fixed and permanent.

- ANSO 1050 Global Social Problems (3 hours)
- ANSO 3340 NGOs in a Global Arena (3 hours)
- ANSO 2460 Good Intentions: Aid and Development (3 hours)
- ECON 3720 International Trade and Finance (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (3 hours)
- MNGT 4330 International Marketing (3 hours)
- MNGT 4100 International Management (3 hours)
- HIST 1000 World Systems since 1500 (3 hours)
- HRTS 1100 Introduction to Human Rights (3 hours)
- HRTS 2500 Current Problems in Human Rights (3 hours)
- HRTS 3500 International Human Rights Law (3 hours)
- HRTS 3590 Theories of Human Rights (3 hours)
- INTL 2030 International Law (3 hours)
- INTL 3700 International Organizations: Structure and Political Conflict (3 hours)
- INTL 3800 International Security (3 hours)
- ISTL 1550 Topics in Global Studies (3 hours)
- ISTL 2550 Topics in Global Studies (3 hours)
- ISTL 3550 Advanced Topics in Global Studies (3 hours)
- ISTL 4550 Topics Seminar in Global Studies (3 hours)
- LEGL 2080 Topics in Law: International Human Rights Law (3 hours)
- PHIL 3340 Global Ethics (3 hours)
- PHIL 3400 Human Rights and the Environment (3 hours)
- POLT 1080 Introduction to Comparative Politics (3 hours)
- POLT 3400 Comparative Politics *(subtitled Refugee and Migration)* (3 hours)
- PSYC 2850 Peace Psychology (3 hours)
- PSYC 3275 Genocide (3 hours)

Concentration in Transnational Cultures and Identities:

This concentration offers a deeper understanding of and appreciation for the dynamic and shifting ways in which social and cultural identities are forged around the world. The global migration of peoples everywhere demands new ways of thinking about ourselves, as individuals and as part of greater collectivities, that are no longer bound to a people or place, but rather inspire new cultural practices, social interactions, communication and language, arts and literature, and spirituality. This concentration examines how globalization has affected socio-cultural identities and practices across an ever-increasing diasporic world.

- AFCS 1000 Introduction to Africana Studies (3 hours)
- AFCS 2500 African Diaspora Experiences (3 hours)
- ANSO 1060 Introduction to Cultural Anthropology (3 hours)
- ANSO 2200 Peoples and Cultures (3 hours)
- ANSO 2530 World Musics (3 hours)
- ANSO 2790 Asians in America (3 hours)
- ANSO 3130 Race and Ethnicity (3 hours)
- ANSO 4300 Global Sex, Gender and Sexuality (3 hours)
- ARHS 2210 Intercultural History of Art (3 hours)
- ENGL 2600 Introduction to Linguistics (3 hours)
- FREN 3150 French Civilization (3 hours)
- GRMN 3150 Culture and Civilization of German-Speaking Countries (3 hours)
- HIST 2240 Contemporary Europe: 1945-Present (3 hours)
- HIST 4200 Advanced Studies in European History (3 hours)
- HIST 4400 Advanced Studies in Non-Western History (3 hours)
- ILC 1000 The Power of Languages (3 hours)
- ILC 2150 Topics in Culture(s) (3 hours)
- ILC 2250 Food, Language and Identity (3 hours)
- INTL 3200 Comparative Politics: Western Europe and the United States (3 hours)
- ISTL 1550 Topics in Global Studies (3 hours)
- ISTL 2550 Topics in Global Studies (3 hours)
- ISTL 3550 Advanced Topics in Global Studies (3 hours)
- ISTL 4550 Topics Seminar in Global Studies (3 hours)
- PHIL 1200 The Meaning of Life (3 hours)
- PHIL 2520 Philosophic Classics: Early Modern Europe (3 hours)
- RELG 1060 World Religions (3 hours)
- RELG 1080 Thinking Through Religions (3 hours)
- RELG 2070 Introduction to Eastern Religions (3 hours)
- RELG 2080 Introduction to Western Religions (3 hours)
- SPAN 3150 Culture and Civilization of the Spanish Speaking World: Latin America (3 hours)
- WGST 1010 Women, Gender and Sexuality around the World (3 hours)

For a self-directed study whereby students may design their own thematic concentration:

This concentration allows students to develop their own individualized course of study around a particular topic and/or issue of interest to them, in close collaboration with their advisor. This individualized study must meet the learning outcomes for the major and is subject to the approval of the advisor and of the GLCS department. For this option, students must submit an application form describing the rationale for this concentration, a detailed program/plan of study including the list of courses to be taken, and how these courses meet the particular theme chosen. This individualized study must be approved by the student's junior year in order to ensure all the requirements for the major can be fulfilled in a timely manner.

*All courses coded with ISTL automatically can be used to fulfill any of the above concentrations, even if they are not specifically listed under a thematic concentration.

Graphic Design (BFA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Art, Design and Art History and is only available at the St. Louis home campus.

Program Description

The BFA in graphic design degree integrates art and design based on studio practice and a comprehensive examination of the history and theories of visual studies. Through this transmedia approach, students learn to connect content with design in order to convey a significant message, individually and through collaboration with others. Students acquire technical knowledge, practical professional experience and achieve an awareness of relevant ethical issues. Throughout the program, students learn how graphic designers can make a positive, sustainable impact on society by engaging in many different forms of cultural production, thereby promoting leadership through the development of innovative work in an ever-changing global community.

Students in the BFA graphic design program fulfill the same core requirements as for the BA in studio art. In addition, they must complete 6 further credit hours in art history and criticism; 30 further credit hours in design courses; 3 credits of a practicum experience; and 3 credit hours with the BFA thesis.

Learning Outcomes

Successful graduates of the art with an emphasis in graphic design program will be able to:

- Express an individual, creative voice through an artistic practice that engages with contemporary global art and design discourse.
- Implement the formal vocabularies of art and design as a foundation for artistic dialogue.
- Draw upon the history of art and design as a wellspring for ideas, solutions and meanings within one's own artistic practice.
- Analyze and discuss art and design through discipline-and emphasis-specific vocabularies and methods.
- Implement technical knowledge, skills, theory and methods applicable to the field of graphic design in concept development, research, production, craft and presentation.
- Employ design-specific ethics and values while engaging with contemporary issues in the field of graphic design.
- Practice innovation as a professional graphic designer.

Special Requirements

All studio majors must register for ART 2900 DADAH Critique in the first semester after completing 18 studio credits. For traditional freshmen this will occur in the fall or spring of their sophomore year. For transfer students this will occur in their first semester at Webster, or when they have a combined total of 18 studio credits. The DADAH Critique is a review of student progress by DADAH full and part-time faculty held on one day during the fall and spring semesters. Following the review, students will meet with their advisor to discuss faculty concerns and recommendations as written on the evaluation form by the advisor during the review. In some cases a student may be advised to undergo a second review in the following semester. The department notifies students of portfolio review dates.

Students must apply for BFA candidacy by completing the BFA candidacy form and presenting an acceptable selection of specialized work. This must take place one year prior to graduation. Successful completion of a written application and submission of a selection of work that demonstrates a studio specialization, technical facility and conceptual sophistication are required for completion of the degree. Students receive

either written notification of acceptance or a recommendation to resubmit after review of the porfolio and application are reviewed by the faculty of the Department of Art, Design and Art History.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 72 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for art and design BFAs
- Electives

Global Citizenship Program for Art and Design BFAs

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated 'Roots of Cultures' (ARHS 2200 or ARHS 2210 will fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior'
- 3 credit hours from courses designated 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy'
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. One course from above must be coded for the 'Ethical Reasoning' skill; other GCP skills requirements are fulfilled by DADAH core distribution courses. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

Core Courses (18 hours)

- ART 1010 Creative Strategies (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1220 Design: 3-D (3 hours)
- ARHS 2200 Current Art (3 hours)
- ARHS 2210 Intercultural History of Art (3 hours)

Additional Studio Art Courses (12 hours)

- Elective studio credits in any media (12 hours)

Additional History and Theory Courses (6 hours)

- Elective ARHS credits at the 3000-level or above (6 hours)

Graphic Design Courses (36 hours)

- DESN 1500 Digital Visualizations (3 hours)
- DESN 2200 Design Play (3 hours)
- DESN 2300 Type Dialogues (3 hours)
- DESN 2500 Design for Digital Portfolios (3 hours)
- DESN 3200 Design Theory and Methods (3 hours)
- DESN 3050 Topics in Design (9 hours)
- DESN 3800 Professional Practice in Graphic Design (3 hours)
- DESN 4200 Design for Good (3 hours)
- ART 4800 Practicum (3 hours)
- ART 4950 BFA Senior Thesis (3 hours)

Review Process (0 hours)

- ART 2900 DADAH Critique (0 hours)
- ART 3900 BFA Review (0 hours)

Recommended electives outside of Art, Design and Art History

- ADVT 3600 Social Media Content and Development (3 hours)
- ADVT 4910 Advertising Campaign Production (3 hours)
- ANIM 1000 Animation I (3 hours)
- INTM 1600 Introduction to Interactive Digital Media (3 hours)
- INTM 3200 Interface Design (3 hours)
- FTVP 1400 Graphics and Effects (3 hours)
- FTVP 2400 Motion Graphics (3 hours)

History (BA)

This program is offered by the College of Arts & Sciences/ History, Politics, International Relations and Religious Studies Department and is only available at the St. Louis home campus.

Learning Outcomes

Upon completion of the history major, students will:

- Be familiar with the outlines of the history of the modern world, i.e. since 1500.
- Be familiar in some depth with the history of one geographic area or historical epoch.
- Be able to make historical arguments using concrete illustrations and examples

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours within the History, Politics, International Relations and Religious Studies Department
- 27 of the required credit hours must be in history courses
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

All courses fulfilling the history major requirements must be completed with a grade of C- or better.

At least 18 credit hours within the major must be completed at Webster University.

International Language Requirement

- A minimum of 3 credit hours in a foreign language is required. Courses used toward the international language requirement may also be used to fulfill global citizenship requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credit hours at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
- For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum

The 36 credit hours required for history majors include:

- HIST 1000 The World System since 1500 (3 hours)
- U.S. history (3 hours)
- European history (3 hours)

- History of Asia, Africa or Latin America (3 hours)
- HIST 2600 The Craft of History (3 hours)
- HIST 4000 Research Requirement(0 hours) *(writing of a substantial research paper in accordance with department guidelines and taken in conjunction with a designated upper-level course)*
- HIST 4620 Overview (0 hours)
- POLT or INTL electives (6 hours)
- HIST electives (6 hours)
- Upper-level HIST electives (6 hours)
- Upper-level elective in HIST, POLT or INTL (3 hours)

Individualized Major in Religious Studies (BA)

This program is offered by the College of Arts & Sciences/ History, Politics, International Relations and Religious Studies Department and is only available at the St. Louis home campus.

Program Description

The individualized major in religious studies challenges students to construct their own interdisciplinary curriculum in order to explore religions as living phenomena touching every aspect of life. The students construct the degree with the help of a faculty advisor.

Learning Outcomes

Upon completion of this program, students will have:

- Studied a broad range of the world's religious systems and traditions and learned about their various influences on human cultures, societies, histories and personal values.
- Learned to compare and contrast diverse religions and their cultural contexts.
- Developed skills in critical thinking and open inquiry, clear and thoughtful oral and written communication, and informed analysis.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours
  - Of the 36 required credit hours, at least 6 credit hours must be completed at the 3000-level or above, including one course at the 4000-level.
- Applicable University Global Citizenship Program hours
- Electives

Courses in religious studies completed with a grade lower than C- will not count toward fulfilling the major.

The requirements for the major consists of the completion of 9 hours of core courses, a senior portfolio review (0 hours), 15 additional hours in religious studies coursework and 12 hours of relevant coursework in other programs as approved by the program director. Three credit hours of non-religious-studies electives must demonstrate cross-cultural understanding. This requirement may be met by an elementary language course.

Of the required 36 credit hours, a minimum of 18 credit hours must be taken at Webster University.

Special Requirements

- 6 credit hours of ungraded (pass/fail) coursework may be used to satisfy the major requirements.

Curriculum

The 36 credit hours required for the individualized major in religious studies include the following:

Core Courses

- RELG 2070 Introduction to Eastern Religions (3 hours)
- RELG 2080 Introduction to Western Religions (3 hours)
- RELG 4000-level elective (3 hours)
- RELG 4800 Portfolio Review (0 hours)

Interactive Digital Media (BA)

This program is offered by the School of Communications/ Electronic and Photographic Media Department and is only available at the St. Louis home campus.

Program Description

The BA in interactive digital media is a versatile and career-focused production-based degree program that gives students the creative problem solving skills to build a variety of interactive experiences and push web-based enterprises to the next level. Students apply user-centered design principles, professional media production techniques and web-based programming languages to develop websites, apps, interactive exhibits and casual games.

Learning Outcomes

Successful graduates of this program will be able to:

- Conduct user and market research to inform proposed solutions.
- Produce clear and compelling visual representations of the design and structure of interactive applications using flowcharts, wirframes and prototypes.
- Program interactivity using core web languages.
- Assess the effectiveness of interactive applications using data analytis, A/B testing, prototyping, and critiquing, and propose thoughful solutions.
- Demonstrate facility with multiple forms of media (graphics, audio, video, animation, photo) and their associated software.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 51 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- DESN 1210 Design Concepts (3 hours)
- EPMD 1000 Introduction to Media Production (3 hours)
- MDST 1010 Media Foundations (3 hours)
- INTM 1600 Introduction to Interactive Digital Media (3 hours)
- EPMD 1001 Introduction to Adobe Photoshop (1 hour)
- EPMD 1002 Introduction to Adobe Illustrator (1 hour)
- EPMD 1101 Introduction to WordPress (1 hour)
- INTM 2200 Visual Design for Interactive Media (3 hours)
- COAP 2000 Introduction to Web Programming (3 hours)
- INTM 3050 Information Visualization (3 hours)
- INTM 4200 User Experience Design (3 hours)
- MDST 3100 Social Media Strategies & Tactics (3 hours)
- MDST 2500 Professional Development for Media Careers (3 hours)
- ADVT 4040 Advertising Production (3 hours)
  or FTVP 3500 Production House (3 hours)
  or MDST 4950 Internship* (3 hours)

*Capstone Course

In addition, a minimum of 15 credit hours must be chosen from the following:

Skill Electives

- INTM 3150 Special Topics (3 hours)
- DESN 2200 Design Play (3 hours)
- DESN 2300 Type Dialogues (3 hours)
- DESN 3200 Design Theory and Methods (3 hours)
- ART 3060 Text and Image (3 hours)
- COAP 2100 Web Technology Principles (3 hours)
- COAP 2190 Mobile Web Design (3 hours)
- COAP 3000 Advanced Web Scripting (3 hours)
- COAP 3110 Interactive Site Development (3 hours)
- COAP 3120 Cascading Style Sheets (CSS) (3 hours)
- COAP 3200 Advanced Web Programming (3 hours)
- COSC 2070 Introduction to Mobile Technology (3 hours)
- GAME 2000 Introduction to Video Game Theory and Design (3 hours)
- GAME 2500 Traditional Game Design (3 hours)
- GAME 3000 Video Game Design I (3 hours)
- GAME 4000 Video Game Level Design (3 hours)
- GAME 4500 Video Game Design II (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)
- CSIS 2300 Electronic Commerce (3 hours)
- MNGT 2700 Introduction to Entrepreneurship and Small Business Management (3 hours)
- MNGT 3740 Global Entrepreneurship (3 hours)
- ANIM 2200 3D Modeling (3 hours)
- ANIM 3200 3D Animation and Rigging (3 hours)
- ANIM 4400 Photorealistic 3D Animation (3 hours)

Although any combination of these courses can be taken to fulfill the skills elective degree requirements, courses can be grouped by the following areas for students who want to focus on a particular aspect of interactive digital media:

User Experience Design

- DESN 2200 Design Play (3 hours)
- DESN 2300 Type Dialogues (3 hours)
- DESN 3200 Design Theory and Methods (3 hours)
- ART 3060 Text and Image (3 hours)

Web and App Development

- COAP 2100 Web Technology Principles (3 hours)
- COAP 2190 Mobile Web Design (3 hours)
- COAP 3000 Advanced Web Scripting (3 hours)
- COAP 3110 Interactive Site Development (3 hours)
- COAP 3120 Cascading Style Sheets (CSS) (3 hours)
- COAP 3200 Advanced Web Programming (3 hours)
- COSC 2070 Introduction to Mobile Technology (3 hours)

Game Design

- GAME 2000 Introduction to Video Game Theory and Design (3 hours)
- GAME 2500 Traditional Game Design (3 hours)
- GAME 3000 Video Game Design I (3 hours)
- GAME 4000 Video Game Level Design (3 hours)
- GAME 4500 Video Game Design II (3 hours)

Online Business/Entrepreneurship

- CSIS 1500 Introduction to Business Technologies (3 hours)

- CSIS 2300 Electronic Commerce (3 hours)
- MNGT 2700 Introduction to Entrepreneurship and Small Business Management (3 hours)
- MNGT 3740 Global Entrepreneurship (3 hours)

Virtual and Augmented Reality

- ANIM 2000 3D Modeling (3 hours)
- ANIM 3200 3D Animation and Rigging (3 hours)
- ANIM 4400 Photorealistic 3D Animation (3 hours)

International Human Rights (BA)

This program is offered by the College of Arts & Sciences/Institute for Human Rights and Humanitarian Studies and is only available at the St. Louis home campus.

Program Description

The international human rights program at Webster University seeks to encourage greater understanding of international human rights standards, problems, and solutions.

Learning Outcomes

Upon completion of the program, students should:

- Articulate the history of, and current practices in, human rights frameworks and legal norms.
- Critically analyze theories, concepts, and ideas in human rights.
- Identify and explain major human rights issues, past and present.
- Evaluate the potential solutions to human rights abuses, including the work of transnational actors.
- Demonstrate understanding of quantitative and qualitative methods of, and the ethical issues involved in, human rights research.
- Engage in human rights field experience.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 42 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Students will complete 42 credit hours as specified below with a grade of C or better, and must display foreign language competence. (This requirement can be met by completing intermediate level II in a foreign language or by passing an intermediate-level proficiency examination and will be waived for students whose native language is not English and who are studying in English.)

In the final year of study, each student must register for HRTS 4600 Overview (3 credit hour) and submit an overview paper.

Required Courses

- HRTS 1100 Introduction to Human Rights (3 hours)
- HRTS 2500 Current Problems in Human Rights (3 hours)
- HRTS 2800 Methods of Inquiry (3 hours)
  or INTL 2700 Methods of Political Inquiry (3 hours)
  or ANSO 2850 Introduction to Research Methods (3 hours)
- HRTS 3500 International Human Rights Law (3 hours)
- HRTS 3590 Theories of Human Rights (3 hours)

- HRTS 4500 Human Rights Field Experience (3 hours)
- HRTS 4600 Overview (3 hours)
- PHIL 2300 Social and Political Philosophy (3 hours)
  or POLT 1070 Introduction to Political Theory (3 hours)

Elective Courses

18 credit hours from among the following, including at least 9 credit hours from courses with an HRTS prefix:

- ANSO 1050 Global Social Problems (3 hours)
- ANSO 2300 Social Movements (3 hours)
- ANSO 3130 Race and Ethnicity (3 hours)
- ANSO 3340 NGOs in a Global Arena (3 hours)
- ANSO 4175 Globalization (3 hours)
- ANSO 4250 Class, Status and Power (3 hours)
- ENGL 1060 Protest Literature (3 hours)
- ETHC 1000 Issues and Problems in Ethics (1 hour)
- HRTS 2086 Topics In Human Rights (3 hours)
- HRTS 3080 Advanced Topics in Human Rights (3 hours)
- HRTS 3160 Human Rights in Film: Documentaries (3 hours)
- HRTS 3170 Human Rights in Film: Narrative Films (3 hours)
- HRTS 3200 Human Rights Area Studies (1-3 hours)
- HRTS 3210 Prejudice and Discrimination (3 hours)
- HRTS 3400 Human Rights and the Environment (3 hours)
- HRTS 3600 Topics in Mass Violence (3 hours)
- HRTS 3700 Human Rights and Business (3 hours)
- ISTL 1000 Introduction to Global Studies (3 hours)
- INTL 1500 The World System since 1500 (3 hours)
- INTL 2030 International Law (3 hours)
- MDST 2800 Media, Diversity and Society (3 hours)
- MULC 1100 Introduction to Multicultural Studies (3 hours)
- PHIL 2320 Contemporary Moral Problems (3 hours)
- PHIL 2340 Bioethics (3 hours)
- PHIL 2360 Environmental Ethics (3 hours)
- PHIL 2400 Human Rights and Animal Rights (3 hours)
- PHIL 3340 Global Ethics (3 hours)
- PHIL 3360 Global Information Ethics (3 hours)
- PHIL 3370 Feminist Philosophy (3 hours)
- POLT 1080 Introduction to Comparative Politics (3 hours)
- POLT 2550 The Politics of the Developing World (3 hours)
- RELG 3051 Religion and Human Rights (3 hours)
- WGST 2610 Women, Gender and Sexuality in Social Justice Organizations (3 hours)
- WGST 2620 Women and the Law (3 hours)
- WGST 4220 Gender, Justice and Human Rights (3 hours)

International Relations (BA)

This program is offered by the College of Arts & Sciences/ History, Politics, International Relations and Religious Studies Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Learning Outcomes

Upon completion of the program, students will be able to:

- Demonstrate knowledge of key subfields and theories of international relations as a discipline.
- Identify major actors and institutions of international relations and know their functions.
- Analyze international issues from perspectives other than their own.
- Display familiarity with foreign cultures and languages.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 42 required credit hours with the Department of History, Politics, International Relations and Religious Studies
- Study abroad residency requirement of at least one term (eight weeks) outside the United States
- 12 international language credit hours (or advanced proficiency)
- Applicable University Global Citizenship Program hours
- Electives

Courses completed with a grade of D+ or below do not count toward fulfilling the specific course requirements of the major.

Students are required to complete 42 credit hours within the department, including methods, a research requirement (fulfilled by taking the seminar, Bachelor thesis, or a designated upper-division course) and senior overview.

A minimum of 18 credit hours of international relations at Webster University is required.

At least 12 credit hours of upper-level (3000-level or above) coursework in the department with an international focus must be completed in addition to methods and overview. *Note: In Leiden, Geneva, Athens, Thailand and Ghana, the research requirement and overview are satisfied by the seminar course (INTL 4600).*

To satisfy the study abroad residency, students may study at one of Webster University's international campuses or at an approved alternative location. International students who have lived outside of the country of their home campus are exempt from this requirement.

Students are required to have significant international language experience. This requirement can be met by completing the full elementary and intermediary sequence in a single foreign language (usually consisting of four 3-credit hour sequential courses), completing a 3000-level or 4000-level course in a foreign language with a grade of C- or better, or by passing an advanced-level proficiency examination. This requirement will be waived for students whose native language is not English and who are studying in English. Their mastery of English as a second language fulfills the requirement.

Curriculum

The 42 credit hours required for the international relations major include the following:

- INTL 1050/POLT 1050 Introduction to International Relations (3 hours)
- POLT 1070 Introduction to Political Theory (3 hours)
  or INTL 2680 International Relations Theory (3 hours)
- POLT 1080 Introduction to Comparative Politics (3 hours)
  or POLT 1060 Introduction to American Politics (3 hours)
  or POLT 2250 Politics in the Industrialized World (3 hours)
  or POLT 2550 The Politics of the Developing World (3 hours)
- INTL 2700 Methods of Political Inquiry (3 hours)
  or POLT 2600 Research Methods and Approaches in Political Science (3 hours)
- INTL 1500 The World System since 1500 (3 hours)
- A 2000-level or above HIST course with an international focus (3 hours)

- Three of the following sub-field courses (9 hours):
  - INTL 2030 International Law (3 hours)
  - INTL 3100 International Political Economy (3 hours)
  - POLT 3310 Conduct of Foreign Policy (3 hours)
  - INTL 3800 International Security (3 hours)
  - INTL 3500 Environmental and Energy Security (3 hours)
  - INTL 3700 International Organizations: Structure and Political Conflict (3 hours)
- INTL 4000 Research Requirement *(to be taken in conjunction with a designated 3000-level or 4000-level course)* (0 hours)
- INTL 4620 Overview (0-1 hours)
- INTL/POLT/HIST electives (15 hours, 9 of which must have an international focus)

Special Requirements

Students studying at the Vienna campus have the following additional requirements. They complete these courses in addition to the core requirements listed above:

- POLT 1070 Introduction to Political Theory (3 hours) **and** INTL 2680 International Relations Theory (3 hours) (3 additional hours; 6 hours total)
- ANSO 2720 Introduction to Measurement and Statistics (3 hours)
- ECON 2030 Principles of Macroeconomics (3 hours) **or** ECON 2000 Survey of Economics (3 hours)
- Complete two additional courses from the sub-field course list in the core requirements. Only one security course (INTL 3500 Environmental and Energy Security **or** INTL 3800 International Security) can be used. (6 hours)
- INTL 4700 Senior Thesis (4 hours)

Special Study Opportunities

- HRTS 1100 Introduction to Human Rights (3 hours)
- ECON 3700 Economics of Development (3 hours)
- ECON 4910 Comparative Economic Problems (3 hours)
- JOUR 3080 Global Journalism (3 hours)
- MNGT 3320 Business Law: International (3 hours)
- BUSN 4650 International Business (3 hours)

Courses in the emphases (international economics; migration and refugee studies) are also considered pre-approved electives for the international relations major. Qualified students may take selected graduate-level courses in international business and international relations as part of an international relations major with permission of the department and the instructor of the course.

Emphasis in International Economics (48 hours)

This emphasis is available at the St. Louis home campus and at the Geneva campus.

Emphasis-Specific Learning Outcomes

Upon completion of the program, students will be able to:

- Identify the costs and the benefits of the global economy.
- Demonstrate their ability to define and critically analyze economic problems.
- Understand basic macroeconomic and microeconomic concepts.

Required Courses for the Emphasis in International Economics

Students in St. Louis and Geneva may elect an emphasis in international economics by fulfilling the above core requirements for international relations and by structuring five of their courses (15 hours) around the following list:

- ECON 2030 Principles of Macroeconomics (3 hours)
  or ECON 2000 Survey of Economics* (3 hours)

- ECON 2020 Principles of Microeconomics (3 hours)
  or ECON 2000 Survey of Economics* (3 hours)
- ECON 3030 Intermediate Macroeconomics (3 hours)
- ECON 3700 Economics of Development (3 hours)
- ECON 3720 International Trade and Finance (3 hours)
- ECON 4600 Comparative Economic Systems (3 hours)
- ECON 4910 Comparative Economic Problems (3 hours)
- INTL 4280 International Economics (3 hours)
- INTL 3290 Politics of International Economic Relations (3 hours)
- INTL 3330 International Economic Integration (3 hours)
- HIST 3000 Ideas in History: History of Economic Thought (3 hours)
  or ECON 4900 History of Economic Thought (3 hours)

*Students using credit for ECON 2000 cannot count ECON 2020 or ECON 2030 toward the emphasis.

Emphasis in Migration and Refugee Studies (48 hours)

This emphasis is only available at the Geneva campus.

Required Courses for the Emphasis in Migration and Refugee Studies

Students in Geneva may elect an emphasis in migration and refugee studies by fulfilling the above core requirements for international relations and by structuring five of their elective courses (15 hours) around the following list:

- SOCI 2000 Issues in Contemporary Society: Sociocultural Factors Behind Migration and Refugee Movements (3 hours)

- HIST 2360 Refugee and Migration Movements (3 hours)
- POLT 2550 Politics of the Developing World (3 hours)
- POLT 3400 Comparative Politics *(subtitled Refugee and Migration)* (3 hours)
- INTL 2610 Advocacy, NGOs, and Civil Society (3 hours)
- INTL 3030 Advanced Studies in International Law *(subtitled International Refugee Law)* (3 hours)
- INTL 4280 International Economics (3 hours)
- INTL 4600 International Relations Seminar *(subtitled Refugee and Migration Studies)* (3 hours)
- Field Experience (0 hours)

Journalism (BA)

This program is offered by the School of Communications/ Communications and Journalism Department and is only available at the St. Louis home campus.

Program Description

The journalism major prepares students to work as professionals in the field, and they will learn the essential elements of reporting, writing and producing news and features for a variety of media, including print, broadcast and online. Students will complete two semesters in a student-run news organization, including the university's award-winning *Journal* and may elect to complete an internship with a professional news organization.

Learning Outcomes

Successful graduates of this program will be able to:

- Identify and evaluate potential news stories that will impact, inform and engage a defined audience.
- Construct the most compelling and effective ways to tell a story based upon an analysis of purpose, audience and available media. This includes taking advantage of

multimedia to tell stories in a global context in more complete and meaningful ways.
- Gather and evaluate the validity and reliability of information as well as to evaluate the veracity of the sources from which information comes through:
  - The process of interviewing.
  - Research and public records search.
  - Database-driven, computer-assisted reporting.
- Evaluate and comprehend the ethical and legal implications of one's journalistic publication decisions.
- Apply entrepreneurial and relationship-building skills in order to compete effectively for professional employment opportunities.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 48 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- MDST 1010 Media Foundations (3 hours)
- JOUR 1020 Introduction to Media Production for Journalists (3 hours)
- JOUR 1030 Fundamentals of Reporting (3 hours)
- JOUR 2110 Production Techniques (3 hours)
- JOUR 2140 Advanced Reporting (3 hours)
- MDST 2200 Ethics in the Media (3 hours)
- JOUR 2170 Multimedia News Editing (3 hours)
- MDST 2800 Media, Diversity and Society (3 hours)
- JOUR 3300 Newspaper Production Workshop (3 hours)
- JOUR 3600 Multimedia News Production (3 hours)
- MDST 3300 Media Law, Ethics & Policy (3 hours)
- JOUR 4700 Professional Development in Journalism (3 hours)
- MDST 4950 Internship* (3 hours)
  or JOUR 4620 Senior Overview* (3 hours)

*Capstone Course

In addition to the above required courses, students must choose 9 credit hours from the following:

- COAP 2000 Introduction to Web Programming (3 hours)
- JOUR 2300 Journalism: Layout and Design (3 hours)
- JOUR 2850 Radio-TV News Reporting (3 hours)
- JOUR 3050 Sports Reporting (3 hours)
- JOUR 3060 Community Reporting (3 hours)
- JOUR 3080 Global Journalism (3 hours)
- JOUR 3090 Covering Global Conflicts (3 hours)
- JOUR 3130 Feature Writing (3 hours)
- JOUR 3750 Environmental Journalism and Communications (3 hours)
- JOUR 4170 Investigative Journalism (3 hours)
- JOUR 4390 Magazine Production (3 hours)
- FTVP 1000 Introduction to Film, Television, and Video Production (3 hours)
- INTM 1600 Introduction to Interactive Media (3 hours)
- PHOT 2500 Photojournalism (3 hours)
- PHOT 3190 Digital Photographic Imaging (3 hours)

Portfolio Review for Journalists

Seniors majoring in journalism must complete a portfolio review with a panel of faculty within the School of Communications after taking these classes:

- JOUR 1020 Introduction to Media Production for Journalists (3 hours)

- JOUR 1030 Fundamentals of Reporting (3 hours)
- JOUR 2110 Production Techniques (3 hours)
- JOUR 2140 Advanced Reporting (3 hours)
- JOUR 3300 Newspaper Production Workshop (3 hours)

Students' online digital portfolios are judged on both the quality and presentation of the material. Faculty members consider accuracy, creativity, content and technical expertise in the work presented, and the professionalism of delivery.

Languages and Transcultural Studies (BA) with an Emphasis in French

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

Program Description

The languages and transcultural studies program seeks to empower students to thrive in a multi-cultural, global society and to think beyond conventionally and culturally-determined boundaries. We help students develop the intercultural communication skills, language-learning strategies and the confidence to engage in thoughtful and meaningful ways with people from all over the globe. At the same time the program trains students to recognize and contextualize their own values, traditions and perspectives. The language competency in one of the three emphases (French, German or Spanish) will hone creative problem-solving, critical thinking and communication skills while providing regular practice at intercultural negotiation. These marketable skills add to students' professional competitiveness in a wide range of fields.

The faculty in the program achieve these outcomes by teaching language in a cultural context. By focusing on cultural and linguistic proficiency, students learn to identify and examine questions of identity central to diverse communities and reflected in their institutions, literatures and cultural icons. Some courses at every stage of the program are also taught in English, thereby fostering more exchange with students in the different language emphases and facilitating more nuanced cultural comparisons. Students are required to apply their skills during an immersion experience. For many this will take place in another country, but some will accomplish this in a local, transcultural environment.

Learning Outcomes

By the end of the program, students will be able to:

- Critically analyze their own culture in relation to other cultures across the world and identify their own biases.
- Demonstrate successful communication that respects cultural and linguistic norms, both orally and in writing, with people form the culture of emphasis.
- Compare and contrast cultures using knowledge of their literatures, history, traditions, cultural products and values.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours

- A minimum of 12 credit hours in the specific target language must be at the 3000-level or above.
- A 4000-level course in the target language must be taken at the St. Louis campus. This course may not be taken pass/fail.
- The department requires one term (minimum 8 weeks) abroad in a country where the target language is spoken or an alternative cultural/linguistic experience approved by the department.
- A cumulative grade average of B or better in courses taken in the language of the major.
- A portfolio review and demonstration of transcultural and linguistic competency in a departmental overview (ILC 4700).
- Applicable University Global Citizenship Program hours
- Electives

Courses completed with a grade lower than C do not count toward fulfilling the specific course requirements of the major. Courses at the 3000-level may only be taken pass/fail with permission of the chair of the department.

Translation certificate courses (taught with the TRFR prefix) may not be used to satisfy upper-level coursework in the French emphasis without specific permission of the chair of the department.

Students whose primary language is not English must take English as a Second Language (ESLG) courses until they pass their English Language Proficiency requirements.

Required Courses

- ILC 1000 The Power of Languages (3 hours)
- Two comparative courses from the following list. One must be at the 3000+ level:
    - ILC 2250 Food Language and Identity (3 hours)
    - ENGL 2600 Introduction to Linguistics (3 hours)
    - ILC 3250 Comparative Global Literatures (3 hours)
    - TRSL 4000 Professional Translation Practices (3 hours)
- A language course in a language other than English and the language of the emphasis (at any level) (3 hours)

Emphasis in French

- 24 credit hours in the French sequence
    - A minimum of 9 credit hours in French must be at the 3000-level or above
    - One additional 3-credit 4000-level course
    - ILC 4700 Overview (0 hours)
    - A high-impact immersion experience

French Course Sequence

- FREN 1090 Elementary French: Level I (3 hours)
- FREN 1100 Elementary French: Level II (3 hours)
- FREN 2170 Intermediate Conversational French (3 hours) **or** FREN 2250 La Cuisine Française (3 hours)
- FREN 2090 Intermediate French: Level I (3 hours)
- FREN 2100 Intermediate French: Level II (3 hours)
- FREN 3090 Advanced French: Level I (3 hours) **and/or** FREN 3100 Advanced French: Level II (3 hours)
- FREN 3150 French Civilization (3 hours) **and/or** FREN 3250 Introduction to French Literature (3 hours)
- FREN 4090 Topics in Advanced Literature (3 hours) **and/or** FREN 4250 Topics in Literature (3 hours) **and/or** FREN 4650 Advanced Topics (3 hours)

Languages and Transcultural Studies

(BA) with an Emphasis in German

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

Program Description

The languages and transcultural studies program seeks to empower students to thrive in a multi-cultural, global society and to think beyond conventionally and culturally-determined boundaries. We help students develop the intercultural communication skills, language-learning strategies and the confidence to engage in thoughtful and meaningful ways with people from all over the globe. At the same time the program trains students to recognize and contextualize their own values, traditions and perspectives. The language competency in one of the three emphases (French, German or Spanish) will hone creative problem-solving, critical thinking and communication skills while providing regular practice at intercultural negotiation. These marketable skills add to students' professional competitiveness in a wide range of fields.

The faculty in the program achieve these outcomes by teaching language in a cultural context. By focusing on cultural and linguistic proficiency, students learn to identify and examine questions of identity central to diverse communities and reflected in their institutions, literatures and cultural icons. Some courses at every stage of the program are also taught in English, thereby fostering more exchange with students in the different language emphases and facilitating more nuanced cultural comparisons. Students are required to apply their skills during an immersion experience. For many this will take place in another country, but some will accomplish this in a local, transcultural environment.

Learning Outcomes

By the end of the program, students will be able to:

- Critically analyze their own culture in relation to other cultures across the world and identify their own biases.
- Demonstrate successful communication that respects cultural and linguistic norms, both orally and in writing, with people form the culture of emphasis.
- Compare and contrast cultures using knowledge of their literatures, history, traditions, cultural products and values.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours
- A minimum of 12 credit hours in the specific target language must be at the 3000-level or above.
- A 4000-level course in the target language must be taken at the St. Louis campus. This course may not be taken pass/fail.
- The department requires one term (minimum 8 weeks) abroad in a country where the target language is spoken or an alternative cultural/linguistic experience approved by the department.
- A cumulative grade average of B or better in courses taken in the language of the major.
- A portfolio review and demonstration of transcultural and linguistic competency in a departmental overview (ILC 4700).
- Applicable University Global Citizenship Program hours
- Electives

Courses completed with a grade lower than C do not count toward fulfilling the specific course requirements of the major. Courses at the 3000-level may only be taken pass/fail with permission of the chair of the department.

Translation certificate courses (taught with the TRGR prefix) may not be used to satisfy upper-level coursework in the German emphasis without specific permission of the chair of the department.

Students whose primary language is not English must take English as a Second Language (ESLG) courses until they pass their English Language Proficiency requirements.

Required Courses

- ILC 1000 The Power of Languages (3 hours)
- Two comparative courses from the following list. One must be at the 3000+ level:
    - ILC 2250 Food Language and Identity (3 hours)
    - ENGL 2600 Introduction to Linguistics (3 hours)
    - ILC 3250 Comparative Global Literatures (3 hours)
    - TRSL 4000 Professional Translation Practices (3 hours)
- A language course in a language other than English and the language of the emphasis (at any level) (3 hours)

Emphasis in German

- 24 credit hours in the German sequence
    - A minimum of 9 credit hours in German must be at the 3000-level or above
    - One additional 3-credit 4000-level course
    - ILC 4700 Overview (0 hours)
    - A high-impact immersion experience

German Course Sequence

- GRMN 1090 Elementary German: Level I (3 hours)
- GRMN 1100 Elementary German: Level II (3 hours)
- GRMN 2090 Intermediate German: Level I (3 hours)
- GRMN 2100 Intermediate German: Level II (3 hours)
- GRMN 2170 Intermediate Conversational German (1-3 hours)
- GMRN 3090 Advanced German: Level I (3 hours) **and/or** GRMN 3100 Advanced German: Level II (3 hours)
- GRMN 3150 Culture and Civilization of German-Speaking Countries (3 hours) **and/or** GRMN 3250 Introduction to Literature (3 hours)
- GRMN 4090 Topics in Advanced Literature (3 hours) **and/or** GRMN 4250 Topics in Literature (3 hours) **and/or** GRMN 4650 Advanced Topics (3 hours)

Languages and Transcultural Studies (BA) with an Emphasis in Spanish

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

Program Description

The languages and transcultural studies program seeks to empower students to thrive in a multi-cultural, global society and to think beyond conventionally and culturally-determined boundaries. We help students develop the intercultural communication skills, language-learning strategies and the

confidence to engage in thoughtful and meaningful ways with people from all over the globe. At the same time the program trains students to recognize and contextualize their own values, traditions and perspectives. The language competency in one of the three emphases (French, German or Spanish) will hone creative problem-solving, critical thinking and communication skills while providing regular practice at intercultural negotiation. These marketable skills add to students' professional competitiveness in a wide range of fields.

The faculty in the program achieve these outcomes by teaching language in a cultural context. By focusing on cultural and linguistic proficiency, students learn to identify and examine questions of identity central to diverse communities and reflected in their institutions, literatures and cultural icons. Some courses at every stage of the program are also taught in English, thereby fostering more exchange with students in the different language emphases and facilitating more nuanced cultural comparisons. Students are required to apply their skills during an immersion experience. For many this will take place in another country, but some will accomplish this in a local, transcultural environment.

Learning Outcomes

By the end of the program, students will be able to:

- Critically analyze their own culture in relation to other cultures across the world and identify their own biases.
- Demonstrate successful communication that respects cultural and linguistic norms, both orally and in writing, with people form the culture of emphasis.
- Compare and contrast cultures using knowledge of their literatures, history, traditions, cultural products and values.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours
- A minimum of 12 credit hours in the specific target language must be at the 3000-level or above.
- A 4000-level course in the target language must be taken at the St. Louis campus. This course may not be taken pass/fail.
- The department requires one term (minimum 8 weeks) abroad in a country where the target language is spoken or an alternative cultural/linguistic experience approved by the department.
- A cumulative grade average of B or better in courses taken in the language of the major.
- A portfolio review and demonstration of transcultural and linguistic competency in a departmental overview (ILC 4700).
- Applicable University Global Citizenship Program hours
- Electives

Courses completed with a grade lower than C do not count toward fulfilling the specific course requirements of the major. Courses at the 3000-level may only be taken pass/fail with permission of the chair of the department.

Translation certificate courses (taught with the TRSP prefix) may not be used to satisfy upper-level coursework in the Spanish emphasis without specific permission of the chair of the department.

Students whose primary language is not English must take English as a Second Language (ESLG) courses until they pass their English Language Proficiency requirements.

Required Courses

- ILC 1000 The Power of Languages (3 hours)

- Two comparative courses from the following list. One must be at the 3000+ level:
  - ILC 2250 Food Language and Identity (3 hours)
  - ENGL 2600 Introduction to Linguistics (3 hours)
  - ILC 3250 Comparative Global Literatures (3 hours)
  - TRSL 4000 Professional Translation Practices (3 hours)
- A language course in a language other than English and the language of the emphasis (at any level) (3 hours)

Emphasis in Spanish

- 24 credit hours in the Spanish sequence
  - A minimum of 9 credit hours in Spanish must be at the 3000-level or above
  - One additional 3-credit 4000-level course
  - ILC 4700 Overview (0 hours)
  - A high-impact immersion experience

Spanish Course Sequence

- SPAN 1090 Elementary Spanish: Level I (3 hours)
- SPAN 1100 Elementary Spanish: Level II (3 hours)
- SPAN 2090 Intermediate Spanish: Level I (3 hours)
- SPAN 2100 Intermediate Spanish: Level II (3 hours)
- SPAN 2170 Intermediate Conversational Spanish (1-3 hours) **or** SPAN 2250 La cocina española e hispanoamericana (1-3 hours)
- SPAN 3090 Advanced Spanish: Level I (3 hours) **and/or** SPAN 3100 Advanced Spanish: Level II (3 hours)
- SPAN 3150 Culture and Civilization of the Spanish-Speaking World (3 hours) **and/or** SPAN 3250 Introduction to Literature (3 hours)
- SPAN 3170 Advanced Conversational Spanish (3 hours)
- SPAN 4090 Topics in Advanced Literature (3 hours) **and/or** SPAN 4250 Topics in Literature (3 hours) **and/or** SPAN 4650 Advanced Topics (3 hours)

Legal Studies (BA)

This program is offered by the College of Arts & Sciences/Law, Crime and Social Justice Department. It is available at the St. Louis home campus and at the Gateway campus.

Program Description

The bachelor of arts in legal studies is approved by the American Bar Association (ABA) and is the only ABA program in the St. Louis area. The degree is designed to meet the ever-changing needs of the paralegal profession and prepares students to enter the legal profession. We offer a solid, broad-based education including legal specialty courses. Students will learn both the theoretical and practical aspects of the law as they gain paralegal knowledge and an understanding of the ethical framework in which legal professionals function.

Learning Outcomes

Upon completion of the program, students will be able to:

- Demonstrate the fundamentals of legal reasoning and analysis.
- Comprehend the Code of Professional Responsibility to be able to address ethical dilemmas faced by lawyers and legal assistants.
- Master the skills and knowledge necessary for understanding legal issues working from both theoretical and practical applications.
- Explain the essential goals of legal researching, legal and logical reasoning and begin to develop legal writing skills.
- Be able to apply the theory of legal research and writing to practical problems encountered in a legal environment.

- Distinguish the significant role that legal assistants/paralegals have in the legal world and the practical skills necessary to function in it.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 51 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Courses completed with a grade below a C- do not count toward fulfilling the specific course requirements of the major.
At least 18 of the 51 required credit hours for the legal studies major must be taken at Webster University.

Curriculum

The 51 credit hours required for the legal studies major include the following:

- LEGL 2080 Topics in Law (3 hours)
- LEGL 2400 Introduction to Law (3 hours)
  or POLT 2400 Introduction to Law (3 hours)
- LEGL 3000 Legal Ethics (3 hours)
- LEGL 3490 Civil Litigation (3 hours)
- LEGL 3500 Criminal Litigation (3 hours)
- LEGL 4460 Methods of Legal Research and Writing I (3 hours)
- LEGL 4470 Methods of Legal Research and Writing II (3 hours)
- LEGL 4480 Computerized Legal Research (3 hours)
- LEGL 4490 Advanced Paralegal Procedures (3 hours)
- LEGL 4810 Tort Law Practice (3 hours)
- LEGL 4820 Contract Law Practice (3 hours)
- LEGL 4830 Real Estate Law Practice (3 hours)
- LEGL 4840 Corporations and Business Organizations (3 hours)
- LEGL 4850 Computers and the Law (3 hours)
- LEGL 4910 Senior Overview (3 hours)

6 credit hours from the following:

- LEGL 4600 Legal Studies Seminar (3 hours)
  (may be repeated for credit if content differs)
- LEGL 4800 Advanced Topics in Law (3 hours)
- LEGL 4900 Paralegal Clinical Studies (3-6 hours)
  (may be repeated for credit if content differs)
- INTL 2030 International Law (3 hours)
- POLT 3010 American Constitutional Law (3 hours)
- POLT 3020 Civil Liberties and the Law (3 hours)

Note: A legal assistant or paralegal is a person, qualified by education, training or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible. Paralegals or Legal Assistants may not provide legal services directly to the public, except as permitted by law. Webster University's St. Louis area paralegal programs have been approved by the American Bar Association.

Special Requirements

Transfer students must complete 18 credit hours of American Bar Association (ABA) required courses in residence at Webster University. These courses include the following:

- LEGL 3000 Legal Ethics (3 hours)
- LEGL 4490 Advanced Paralegal Procedures (3 hours)

- LEGL 4470 Methods of Legal Research and Writing II (3 hours)
- LEGL 4480 Computerized Legal Research (3 hours)
- LEGL 4800 (or above) (6 hours)

All other coursework for the legal studies major may be transferred in only at the discretion of the Legal Studies program. Approval for these transfer credits must come from Legal Studies advisors.

Lighting Design (BFA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Conservatory of Theatre Arts and is only available at the St. Louis home campus.

Program Description

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Learning Outcomes

At the end of their training, students will demonstrate an effective design process that integrates their abilities to:

- Develop a design concept for a production in a collaborative process with a director and a creative team.
- Analyze comprehensively the lighting needs of a play.
- Implement strong research skills.
- Recognize trends in theatre history and visual styles.
- Master skills in design presentation.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 102 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- GLBC 1200 Global Cornerstone Seminar
- 3 credit hours from courses designated 'Roots of Cultures' (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior' or 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy' (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 *(the Conservatory sequence or its equivalent)* (72 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- ART 1130 Figure Drawing for Theatre Majors (6 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1220 Design: 3-D (3 hours)
- SCIN 1410 Light, Sound and Electricity (3 hours)
- THEA 2030 History of the Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of the Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)

Management (BA)

This program is offered by the George Herbert Walker School of Business & Technology/Management Department. It is available at the St. Louis home campus and at select U.S. and international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description

The management program examines the relationship between an organization, its leaders and employees. This program is designed to help students develop the competencies as both a business professional and scholar practitioner with the capabilities to drive growth and innovation. In this program, students will acquire skills necessary to effectively manage people, analyze management problems, develop sound business practice and communicate effectively.

The BA in management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

A student who successfully completes the program requirements will be able to:

- Analyze, understand and evaluate how legal, social, economic and global issues affect business.
- Integrate key theories to manage people, processes and resources in a diverse organization.
- Use appropriate tools and technology to critically analyze and interpret key business information.
- Apply concepts regarding ethics and corporate responsibility and how they impact managerial decisions.
- Build upon ambiguous and incomplete information to draft, support and defend innovative solutions to complex managerial challenges.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 42 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Special Requirements

Students are required to complete at least 42 credit hours in management courses, including MNGT 2100 Management Theory and Practices, MNGT 3400 Human Resource Management,

courses in accounting, law and economics, as well as a capstone. This includes WSBT 2000 Career Exploration, WSBT 2300 Personal Branding and WSBT 2700 Career Management Strategies. The required minimum distribution of coursework varies, depending on the emphasis selected by the student.

Transfer students must complete a minimum of 18 credit hours of academic work in the departments of Business and Management at Webster University.

Required courses must be completed at Webster University once the student begins to matriculate at Webster University. Transfer courses taken prior to enrollment at Webster University may be used to substitute for required courses if accepted by the chair.

No more than one course completed with a grade of D may count toward fulfilling the specific requirements of the major.

At the international campuses, MNGT 3320 Business Law: International may substitute for MNGT 3280 Introduction to Business Law.

Required Courses

- ACCT 2010 Financial Accounting (3 hours)
- ECON 2000 Survey of Economics (3 hours)
- WSBT 2000 Career Exploration (1 hour)
- MNGT 2100 Management Theory and Practices (3 hours)
- MNGT 2150 Business Ethics (3 hours)
- MNGT 3280 Introduction to Business Law (3 hours)
- MNGT 3400 Human Resource Management (3 hours)
- MNGT 3450 Principles of Organizational Behavior (3 hours)
- MNGT 2500 Marketing (3 hours)
- WSBT 2300 Personal Branding (1 hour)
- BUSN 3710 Entrepreneurial Financial Management (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)
- STAT 1100 Descriptive Statistics (3 hours) *(Preferred)* **or** BUSN 2750 Introduction to Business Statistics (3 hours)
- WSBT 2700 Career Management Strategies (1 hour)
- MNGT 4900 Managerial Policies and Strategies *(Capstone)* (3 hours)

Plus, choose one of the following:

- MNGT 4330 International Marketing (3 hours)
- MNGT 3740 Global Entrepreneurship (3 hours)
- MNGT 4100 International Management (3 hours)

Management (BA) with an Emphasis in Entrepreneurship

This program is offered by the George Herbert Walker School of Business & Technology/Management Department and is only available at the St. Louis home campus.

The BA in management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

A student who successfully completes the program requirements will be able to:

- Analyze, understand and evaluate how legal, social, economic and global issues affect business.
- Integrate key theories to manage people, processes and resources in a diverse organization.

- Use appropriate tools and technology to critically analyze and interpret key business information.
- Apply concepts regarding ethics and corporate responsibility and how they impact managerial decisions.
- Build upon ambiguous and incomplete information to draft, support and defend innovative solutions to complex managerial challenges.
- Be able to demonstrate an understanding of the entrepreneurship process.
- Be able to identify and apply entrepreneurship concepts and principles used in developing entrepreneurship action plans.
- Be able to integrate entrepreneurship concepts, research and tactics to effectuate entrepreneurship.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 48 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Special Requirements

Students are required to complete at least 48 credit hours in management courses, including MNGT 2100 Management Theory and Practices, MNGT 3400 Human Resource Management, courses in accounting, law and economics, as well as a capstone. This includes WSBT 2000 Career Exploration, WSBT 2300 Personal Branding and WSBT 2700 Career Management Strategies. The required minimum distribution of coursework varies, depending on the emphasis selected by the student.

Transfer students must complete a minimum of 18 credit hours of academic work in the departments of Business and Management at Webster University.

Required courses must be completed at Webster University once the student begins to matriculate at Webster University. Transfer courses taken prior to enrollment at Webster University may be used to substitute for required courses if accepted by the chair.

No more than one course completed with a grade of D may count toward fulfilling the specific requirements of the major.

At the international campuses, MNGT 3320 Business Law: International may substitute for MNGT 3280 Introduction to Business Law.

Required Courses

- ACCT 2010 Financial Accounting (3 hours)
- ECON 2000 Survey of Economics (3 hours)
- MNGT 2100 Management Theory and Practices (3 hours)
- MNGT 2150 Business Ethics (3 hours)
- MNGT 3280 Introduction to Business Law (3 hours)
- MNGT 3400 Human Resource Management (3 hours)
- MNGT 3450 Principles of Organizational Behavior (3 hours)
- BUSN 3710 Entrepreneurial Financial Management (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)
- STAT 1100 Descriptive Statistics (3 hours) *(Preferred)* **or** BUSN 2750 Introduction to Business Statistics* (3 hours)
- MNGT 2700 Introduction to Entrepreneurship and Small Business Management (3 hours)
- MNGT 3720 Entrepreneurial Marketing (3 hours)
- MNGT 3730 Innovation, Creativity and the Entrepreneur (3 hours)
- MNGT 3740 Global Entrepreneurship (3 hours)
- MNGT 4960 Entrepreneurship Capstone (3 hours)
- WSBT 2000 Career Exploration (1 hour)
- WSBT 2300 Personal Branding (1 hour)

- WSBT 2700 Career Management Strategies (1 hour)

*Transfer students with 3 hours of approved credit toward BUSN 2750 Introduction to Business Statistics will satisfy the STAT 1100 requirement of the core.

Management (BA) with an Emphasis in Human Resource Management

This program offered is by the George Herbert Walker School of Business & Technology/Management Department. It is available at the St. Louis home campus and at the Athens campus.

The BA in management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Analyze, understand and evaluate how legal, social, economic and global issues affect business.
- Integrate key theories to manage people, processes and resources in a diverse organization.
- Use appropriate tools and technology to critically analyze and interpret key business information.
- Apply concepts regarding ethics and corporate responsibility and how they impact managerial decisions.
- Build upon ambiguous and incomplete information to draft, support and defend innovative solutions to complex managerial challenges.
- Students will explain the important terminology, facts, concepts, principles, analytic techniques and theories used in human resource management.
- Students will be able to identify and apply appropriate terminology, facts, concepts, principles, analytic techniques and theories used in human resource management when analyzing moderately complex situations.
- Students will be able to synthesize and integrate important concepts, principles and theories used in human resource management into solutions to moderately complex management problems.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 51 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Special Requirements

Students are required to complete at least 51 credit hours in management courses, including MNGT 2100 Management Theory and Practices, MNGT 3400 Human Resource Management, courses in accounting, law and economics, as well as an overview. This includes WBST 2000 Career Exploration, WSBT 2300 Personal Branding and WSBT 2700 Career Management Strategies. The required minimum distribution of coursework varies, depending on the emphasis selected by the student.

Transfer students must complete a minimum of 18 credit hours of academic work in the departments of Business and Management at Webster University.

Required courses must be completed at Webster University once the student begins to matriculate at Webster University. Transfer

courses taken prior to enrollment at Webster University may be used to substitute for required courses if accepted by the chair.

No more than one course completed with a grade of D may count toward fulfilling the specific requirements of the major.

At the international campuses, MNGT 3320 Business Law: International may substitute for MNGT 3280 Introduction to Business Law.

Required Courses

- ACCT 2010 Financial Accounting (3 hours)
- ECON 2000 Survey of Economics (3 hours)
- WSBT 2000 Career Exploration (1 hour)
- MNGT 2100 Management Theory and Practices (3 hours)
- MNGT 2150 Business Ethics (3 hours)
- MNGT 3280 Introduction to Business Law (3 hours)
- MNGT 3400 Human Resource Management (3 hours)
- MNGT 3450 Principles of Organizational Behavior (3 hours)
- MNGT 3420 Labor-Management Relations (3 hours)
- WSBT 2300 Personal Branding (1 hour)
- MNGT 4400 Personnel Law (3 hours)
- MNGT 4420 Compensation Management (3 hours)
- MNGT 2500 Marketing (3 hours)
- BUSN 3710 Entrepreneurial Financial Management (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)
- STAT 1100 Descriptive Statistics (3 hours)
  or BUSN 2750 Introduction to Business Statistics (3 hours)
- WSBT 2700 Career Management Strategies (1 hour)
- MNGT 4600 Contemporary Human Resources Strategies (3 hours)

Plus, choose one of the following:

- MNGT 4330 International Marketing (3 hours)
- MNGT 3740 Global Entrepreneurship (3 hours)
- MNGT 4100 International Management (3 hours)

Management (BA) with an Emphasis in International Business

This program is offered by the George Herbert Walker School of Business & Technology/Management Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of the catalog for a list of campuses where this program is offered.

The BA in management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Analyze, understand and evaluate how legal, social, economic and global issues affect business.
- Integrate key theories to manage people, processes and resources in a diverse organization.
- Use appropriate tools and technology to critically analyze and interpret key business information.
- Apply concepts regarding ethics and corporate responsibility and how they impact managerial decisions.
- Build upon ambiguous and incomplete information to draft, support and defend innovative solutions to complex managerial challenges.

- Students will explain the important terminology, facts, concepts, principles, analytic techniques and theories used in international business.
- Students will be able to identify and apply appropriate terminology, facts, concepts, principles, analytic techniques and theories used in international business when analyzing moderately complex situations.
- Students will be able to synthesize and integrate important concepts, principles and theories used in international business into solutions to moderately complex management problems.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 72 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Special Requirements

Students are required to complete at least 72 credit hours in management courses, including MNGT 2100 Management Theory and Practices, MNGT 3400 Human Resource Management, courses in accounting, law and economics, as well as an overview. This includes WSBT 2000 Career Exploration, WSBT 2300 Personal Branding and WSBT 2700 Career Management Strategies. The required minimum distribution of coursework varies, depending on the emphasis selected by the student.

Transfer students must complete a minimum of 18 credit hours of academic work in the departments of Business and Management at Webster University.

Required courses must be completed at Webster University once the student begins to matriculate at Webster University. Transfer courses taken prior to enrollment at Webster University may be used to substitute for required courses if accepted by the chair.

No more than one course completed with a grade of D may count toward fulfilling the specific requirements of the major.

Required Courses

- ACCT 2010 Financial Accounting (3 hours)
- ECON 2000 Survey of Economics (3 hours)
- WSBT 2000 Career Exploration (1 hour)
- MNGT 2100 Management Theory and Practices (3 hours)
- MNGT 2150 Business Ethics (3 hours)
- MNGT 3280 Introduction to Business Law (3 hours)
- MNGT 3320 Business Law: International (3 hours)
- MNGT 3400 Human Resource Management (3 hours)
- MNGT 2500 Marketing (3 hours)
- BUSN 3710 Entrepreneurial Finance (3 hours)
- WSBT 2300 Personal Branding (1 hour)
- CSIS 1500 Introduction to Business Technologies (3 hours)
- STAT 1100 Descriptive Statistics (3 hours)
  or BUSN 2750 Introduction to Business Statistics (3 hours)
- WSBT 2700 Career Management Strategies (1 hour)
- MNGT 4100 International Management (3 hours)
- MNGT 4330 International Marketing (3 hours)
- ECON 3720 International Trade and Finance (3 hours)
- MNGT 4940 Global Competitive Strategies (Overview) (3 hours)

International Electives

One from each of the four international areas:

- International History, International Politics, International Relations, general course on an international topic (12 hours)

Language

Language chosen and courses are dependent on initial incoming capability and progress. Students would typically focus on only one foreign language. A reasonable capability in a foreign language is required. Students can establish their capability by successfully completing 12 credit hours (at least 6 credit hours of which must be at the 2000-level) or by passing an intermediate level language competency examination. If a student successfully completes a major or minor in a foreign language, they will also have met the language requirement for the international business emphasis.

Students whose native language is not English and who are studying in English will be considered to have achieved their foreign language requirement if they successfully pass an ESL test of their English proficiency. The 12-credit-hour requirement must be completed through other coursework from the curriculum.

A student can substitute another foreign language, subject to the approval of the chair of the Department of Management, if that student successfully passes written and oral examinations in that language.

A study residency of at least one term (eight weeks) outside the United States or an international internship/practicum in the United States is strongly recommended. For the study residency, students may attend one of Webster University's international campuses or an approved alternative location. Students unable to study outside the United States can take an international internship (3 to 6 credit hours) with an approved firm or organization in the United States involved in international activities.

Management (BA) with an Emphasis in Marketing

This program is offered by the George Herbert Walker School of Business & Technology/Management Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

The BA in management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Program Description

The management (BA) with an emphasis in marketing prepares students for a broad spectrum of careers in marketing, including branding, product development, advertising, digital marketing and customer relationship management. Students learn how organizations create value through the various marketing activities: customer behavior, pricing, promotion, product development, distribution and marketing research.

Learning Outcomes

- Analyze, understand and evaluate how legal, social, economic and global issues affect business.
- Integrate key theories to manage people, processes and resources in a diverse organization.
- Use appropriate tools and technology to critically analyze and interpret key business information.
- Apply concepts regarding ethics and corporate responsibility and how they impact managerial decisions.
- Build upon ambiguous and incomplete information to draft, support and defend innovative solutions to complex managerial challenges.

- Students will be able to demonstrate an understanding of how to identify and utilize relevant information in order to make effective marketing decisions.
- Students will be able to demonstrate the ability to make and defend decisions regarding the various marketing mix elements for value creation in a way that reflects the needs and characteristics desired for organizational success and meaningful relationships among and between stakeholders.
- Students will demonstrate personal skills (i.e. ethics, teamwork, effective communication, critical thinking) which are important keys to having a successful career in marketing.
- Students will be able to demonstrate an understanding of mutually interdependent relationships of all the major functional areas of a business enterprise.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 57 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Special Requirements

Students are required to complete at least 57 credit hours in management courses, including MNGT 2100 Management Theory and Practices, MNGT 3400 Human Resource Management, courses in accounting, law and economics, as well as an overview. This includes WSBT 2000 Career Exploration, WSBT 2300 Personal Branding and WSBT 2700 Career Management Strategies. The required minimum distribution of coursework varies, depending on the emphasis selected by the student.

Transfer students must complete a minimum of 18 credit hours of academic work in the departments of Business and Management at Webster University.

Required courses must be completed at Webster University once the student begins to matriculate at Webster University. Transfer courses taken prior to enrollment at Webster University may be used to substitute for required courses if accepted by the chair.

No more than one course completed with a grade of D may count toward fulfilling the specific requirements of the major.

At the international campuses, MNGT 3320 Business Law: International may substitute for MNGT 3280 Introduction to Business Law.

Required Courses

- ACCT 2010 Financial Accounting (3 hours)
- ECON 2000 Survey of Economics (3 hours)
- MNGT 2100 Management Theory and Practices (3 hours)
- WSBT 2000 Career Exploration (1 hour)
- MNGT 3280 Introduction to Business Law (3 hours)
- MNGT 3400 Human Resource Management (3 hours)
- MNGT 3450 Principles of Organizational Behavior (3 hours)
- MNGT 3150 Consumer Behavior (3 hours)
- MNGT 2500 Marketing (3 hours)
- MNGT 3510 Management of Integrated Marketing Communications (3 hours)
- WSBT 2300 Personal Branding (1 hour)
- MNGT 3540 Digital Marketing (3 hours)
- MNGT 3580 Professional Selling (3 hours)
- MNGT 4330 International Marketing (3 hours)
- MNGT 4570 Marketing Research (3 hours)
- BUSN 3710 Entrepreneurial Finance (3 hours)
- MNGT 2150 Business Ethics (3 hours)

- CSIS 1500 Introduction to Business Technologies (3 hours)
- STAT 1100 Descriptive Statistics (3 hours)
  or BUSN 2750 Introduction to Business Statistics (3 hours)
- WSBT 2700 Career Management Strategies (1 hour)
- MNGT 4920 Marketing Strategies (3 hours)

Management (BA) with an Emphasis in Sports and Entertainment Management

This program offered is by the George Herbert Walker School of Business & Technology/Management Department and is only available at the St. Louis home campus.

The BA in management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Program Description

The management program examines the relationship between an organization, its leaders and employees. This program is designed to help students develop the competencies as both a business professional and scholar practitioner with the capabilities to drive growth an innovation. In this program, students will acquire skills necessary to effectively manage people, analyze management problems, develop sound business practice and communicate effectively.

Emphasis in Sports and Entertainment Management

The emphasis in sports and entertainment management is designed to provide students, with the knowledge, skills and tools necessary to succeed in the business-side of sports and entertainment, in addition to the skills provided in the management core curriculum. The administration of academic and professional sports and athletic franchises is a large and growing business both in the United States and around the world. Sometimes overlooked but also important, is the large and growing business of using professional sports venues to regularly host live entertainment events (concerts, ice events, children's shows). Recognizing the importance of both sports and entertainment, this program is designed to be an all inclusion approach so graduates of the program have what is necessary to be successful in both of these areas of business.

Learning Outcomes

- Analyze, understand and evaluate how legal, social, economic and global issues affect business.
- Integrate key theories to manage people, processes and resources in a diverse organization.
- Use appropriate tools and technology to critically analyze and interpret key business information.
- Apply concepts regarding ethics and corporate responsibility and how they impact managerial decisions.
- Build upon ambiguous and incomplete information to draft, support and defend innovative solutions to complex managerial challenges.
- Students will explain the important terminology, facts, concepts, principles, analytic techniques and theories used in sports and entertainment management.
- Students will be able to identify and apply appropriate terminology, facts, concepts, principles, analytic techniques and theories used in sports and entertainment management when analyzing moderately complex situations.

- Students will be able to synthesize and integrate important concepts, principles and theories used in sports and entertainment management into solutions to moderately complex management problems.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 57 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- ACCT 2010 Financial Accounting (3 hours)
- ECON 2000 Survey of Economics (3 hours)
- MNGT 2100 Management Theory and Practices (3 hours)
- WSBT 2000 Career Exploration (1 hour)
- BUSN 2037 Introduction to Sports and Entertainment Management (3 hours)
- MNGT 2150 Business Ethics (3 hours)
- MNGT 3280 Introduction to Business Law (3 hours)
- MNGT 3400 Human Resource Management (3 hours)
- MNGT 3450 Principles of Organizational Behavior (3 hours)
- WSBT 2300 Personal Branding (1 hour)
- MNGT 2500 Marketing (3 hours)
- BUSN 3457 Sports and Entertainment Marketing (3 hours)
- BUSN 3710 Entrepreneurial Financial Management (3 hours)
- BUSN 4717 Sports Finance (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)
- STAT 1100 Descriptive Statistics (3 hours) *(preferred)*
  or BUSN 2750 Introduction to Business Statistics (3 hours)
- WSBT 2700 Career Management Strategies (1 hour)
- BUSN 4747 Sports Operations and Logistics (3 hours)
- BUSN 4757 Live Entertainment Management (3 hours)
- BUSN 4827 Sports and Entertainment Internship (3 hours)

Plus, choose one of the following:

- MNGT 4330 International Marketing (3 hours)
- MNGT 3740 Global Entrepreneurship (3 hours)
- MNGT 4100 International Management (3 hours)

Management Information Systems (BS)

This program is offered by the George Herbert Walker School of Business & Technology/Mathematics and Computer Science Department. It is available at the St. Louis home campus and at Webster University Tashkent.

Program Description

The bachelor of science degree in management information systems integrates technology and business concepts, providing students the knowledge and skills they will need to solve current and future IT related business challenges.

Learning Outcomes

Upon completion of the program, students will be able to:

- Demonstrate mastery of information systems management in the following core areas:
  - Application of information technology solutions
  - Project management
  - Data and information management
  - Core business concepts

- Write and orally communicate technical material effectively and professionally
- Apply problem-solving skills and the knowledge of information systems management to formulate solutions

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 57 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

All upper-level (3000 and above) courses must be taken at Webster University.

Required Courses

- COSC 1550 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)
- COSC 2670 Network Principles (3 hours)
- COSC 2710 Social Engineering and Society (3 hours)
- COSC 2810 Systems Analysis and Design (3 hours)
- COSC 3410 Computer Security (3 hours)
- COSC 3500 IT Project Management (3 hours)
- COSC 4110 Database Concepts (3 hours)
- COSC 4120 Database Applications (3 hours)
- ACCT 2010 Financial Accounting I (3 hours)
- ACCT 2025 Managerial Accounting (3 hours)
- BUSN 2100 Business Communications (3 hours)
- BUSN 4120 Integrated Business Processes and ERP (3 hours)
- BUSN 4140 Configuration of ERP Systems (3 hours)
- ECON 2000 Survey of Economics (3 hours)
- FINC 3210 Principles of Finance (3 hours)
- MNGT 2100 Management Theory and Practices (3 hours)
- MNGT 2500 Marketing (3 hours)
- STAT 1100 Descriptive Statistics (3 hours)

Mathematics (BS)

This program is offered by the George Herbert Walker School of Business & Technology/Mathematics and Computer Science Department and is only available at the St. Louis home campus.

Program Description

Mathematics is a powerful tool used in the natural and social sciences for understanding and predicting the world around us. It also has a beauty of logic and structure within itself, as well as being useful for a wide variety of applications. Students interested in the natural and social sciences are encouraged to have a second major or a minor in mathematics. Graduates with a major in mathematics would be employed anywhere there is a need to solve numerical and logical problems.

Learning Outcomes

- Students will demonstrate critical thinking skills in the area of mathematics.
- Students will demonstrate the ability to solve problems related to the program content.
- Students will demonstrate in depth knowledge of calculus.
- Students will demonstrate comprehension with a variety of mathematics, chosen from applied and/or theoretical topics.
- Students will gain basic computer programming skills.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 51 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the mathematics BS
- Electives

Global Citizenship Program for Mathematics BS

Requirements are modified to allow one course with the MATH prefix to satisfy both a requirement of the major and also the GCP 'Quantitative Literacy' requirement.

Required Courses

At least 30 of the required 51 mathematics credit hours must be taken at Webster University.

- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- MATH 2450 Introduction to Abstract Mathematics (3 hours)
- MATH 3000 Calculus III (5 hours)
- MATH 2410 Discrete Mathematics (3 hours)
- MATH 3020 Numerical Analysis (3 hours)
- MATH 3040 Differential Equations (3 hours)
- MATH 3160 Linear Algebra (3 hours)
- MATH 2200 Statistics (3 hours)
- MATH 3220 Data Mining Methods (3 hours)
- MATH 3500 Introduction to Algebraic Structures (3 hours)
- MATH 3530 Modern Geometry (3 hours)
- MATH 3610 Probability (3 hours)

Students without a second major or a minor in computer science, computer science with an emphasis in cybersecurity, or management information systems are required to take the following courses:

- COSC 1550 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)

Mathematics (Pre-Engineering) (BS)

This program is offered by the George Herbert Walker School of Business & Technology/Mathematics and Computer Science Department and is only available at the St. Louis home campus.

Program Description

Webster University offers a dual degree program in engineering with Washington University and Missouri University of Science Technology. This program leads to a BS in mathematics from Webster University and a BS in engineering from Washington University or Missouri University of Science and Technology. Students in the pre-engineering program combine high-quality professional engineering education with a strong background in the humanities, mathematics and the natural and social sciences. The programs at Washington University and Missouri University of Science and Technology include biomedical engineering, computer science, computer engineering, electrical engineering, systems science and engineering, chemical engineering and mechanical engineering. The professional degrees offered in each area are accredited by the Accreditation Board for Engineering and Technology, Inc. (ABET).

Learning Outcomes

- Students will demonstrate critical thinking skills in the area of mathematics.
- Students will demonstrate the ability to solve problems related to the program content.
- Students will demonstrate in depth knowledge of calculus.
- Students will demonstrate comprehension with a variety of mathematics, chosen from applied and/or theoretical topics.
- Students will gain basic computer programming skills.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 48 required credit hours *(additional courses may be needed based on chosen engineering field)*
- Applicable University Global Citizenship Program hours, with accommodations for the mathematics BS
- Electives

Global Citizenship Program for Mathematics BS

Requirements are modified to allow one course with the MATH prefix to satisfy both a requirement of the major and also the GCP 'Quantitative Literacy' requirement.

Required Courses

At least 30 of the required 48 mathematics credit hours must be taken at Webster University.

- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- MATH 2450 Introduction to Abstract Mathematics (3 hours)
- MATH 3000 Calculus III (5 hours)
- MATH 2410 Discrete Mathematics (3 hours)
- MATH 3040 Differential Equations (3 hours)
- MATH 3160 Linear Algebra (3 hours)
- MATH 2200 Statistics (3 hours)
- MATH 3610 Probability (3 hours)

The following courses are required to complete the pre-engineering transfer requirements:

- CHEM 1100 General Chemistry I (3 hours)
- CHEM 1101 General Chemistry Lab I (1 hour)
- COSC 1550 Computer Programming I (3 hours)
- PHYS 2030 University Physics I (3 hours)
- PHYS 2031 University Physics I: Lab (1 hour)
- PHYS 2040 University Physics II (3 hours)
- PHYS 2041 University Physics II: Lab (1 hour)

Depending on the selected engineering major, the following electives are additionally required to support transfer to the engineering school.

For chemical engineering and biomedical engineering majors only:

- BIOL 1550 Essentials of Biology I (4 hours)
- BIOL 1551 Essentials of Biology I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
- CHEM 1111 General Chemistry II: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours)
- CHEM 2101 Organic Chemistry I: Lab (1 hour)
- CHEM 2110 Organic Chemistry II (3 hours)
- CHEM 2111 Organic Chemistry II: Lab (1 hour)

In addition, there are some department-specific requirements:

Biomedical Engineering

- BIOL 1560 Essentials of Biology II (4 hours)
- BIOL 1561 Essentials of Biology II: Lab (1 hour)

Computer Science & Computer Engineering

- COSC 1560 Computer Programming II (3 hours)

Media Studies (BA)

This program is offered by the School of Communications/ Communications and Journalism Department. It is available online, at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description

The media studies major is a broad communication experience within the School of Communications. In this program, students explore the design, delivery and effects of media messages in a range of communication fields and across multiple communication platforms. Media studies majors approach media from academic and practical standpoints, develop diverse professional portfolios and hone skills integral to a variety of media careers. The media studies degree affords an excellent foundation for pursuing a variety of careers within any organization that uses and values communication.

Learning Outcomes

Successful graduates of this program will be able to:

- Develop media content for different fields, platforms and audiences.
- Demonstrate an understanding of the need to think ethically when creating messages.
- Evaluate media in historical and global context.
- Conceive and implement effective communication strategies.
- Analyze media content and effects.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 39-44 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- EPMD 1000 Introduction to Media Production (3 hours)
- MDST 1010 Media Foundations (3 hours)
- MDST 1050 Media Writing (3 hours)
- MDST 1160 Communication for Media Professionals (3 hours)
- MDST 2100 Media Literacy (3 hours)
- MDST 2800 Media, Diversity and Society (3 hours)
- MDST 2500 Professional Development for Media Careers (3 hours)
- MDST 3100 Social Media Strategies & Tactics (3 hours)
- MDST 3260 Global Media Practice (3 hours)
- MDST 3300 Media Law, Ethics & Policy (3 hours)
- MDST 4110 Digital Media & Culture (3 hours)
- MDST 4200 Media Research (3 hours)
- MDST 4620 Media Practicum/Thesis* (3-4 hours**)
  or MDST 4950 Internship* (3-8 hours)

*Capstone Course - student must earn a grade of no less than B.

**Students wishing to complete their degree at Webster Vienna Private University must select the thesis option and register for 4 hours.

Students in the media studies program are encouraged to explore minors, certificates or even other majors to expand their experience.

Students may petition to complete a professional media practicum (internship) or senior overview with a focus in their area of concentration.

Music (BA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Music and is only available at the St. Louis home campus.

Program Description

The bachelor of arts (BA) degree with a major in music is designed for a broad understanding of the music discipline through the study of performance, music theory and music literature. The BA program allows a student to investigate diverse areas of music within a flexible curricular framework.

All students in the BA music degree program must complete a senior thesis or lecture/recital.

Admission and Audition Requirements

To be admitted as an undergraduate music major or music minor, applicants must complete an in-person audition/interview with the music faculty and complete various diagnostic examinations. Auditions are arranged through the Office of Undergraduate Admissions. Specific information on the audition requirements for each music degree program is available from the department's website. Priority consideration for performance scholarships is given to students who complete all admission requirements before February 28 of the application year.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 63-66 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

Core Music Courses

- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810 Musicianship I-III (6 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)
- MUSC 4700 Advanced Topics in Music (2-3 hours)
  (taken in junior or senior year only)

Performance Courses

- MUSC 0890 Recital Attendance *(six semesters required)* (0 hours)
- MUSC 2601, MUSC 2602, MUSC 2603, MUSC 2604, MUSC 2605, MUSC 3001, MUSC 3002, MUSC 3003, MUSC 3004, MUSC 3005 Applied Music *(six semesters required)* (12 hours)

- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501 Class or Applied Piano (2-4 hours)
  (minimum two semesters required)

Major Ensemble

6 hours over 8 semesters, as approved by advisor, 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 4955 Webster University Jazz Singers (1 hour per semester)
- MUSC 4960 Webster University Jazz Ensemble (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

Supportive Courses

- MUSC 4040 Music of the Twentieth Century (3 hours)
- MUSC 4450 World Music and Ethnomusicology (2 hours)
- MUSC 4611 Senior Thesis (2 hours)
- MUSC 4612 Writing About Music (1 hour)
- MUSC 4613 Speaking About Music (1 hour)
- MUSC 4614 Music Research (1 hour)
- MUSC 4930 World Music Performance Ensemble (1 hour)

A minimum of 6 credit hours selected from:

- MUSC 2200 Introduction to Music Education (2 hours)
- MUSC 2820 Musicianship IV (2 hours)
- MUSC 3001, MUSC 3002, MUSC 3003, MUSC 3004, MUSC 3005 Applied Music (2 hours)
- MUSC 3010 Composition (3 hours)
- MUSC 3020 Composition (3 hours)
- MUSC 3070 Orchestration I (3 hours)
- MUSC 3170 Jazz History I (3 hours)
- MUSC 3180 Jazz History II (3 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 3510 Arranging for Popular Styles (3 hours)
- MUSC 3520 History of Popular Styles (3 hours)
- MUSC 3530 Lyric Writing (3 hours)
- MUSC 4030 Eighteenth-Century Counterpoint (3 hours)
- MUSC 4070 Choral Arranging (2 hours)
- MUSC 4140 Lyric Diction (2 hours)
- MUSC 4150 The Art Song (3 hours)
- MUSC 4160 Operatic Literature (3 hours)
- MUSC 4170 Piano Literature I (2 hours)
- MUSC 4190 Orchestral Literature (3 hours)
- MUSC 4250 Voice Pedagogy I (2 hours)
- MUSC 4255 Voice Pedagogy II (2 hours)
- MUSC 4260 Piano Pedagogy I (2 hours)
- MUSC 4270 Piano Pedagogy II (2 hours)
- MUSC 4360 The Working Musician (3 hours)
- MUSC 4370 Marketing for Musicians (3 hours)
- MUSC 4705 The Vienna Musical Experience (3 hours)
- MUSC 4750 Vienna: Language of Lieder (3 hours)

Music (BM) in Composition with an Emphasis in Concert Music

Majors

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Music and is only available at the St. Louis home campus.

Program Description

The composition program at Webster focuses primarily on contemporary concert music. Students are also encouraged to explore many other musical styles and technologies such as jazz, electronic, computer and MIDI applications. Faculty composers work directly with composition majors. Numerous opportunities exist for the performance of students' works, including the Webster New Music Ensemble.

Students in this major complete the required core, performance, composition and supportive courses, and complete one of the two emphasis areas.

Learning Outcomes

Students with the bachelor music in composition with an emphasis in concert music will:

- Conceptualize, develop and complete original compositions for different media (acoustic, electronic, etc.) utilizing melodic, harmonic, rhythmic and textural techniques/ resources gained from study and experimentation.
- Notate compositions clearly and accurately, utilizing music publishing software to produce professional quality scores and parts suitable for performance.
- Analyze and understand a musical composition in terms of structure and historical/cultural context.
- Demonstrate the acquisition of skills that enhance the compositional process, including conducting, instrumental or vocal performance and musicianship.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 89-90 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music
- Electives

Global Citizenship Program for the Bachelor of Music

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated 'Roots of Cultures' (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated 'Social Systems & Human Behavior'
- 3 credit hours from courses designated 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy'
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

Music Theory and History Core

- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810, MUSC 2820 Musicianship I-IV (8 hours)

- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)
- MUSC 4700 Advanced Topics in Music *(taken in junior or senior year only)* (2-3 hours)

Performance Courses

- MUSC 0890 Recital Attendance *(six semesters required)* (0 hours)
- MUSC 2601, MUSC 2602, MUSC 2603, MUSC 2604, MUSC 2605 Applied Music *(four semesters)* (8 hours)
- MUSC 3001, MUSC 3002, MUSC 3003, MUSC 3004, MUSC 3005 Applied Music *(two semesters)* (4 hours)
- MUSC 0400 Senior Recital (0 hours)

Major Ensemble
6 hours over 8 semesters 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 4970 Webster University Jazz Collective (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

Composition Courses

- MUSC 0990 Master Class *(taken every semester)* (0 hours)
- MUSC 1035 Introduction to Electronic Music (2 hours)
- MUSC 3010, MUSC 3020 Composition (6 hours)
- MUSC 3070, MUSC 3080 Orchestration I, II (5 hours)
- MUSC 4010 Composition *(four 16-week terms, 2 credits per term)* (8 hours)
- MUSC 4030 Eighteenth-Century Counterpoint (3 hours)

Supportive Courses

- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501 Secondary Instrument: Class Piano or Applied Piano *(six consecutive semesters required; minimum four hours of applied instruction in individual lessons)* (6 hours)
- Choose two of the following courses, as approved by advisor:
  - MUSC 1500 Music Software Applications: Notation (1 hour)
  - MUSC 1501 Music Software Applications: Digital Audio Workstations (1 hour)
  - MUSC 1502 Music Software Applications: Presentation Tools (1 hour)
- MUSC 3410 Conducting I (3 hours)
- MUSC 4040 Music of the Twentieth Century (3 hours)
- MUSC 4450 World Music and Ethnomusicology (2 hours)
- MUSC 4930 World Music Performance Ensemble (1 hour)
- MUSC 4950 New Music Ensemble *(after 2 semesters, may be repeated as elective concurrently with Major Ensemble)* (2 hours)

Senior Project in Composition

The student must submit a major composition project and present a recital of works completed at Webster University of at least 45 minutes in length. The student must also have a minimum of three public performances of original works during the freshman, sophomore and junior years.

Music (BM) in Composition with an Emphasis in Songwriting

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Music and is only available at the St. Louis home campus.

Program Description

The composition program at Webster focuses primarily on contemporary concert music or songwriting. Students are also encouraged to explore many other musical styles and technologies such as jazz, electronic, computer and MIDI applications. Faculty composers work directly with composition majors. Numerous opportunities exist for the performance of students' work, including the Webster New Music Ensemble, Student Songwriter Showcase, and Wet Ink project.

Students in this major complete the required core, performance, composition and supportive courses, and complete one of the two emphasis areas.

The songwriting emphasis is designed for the student who wishes to pursue a career as a composer, author and performer of original songs. In both private applied study and the classroom setting, students in the songwriter track refine their skills as songwriters/composers, vocalists, lyricists and accompanists (normally on piano and/or guitar). Extensive applied instruction on primary and secondary instruments is coupled with traditional, jazz and commercial music theory and history. Students in this program present a final concert of original songs and a fully-produced compact disc.

Learning Outcomes

Students with the bachelor of music in composition with an emphasis in songwriting will:

- Conceptualize, develop and complete original compositions for voice and at least one instrument utilizing melodic, harmonic, rhythmic and textural techniques/resources and lyrics gained from study and experimentation.
- Notate compositions clearly and accurately, utilizing music publishing software to produce professional quality scores and parts suitable for performance.
- Demonstrate the acquisition of skills that enhance the compositional process, including conducting, instrumental or vocal performance and musicianship.
- Produce high-quality recordings of their songs through the application of appropriate recording technology and techniques.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 107-108 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music
- Electives

Global Citizenship Program for Bachelor of Music

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated 'Roots of Cultures' (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)

- 3 credit hours from courses designated 'Social Systems & Human Behavior'
- 3 credit hours from courses designated 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy'
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

Music Theory and History Core

- MUSC 1010, MUSC 1020, MUSC 2010 Music Theory I-III (9 hours)
- MUSC 1810, MUSC 1820, MUSC 2810 Musicianship I-III (6 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)
- MUSC 2050 Songwriting Theory (3 hours)
- MUSC 4700 Advanced Topics in Music *(taken in junior or senior year only)* (2-3 hours)

Performance Courses

- MUSC 0890 Recital Attendance *(six semesters required)* (0 hours)
- MUSC 2601, MUSC 2602, MUSC 2604, MUSC 3001, MUSC 3002, MUSC 3004, MUSC 4001, MUSC 4002, MUSC 4004 Applied Music (piano or guitar or voice as a primary instrument) *(eight semesters required)* (16 credits)
- MUSC 0400 Senior Recital (0 hours)

Major Ensemble
6 hours over eight semesters 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 4955 Webster University Jazz Singers (1 hour per semester)
- MUSC 4970 Wester University Jazz Collective (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

A maximum of 2 hours of MUSC 4950 Webster University Chamber Music Ensembles may count toward the Major Ensemble requirement.

Composition Courses

- MUSC 0990 Master Class *(taken every semester)* (0 hours)
- MUSC 3010 Composition (3 hours)
- MUSC 3070 Orchestration I (3 hours)
- MUSC 4010 Composition *(five 16-week terms, 2 credits per term)* (10 hours)

Supportive Courses

- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501 Secondary Instrument: Class Piano or Applied Piano *(six semesters required; minimum four hours of applied instruction in individual lessons; students for whom voice or*

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guitar is the primary instrument must choose piano as the secondary instrument) (6 hours)
- MUSC 1370, MUSC 1380 Jazz Theory I, II (6 hours)
- MUSC 1500 Music Software Applications: Notation (1 hour)
- MUSC 3510 Arranging for Popular Styles (3 hours)
- MUSC 3520 History of Popular Styles (3 hours)
- MUSC 3530 Lyric Writing (3 hours)
- MUSC 4450 World Music and Ethnomusicology (2 hours)
- MUSC 4930 World Music Performance Ensemble (1 hour)
- MUSC 4360 The Working Musician (3 hours)
  or MUSC 4370 Marketing for Musicians (3 hours)

Audio Production Courses

- AUDI 1110 Audio Technology Lecture (2 hours)
- AUDI 1120 Audio Technology Lab (2 hours)
- AUDI 1121 Signals and Systems (3 hours)
- AUDI 1130 Audio Technology Practicum (2 hours)
- AUDI 1131 Digital Audio Workstation (3 hours)
- AUDI 2230 Introduction to Music Recording (3 hours)

Senior Project in Composition

The student must submit a major composition project and present a recital of works completed at Webster University of at least 45 minutes in length. The student must also have a minimum of three public performances of original works during the freshman, sophomore and junior years.

Music (BM) in Music Direction for Musical Theatre

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Music and is only available at the St. Louis home campus.

Program Description

The bachelor of music in music direction for musical theatre is designed for the students who wish to pursue a career as a professional music director for musical theatre. Extensive applied instruction and classes on technique, coaching and musical theatre performance styles, as well as ensemble experience, constitute the core of the curriculum.

Piano or voice will be the primary instrument for all students in this degree. The instrument that is not the main instrument will be considered the secondary instrument.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 99-100 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music
- Electives

Global Citizenship Program for Bachelor of Music

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated 'Roots of Cultures' (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated 'Social Systems & Human Behavior'

- 3 credit hours from courses designated 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy'
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

Core Music Courses

- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810, MUSC 2820 Musicianship I-IV (8 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)
- MUSC 4700 Advanced Topics in Music *(taken in junior or senior year only)* (2-3 hours)

Performance Courses

- MUSC 0890 Recital Attendance *(six semesters required)* (0 hours)
- MUSC 0990 Master Class *(taken every semester)* (0 hours)
- MUSC 2602, MUSC 3002, MUSC 4002 Applied Voice
  or MUSC 2601, MUSC 3001, MUSC 4001 Applied Piano *(eight semesters required)* (16 hours)
- MUSC 4950 New Music Ensemble *(after two semesters, may be repeated as elective concurrently with Major Ensemble)* (2 hours)

Major Ensemble
8 hours over eight semesters 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 4955 Webster University Jazz Singers (1 hour per semester)

Supportive Courses

- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501 Secondary Instrument: Class Piano or Applied Piano *(eight consecutive semesters required; minimum four hours of applied instruction in individual lessons)*
  or MUSC 2002, MUSC 2502 Secondary Instrument: Applied Voice (8 hours)
- MUSC 3010 Composition (3 hours)
- Choose two of the following courses, as approved by advisor:
  - MUSC 1500 Music Software Applications: Notation (1 hour)
  - MUSC 1501 Music Software Applications: Digital Audio Workstations (1 hour)
  - MUSC 1502 Music Software Applications: Presentation Software (1 hour)
- MUSC 3070 Orchestration I (3 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 4006 Applied Conducting *(four semesters required)* (4 hours)
- MUSC 4710 Music Directing Practicum *(assisting Conservatory or other shows, four semesters required)* (4 hours)
- MUSC 4250, MUSC 4255 Voice Pedagogy I, II (4 hours)
- MUSC 4450 World Music and Ethnomusicology (2 hours)

- MUSC 4610 Readings in Music Directing *(two semesters required, one hour each)* (2 hours)
- MUSC 4930 World Music Performance Ensemble (1 hour)
- MUTH 1030 History of American Musical Theatre (3 hours)
- THEA 1080, THEA 2080 Studio Acting I, II (6 hours)

Students in this degree should also audit both Musical Theatre Dance Styles courses (MUTH 2410, MUTH 2420), during the sophomore or junior years. A year of ballet enrollment is also encouraged, but not required. The Working Musician (MUSC 4360) is encouraged, but not required.

Music (BM) in Performance with an Emphasis in Collaborative Piano

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Music and is only available at the St. Louis home campus.

Program Description

The bachelor of music in performance is a pre-professional degree designed to prepare students who wish to pursue a future in the professional music world as a performing artist or studio teacher. This degree requires an emphasis in collaborative piano, orchestral instruments, jazz, piano or voice.

The collaborative piano emphasis is designed for the student who wishes to pursue a professional music career as a chamber musician and/or accompanist and vocal coach. Extensive applied instruction and classes in technique, collaborative piano literature (both instrument and vocal), vocal diction and coaching, and ensemble experience constitute the core of the curriculum.

Learning Outcomes

At the conclusion of this degree program, in addition the departmental outcomes, the student will be able to:

- Demonstrate the language proficiency sufficient to permit an accurate ensemble and continue to grow toward fluency or near-fluency in the major art song language.
- Exhibit sustained growth, strength and assurance in the art and skill of vocal coaching.
- Display fluency in accompanying a vocalist or instrumentalist in recitals, masterclasses and advanced study situations; playing a piano rehearsal for a soloist and conductor of a symphony orchestra; coaching insures or instrumentalists in performance repertoire; and the like.

Admission and Audition Requirements

To be admitted as an undergraduate music major or music minor, applicants must complete an in-person audition/interview with the music faculty and complete various diagnostic examinations. Auditions are arranged through the Office of Undergraduate Admission. Specific information on the audition requirements for each music degree program is available from the department's website. Priority consideration for performance scholarships is given to students who complete all admission requirements before February 28 of the application year.

Performance Requirements

Much of the music that we make is collaborative in nature, with a mix of keyboard, wind, brass, string and percussion instruments and voices. So that performance majors develop an ability to work with others beyond an accompanist, all performance majors presenting junior and senior recitals will include on each recital or in a Thursday student recital at least one 3-minute work that includes collaboration with a performer other than or in addition to piano. Works longer than 3 minutes are encouraged.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 108-109 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music
- Electives

Global Citizenship Program for the Bachelor of Music

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated 'Roots of Cultures' (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated 'Social Systems & Human Behavior'
- 3 credit hours from courses designated 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy'
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

Music Theory and History Core

- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810, MUSC 2820 Musicianship I-IV (8 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)
- MUSC 4700 Advanced Topics in Music *(taken in junior or senior year only)* (2-3 hours)

Performance Courses

- MUSC 2601, MUSC 3001, MUSC 4001 Applied Piano (4 hours)
- MUSC 4120 Piano Accompanying *(including sight-reading) (six semesters required)* (12 hours)
- MUSC 0890 Recital Attendance *(six semesters required)* (0 hours)
- MUSC 0990 Master Class *(taken every semester)* (0 hours)
- Junior Recital (0 hours)
- Senior Recital (0 hours)

Major Ensemble
8 hours over 8 semesters, as approved by advisor, 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 4955 Webster University Jazz Singers (1 hour per semester)
- MUSC 4960 Webster University Jazz Ensembles (1-2 hours per semester)
- MUSC 4970 Webster University Jazz Collective (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

Supportive Courses

- MUSC 2127 Vocal Diction Practicum *(four semesters required)* (4 hours)
- MUSC 4140 Lyric Diction (2 hours)
- MUSC 4250, MUSC 4255 Vocal Pedagogy I, II (4 hours)
- MUSC 2002 Applied Voice *(six one-credit semesters required)* (6 hours)
- MUSC 3070 Orchestration I (3 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 4040 Music of the Twentieth Century (3 hours)
- MUSC 4150 The Art Song (3 hours)
- MUSC 4170, MUSC 4175, MUSC 4180 Piano Literature I, II, III (6 hours)
- MUSC 4260, MUSC 4270 Piano Pedagogy I, II (4 hours)
- MUSC 4185 Piano in Chamber Music Literature (3 hours)
- MUSC 4360 The Working Musician (3 hours)
- MUSC 4370 Marketing for Musicians (3 hours)
- MUSC 4450 World Music and Ethnomusicology (2 hours)
- MUSC 4930 World Music Performance Ensemble (1 hour)
- MUSC 4950 Webster University Chamber Music Ensembles *(accompanying with instruments)(six semesters required)* (6 hours)

All candidates for this degree must complete one year of college study for French, German, or Italian, or show equivalent proficiency through examination.

Collaborative piano students will be assigned as collaborative pianists for other music majors, and will accompany chorus ensembles. Additionally, they will work with professional musicians from the St. Louis area, including members of the St. Louis Symphony Orchestra (Chamber Music/Accompanying Class), and/or advanced students int he Community Music School Prep Program. In addition, solo playing will be required.

Music (BM) in Performance with an Emphasis in Jazz

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Music and is only available at the St. Louis home campus.

Program Description

The bachelor of music in performance is a pre-professional degree designed to prepare students who wish to pursue a future in the professional music world as a performing artist or studio teacher. This degree requires an emphasis in collaborative piano, orchestral instruments, jazz, piano or voice.

The jazz emphasis equips students who wish to pursue a future in the professional music world as a performer, as a jazz soloist, in jazz ensembles, or building an independent multi-faceted career. The Webster jazz studies program is based around the small group performing experience. Students participate in jazz combos, Jazz Collective or Jazz Singers in addition to an academic curriculum that balances courses in jazz and classical music instruction. Students who wish a music technology curriculum should complete the minor in sound recording

and engineering in the Department of Audio Aesthetics and Technology.

Learning Outcomes

Upon completion of the jazz emphasis, the student will be able to demonstrate:

- Technical and conceptual mastery of jazz phrasing in a variety of historical jazz styles.
- Rhythmic, melodic and harmonic coherence while improvising in a variety of instrumental and structural contexts.
- A consistently reliable instrumental or vocal technique characterized by linear fluidity, rhythmic flexibility and accuracy of intonation.
- Aural and analytical competencies as related to commonly used forms and structures in jazz.
- The ability to transpose melodic and harmonic material in the improvisational moment.
- Awareness of and sensitivity to the musical function of each member of an instrumental or vocal jazz ensemble.
- Critical and aesthetic judgment while improvising, composing or arranging that is informed by extensive listening to and analysis of the recorded legacy of jazz.
- The ability to transcribe and notate melodic, harmonic and rhythmic examples of recorded music.
- The ability to write musical arrangements for both jazz combos and big bands using current notational software.
- The knowledge of pedagogical methods to assist in the conceptual and technical development of students new to the jazz experience.

Admission and Audition Requirements

To be admitted as an undergraduate music major or music minor, applicants must complete an in-person audition/interview with the music faculty and complete various diagnostic examinations. Auditions are arranged through the Office of Undergraduate Admission. Specific information on the audition requirements for each music degree program is available from the department's website. Priority consideration for performance scholarship is given to students who complete all admission requirements before February 28 of the application year.

Performance Requirements

Much of the music that we make is collaborative in nature, with a mix of keyboard, wind, brass, string and percussion instruments and voices. So that performance majors develop an ability to work with others beyond an accompanist, all performance majors presenting junior and senior recitals will include on each recital or in a Thursday student recital at least one 3-minute work that includes collaboration with a performer other than or in addition to piano. Works longer than 3 minutes are encouraged.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 100-113 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music
- Electives

Global Citizenship Program for Bachelor of Music

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated 'Roots of Cultures' (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)

- 3 credit hours from courses designated 'Social Systems & Human Behavior'
- 3 credit hours from courses designated 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy'
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

Music Theory and History Core

- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820 Musicianship I, II (4 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)
- MUSC 4700 Advanced Topics in Music *(taken in junior or senior year only)* (2-3 hours)

Performance Courses

- MUSC 2603, MUSC 3003, MUSC 4003 Applied Music *(major instrument) (eight semesters required)* (16 hours)
- MUSC 2300, MUSC 2305, MUSC 2310 Jazz Improvisation I, II, III (6 hours)
- MUSC 2315 Jazz Improvisation IV *(if not studying in Vienna)* (2 hours)
- MUSC 3300, MUSC 3310 Jazz Improvisation V, VI (6 hours)
- MUSC 0890 Recital Attendance *(six semesters required)* (0 hours)
- MUSC 0990 Master Class *(taken every semester)* (0 hours)
- Junior Recital (0 hours)
- Senior Recital (0 hours)

Major Ensemble

8 hours over 8 semesters, as approved by advisor, to be selected from:

- MUSC 4955 Webster University Jazz Singers (1 hour per semester)
- MUSC 4960 Webster University Jazz Ensembles (1-2 hours per semester)
- MUSC 4970 Webster University Jazz Collective (1 hour per semester)

Supportive Courses

- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501 Secondary Instrument: Class Piano or Applied Piano *(four consecutive semesters required; minimum two hours of applied instruction in individual lessons)* (4 hours)
- MUSC 1370, MUSC 1380 Jazz Theory I, II (6 hours)
- MUSC 2370, MUSC 2375, MUSC 2380 Jazz Theory III, IV, V (6 hours)
- MUSC 2385 Jazz Theory VI *(if not studying in Vienna)* (2 hours)
- MUSC 3170, MUSC 3180 Jazz History I, II (6 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 4320 Jazz Education Methods (2 hours)
- MUSC 4450 World Music and Ethnomusicology (2 hours)
- MUSC 4930 World Music Performance Ensemble (1 hour)
- MUSC 4340, MUSC 4350 Jazz Scoring and Arranging I, II (6 hours)
  or Minor in sound recording and engineering (Department of Audio Aesthetics and Technology)

Music (BM) in Performance with an Emphasis in Orchestral Instruments

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Music and is only available at the St. Louis home campus.

Program Description

The bachelor of music in performance is a pre-professional degree designed to prepare students who wish to pursue a future in the professional music world as a performing artist or studio teacher. This degree requires an emphasis in collaborative piano, orchestral instruments, jazz, piano or voice.

Students in the orchestral instruments emphasis pursue a career in orchestras, chamber music, as a soloist or building an independent multi-faceted career. Extensive applied instruction and classes on technique, coaching and various performance styles, as well as ensemble experience, constitute the core of the curriculum.

Students may choose classical guitar, or any orchestral wind, brass, or string instrument, or percussion as their performance area. Private instruction is provided by outstanding artists/ teachers on the full-time and adjunct faculty.

Music majors with an orchestral instruments emphasis will perform in Webster University ensembles, and may be assigned to assist with choral concerts, musical theatre performances or Opera Studio as designated by the faculty.

Students whose performance area is organ follow the curriculum for the bachelor of music in performance with an emphasis in orchestral instruments except that MUSC 4030 and 3 credit hours of music electives replace the 6 credit hours of piano.

Learning Outcomes

Students will demonstrate competency in these areas at an emerging professional level:

- The ability to hear, identify and work with musical elements: rhythm, pitch, harmony, structure, timbre and texture.
- The ability to read, comprehend and apply musical notation fluently in performance settings.
- The ability to recognize and articulate an understanding of compositional process and musical style with reference to artists technologies, events and cultural forces through the major periods of music history.
- The ability to use research tools and analysis independently to develop, defend and write musical judgments.
- The ability to apply technical, musical and interpretive skill in a variety of solo and ensemble performance settings.
- Familiarity with a core of appropriately representative body of solo and ensemble music repertoire.
- The ability to apply both recognized and historically accurate performance practices.
- An ability to be creative in expanding personal knowledge and practices in new musics.
- Basic-level experience with the fundamentals of instrumental of vocal pedagogy and pedagogical resources.

Admission and Audition Requirements

To be admitted as an undergraduate music major or music minor, applicants must complete an in-person audition/interview with the music faculty and complete various diagnostic examinations. Auditions are arranged through the Office of Undergraduate

Admission. Specific information on the audition requirements for each music degree program is available from the department's website. Priority consideration for performance scholarships is given to students who complete all admission requirements before February 28 of the application year.

Performance Requirements

Much of the music that we make is collaborative in nature, with a mix of keyboard, wind, brass, string and percussion instruments and voices. So that performance majors develop an ability to work with others beyond an accompanist, all performance majors presenting junior and senior recitals will include on each recital or in a Thursday student recital at least one 3-minute work that includes collaboration with a performer other than or in addition to piano. Works longer than 3 minutes are encouraged.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 94-95 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music
- Electives

Global Citizenship Program for Bachelor of Music

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated 'Roots of Cultures' (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated 'Social Systems & Human Behavior'
- 3 credit hours from courses designated 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy'
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

Music Theory and History Core

- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810, MUSC 2820 Musicianship I-IV (8 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)
- MUSC 4700 Advanced Topics in Music *(taken in junior or senior year only)* (2-3 hours)

Performance Courses

- MUSC 2604, MUSC 3004, MUSC 4004 Applied Music *(major instrument) (eight semesters required)* (20 hours)
- MUSC 2004 Applied Music *(minor lessons for literature and pedagogy study) (eight semesters required)* (8 hours)
- MUSC 0890 Recital Attendance *(six semesters required)* (0 hours)
- MUSC 0990 Master Class *(taken every semester)* (0 hours)
- Junior Recital (0 hours)
- Senior Recital (0 hours)

Major Ensemble

8 hours over 8 semesters, as approved by advisor, 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 4980 Webster University Wind Ensemble (1 hour per semester)

Supportive Courses

- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501 Secondary Instrument: Class Piano or Applied Piano *(six consecutive semesters required; minimum four hours of applied instruction in individual lessons)* (6 hours)
- MUSC 3070, MUSC 3080 Orchestration I, II (5 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 3420 Advanced Instrumental Conducting (3 hours)
- MUSC 4040 Music of the Twentieth Century (3 hours)
- MUSC 4450 World Music and Ethnomusicology (2 hours)
- MUSC 4930 World Music Performance Ensemble (1 hour)
- MUSC 4950 Webster University Chamber Music Ensembles (4 hours)

Music (BM) in Performance with an Emphasis in Piano

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Music and is only available at the St. Louis home campus.

Program Description

The bachelor of music in performance is a pre-professional degree designed to prepare students who wish to pursue a future in the professional music world as a performing artist or studio teacher. This degree requires an emphasis in collaborative piano, orchestral instruments, jazz, piano or voice.

The piano emphasis is designed to prepare students who wish to pursue a future in the professional music world as a performer in orchestras, chamber music, as a soloist or collaborator, or building an independent multi-faceted career. In addition to solo recitals, majors in this emphasis are expected to participate in chamber music ensembles and to serve regularly as vocal, instrumental or ensemble accompanists.

Performance majors with a piano emphasis may perform in University-sponsored ensemble concerts, including choral concerts, musical theatre performances or Opera Studio as designated by the faculty.

All performance majors must spend a minimum of one hour per week accompanying vocalists and/or instrumentalists, beginning with the sophomore year or earlier at the discretion of the teacher.

Students with a piano emphasis are expected to perform in a student recital at least twice every semester.

Learning Outcomes

At the conclusion of this degree program, in addition to departmental outcomes, the student will be able to:

- Demonstrate the effective expression of music through technical proficiency, knowledge of style and communication of musical character.
- Synthesize theoretical and historical knowledge and integrate them into performance.
- Demonstrate in performance different musical styles of piano music, and make appropriate stylistic choices.
- Perform divers repertoire in ensembles and chamber music.

Admission and Audition Requirements

To be admitted as an undergraduate music major or music minor, applicants must complete an in-person audition/interview with the music faculty and complete various diagnostic examinations. Auditions are arranged through the Office of Undergraduate Admission. Specific information on the audition requirements for each music degree program is available from the department's website. Priority consideration for performance scholarships is given to students who complete all admission requirements before February 28 of the application year.

Performance Requirements

Much of the music that we make is collaborative in nature, with a mix of keyboard, wind, brass, string and percussion instruments and voices. So that performance majors develop an ability to work with others beyond an accompanist, all performance majors presenting junior and senior recitals will include on each recital or in a Thursday student recital at least one 3-minute work that includes collaboration with a performer other than or in addition to piano. Works longer than 3 minutes are encouraged.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 97-98 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music
- Electives

Global Citizenship Program for Bachelor of Music

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated 'Roots of Cultures' (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated 'Social Systems & Human Behavior'
- 3 credit hours from courses designated 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy'
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

Music Theory and History Core

- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810, MUSC 2820 Musicianship I-IV (8 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)

- MUSC 4700 Advanced Topics in Music *(taken in junior or senior year only)* (2-3 hours)

Performance Courses

- MUSC 2601, MUSC 3001, MUSC 4001 Applied Piano *(eight semesters required)* (24 hours)
- MUSC 0890 Recital Attendance *(six semesters required)* (0 hours)
- MUSC 0990 Master Class *(taken every semester)* (0 hours)
- Junior Recital (0 hours)
- Senior Recital (0 hours)

Major Ensemble
8 hours over eight semesters, as approved by advisor, 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 4955 Webster University Jazz Sings (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

Supportive Courses

- MUSC 2002, MUSC 2502, MUSC 2004, MUSC 2504 Secondary Instrument *(six semesters required)* (6 hours)
- MUSC 3070, MUSC 3080 Orchestration I, II (5 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 4030 Eighteenth-Century Counterpoint (3 hours)
- MUSC 4040 Music of the Twentieth Century (3 hours)
- MUSC 4170, MUSC 4175, MUSC 4180 Piano Literature I, II, III (6 hours)
- MUSC 4260, MUSC 4270 Piano Pedagogy I, II (4 hours)
- MUSC 4450 World Music and Ethnomusicology (2 hours)
- MUSC 4930 World Music Performance Ensemble (1 hour)
- MUSC 4950 Webster University Chamber Music Ensembles (4 hours)

Music (BM) in Performance with an Emphasis in Voice

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Music and is only available at the St. Louis home campus.

Program Description

The bachelor of music in performance is a pre-professional degree designed to prepare students who wish to pursue a future in the professional music world as a performing artist or studio teacher. This degree requires an emphasis in collaborative piano, orchestral instruments, jazz, piano or voice.

The voice emphasis is designed for the student who wishes to pursue a career as a professional performer or pedagogue. Extensive applied instruction and classes on technique, pedagogy, repertoire in various languages and performance styles, as well as ensemble experience, constitute the core of the curriculum.

Learning Outcomes

Upon completion of the BM performance with an emphasis in voice, the student will be able to:

- Exhibit knowledge of a physiological elements of vocal production as demonstrated through progressive consistency of performance in terms of technique, communication of ideas, poise and artistry.
- Integrate the core music curriculum of theory and history into their performance through written program notes, enabling them to incorporate appropriate stylistic choices to bring authenticity of performance to their vocal repertoire, while also strengthening their writing skills.
- Demonstrate command of pronunciation and interpretation of multiple languages used in vocal repertoire.
- Demonstrate skills in critical listening and appropriate commentary on musical performance.
- Demonstrate a beginning knowledge of teaching to further understand the workings of the vocal instrument and put into practice techniques of pedagogy.
- Perform collaboratively with pianists, instrumentalists, vocalists and in ensembles.

Admission and Audition Requirements

To be admitted as an undergraduate music major or music minor, applicants must complete an in-person audition/interview with the music faculty and complete various diagnostic examinations. Auditions are arranged through the Office of Undergraduate Admission. Specific information on the audition requirements for each music degree program is available from the department's website. Priority consideration for performance scholarships is given to students who complete all admission requirements before February 28 of the application year.

Performance Requirements

Much of the music that we make is collaborative in nature, with a mix of keyboard, wind, brass, string and percussion instruments and voices. So that performance majors develop an ability to work with others beyond an accompanist, all performance majors presenting junior and senior recitals will include on each recital or in a Thursday student recital at least one 3-minute work that includes collaboration with a performer other than or in addition to piano. Works longer than 3 minutes are encouraged.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 97-98 required credit hours
- Modern languages study
- Applicable University Global Citizenship Program hours, with accommodations for bachelor of music
- Electives

Global Citizenship Program for Bachelor of Music

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated 'Roots of Cultures' (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated 'Social Systems & Human Behavior'
- 3 credit hours from courses designated 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy'
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

Music Theory and History Core

- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810, MUSC 2820 Musicianship I-IV (8 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)
- MUSC 4700 Advanced Topics in Music *(taken in junior or senior year only)* (2-3 hours)

Performance Courses

- MUSC 2602, MUSC 3002, MUSC 4002 Applied Voice *(eight semesters required)* (24 hours)
- MUSC 0890 Recital Attendance *(six semesters required)* (0 hours)
- MUSC 0990 Master Class *(taken every semester)* (0 hours)
- Junior Recital (0 hours)
- Senior Recital (0 hours)

Major Ensemble
8 hours over eight semesters, as approved by advisor, 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)

Supportive Courses

- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501 Secondary Instrument: Class Piano or Applied Piano *(six consecutive semesters required; minimum four hours of applied instruction in individual lessons)* (6 hours)
- MUSC 2127 Vocal Diction Practicum *(three semesters required, each with a different language topic)* (3 hours)
- MUSC 3070 Orchestration I (3 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 4040 Music of the Twentieth Century (3 hours)
- MUSC 4140 Lyric Diction (2 hours)
- MUSC 4150 The Art Song (3 hours)
- MUSC 4160 Operatic Literature (3 hours)
- MUSC 4250, MUSC 4255 Voice Pedagogy I, II (4 hours)
- MUSC 4450 World Music and Ethnomusicology (2 hours)
- MUSC 4930 World Music Performance Ensemble (1 hour)
- MUSC 4990 Webster University Opera Studio (4 hours)

Language requirement: Students pursuing the voice emphasis fulfill a foreign language requirement by studying French, German or Italian. Students can fulfill the requirement by successfully completing with a C or better 12 credit hours of foreign language, by passing two sequential 2000-level courses, or by passing an intermediate level language competency examination. All courses must be in a 16-week format unless taken in Vienna.

Music Education (BMEd) with an Emphasis in Choral Music K-12

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Music and is only available at the St. Louis home campus.

Program Description

Webster offers two emphases in music education to meet or exceed the requirements of the State of Missouri for teacher certification, K-12. These programs are designed for students who wish to teach music in elementary or secondary school music programs.

Learning Outcomes

A music education student will:

- Articulate a personal philosophy of music education and explain how that philosophy informs pedagogical practice.
- Analyze, devise and/or select instructional activities and materials (including repertoire) for being developmentally appropriate, relevant, culturally responsive/sustaining, and aligned with state and national music standards.
- Plan and execute instruction in a variety of formats and learning modes, accounting for a variety of student backgrounds, abilities, needs and interests.
- Demonstrate understanding of assessment, measurement and evaluation through the deploying of valid and reliable assessment tools.
- Demonstrate a broad and versatile set of musical skills in service of making music instruction relevant for all students.
- Use technology effectively to enhance instruction.
- Develop professional dispositions and skills (e.g., communication) appropriate to the practice of music education.

Admission and Audition Requirements

To be admitted as an undergraduate music major or music minor, applicants must complete an in-person audition/interview with the music faculty and complete various diagnostic examinations. Auditions are arranged through the Office of Undergraduate Admissions. Specific information on the audition requirements for each music degree program is available from the department's website. Priority consideration for performance scholarships is given to students who complete all admission requirements before February 28 of the application year.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- Required courses
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music education
- Electives

Global Citizenship Program for Bachelor of Music Education

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated 'Roots of Cultures' (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)

- 3 credit hours from courses designated 'Social Systems & Human Behavior'
- 3 credit hours from courses designated 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy'
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. 'Arts Appreciation' is satisfied in meeting the requirements for the major

Required Courses

Music Theory and History Core

- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810, MUSC 2820 Musicianship I-IV (8 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)

Performance Courses

- MUSC 2601, MUSC 2602, MUSC 3001, MUSC 3002, MUSC 4001, MUSC 4002 Applied Music: Piano/Voice *(six semesters required)* (12 hours)
- MUSC 0890 Recital Attendance *(six semesters required)* (0 hours)
- MUSC 0990 Master Class *(six semesters required)* (0 hours)

Major Ensemble
7 hours to be selected from the following:

- 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)

Supportive Courses

- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2002, MUSC 2501, MUSC 2502 Applied Music: Class Piano, Applied Piano, Applied Voice *(only one semester MUSC 1080 or MUSC 1085 allowed toward this requirement) (for a total of minimum six semesters of piano instruction)* (6-7 hours)
- MUSC 1791 Piano Proficiency (1 hour)
- MUSC 2200 Intro to Music Education (2 hours)
- Choose two of the following courses, as approved by advisor:
    - MUSC 1500 Music Software Applications: Notation (1 hour)
    - MUSC 1501 Music Software Applications: Digital Audio Workstations (1 hour)
    - MUSC 1502 Music Software Applications: Presentation Tools (1 hour)
- MUSC 3210 Elementary School Music Methods (3 hours)
- MUSC 3220 Classroom Management in Music Settings (1 hour)
- MUSC 3230 Secondary General Music Methods (2 hours)
- MUSC 3240 Teaching Reading in the Music Classroom (3 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 3430 Advanced Choral Conducting and Literature (3 hours)
- MUSC 4070 Choral Arranging (2 hours)
- MUSC 4080 Secondary Choral Methods and Literature (3 hours)
- MUSC 4250 Vocal Pedagogy I (2 hours)
- MUSC 4450 World Music and Ethnomusicology (2 hours)

Majors

- MUSC 4930 World Music Performance Ensemble (1 hour)

All music education majors also complete:

1. The School of Education's required Global Citizenship Program courses satisfying the state education requirements; and
2. The following courses:

- EDUC 2000 Beginning Practicum in Education *(Grade of B or better)* (1 hour)
- EDUC 2110 Communication in Education (3 hours)
- EDUC 2300 Child and Adolescent Development (3 hours)
- EDUC 2800 Foundations in Education *(Grade of B or better)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3010 Practicum: K-12 Choral Music (1 hour)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- EDUC 4983 Apprentice Teaching: Choral Music K-12 (13 hours)

Music Education (BMEd) with an Emphasis in Instrumental Music

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Music and is only available at the St. Louis home campus.

Program Description

Webster offers two emphases in music education to meet or exceed the requirements of the State of Missouri for teacher certification, K-12. These programs are designed for students who wish to teach music in elementary or secondary school music programs.

Learning Outcomes

A music education student will:

- Articulate a personal philosophy of music education and explain how that philosophy informs pedagogical practice.
- Analyze, devise and/or select instructional activities and materials (including repertoire) for being developmentally appropriate, relevant, culturally responsive/sustaining, and aligned with state and national music standards.
- Plan and execute instruction in a variety of formats and learning modes, accounting for a variety of student backgrounds, abilities, needs and interests.
- Demonstrate understanding of assessment, measurement and evaluation through the deploying of valid and reliable assessment tools.
- Demonstrate a broad and versatile set of musical skills in service of making music instruction relevant for all students.
- Use technology effectively to enhance instruction.
- Develop professional dispositions and skills (e.g., communication) appropriate to the practice of music education.

Admission and Audition Requirements

To be admitted as an undergraduate music major or music minor, applicants must complete an in-person audition/interview with the music faculty and complete various diagnostic examinations.

Auditions are arranged through the Office of Undergraduate Admissions. Specific information on the audition requirements for each music degree program is available from the department's website. Priority consideration for performance scholarships is given to students who complete all admission requirements before February 28 of the application year.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- Required courses
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music education
- Electives

Global Citizenship Program for Bachelor of Music Education

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated 'Roots of Cultures' (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated 'Social Systems & Human Behavior'
- 3 credit hours from courses designated 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy'
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

Core Music Courses

- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810, MUSC 2820 Musicianship I-IV (8 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)

Performance Courses

- MUSC 2601, MUSC 2603, MUSC 2604, MUSC 3001, MUSC 3003, MUSC 3004, MUSC 4001, MUSC 4003, MUSC 4004 Applied Music: Instrumental Studies *(six semesters required)* (12 hours)
- MUSC 0890 Recital Attendance *(six semesters required)* (0 hours)
- MUSC 0990 Master Class *(six semesters required)* (0 hours)

Major Ensemble
7 hours to be selected from the following:

- MUSC 4940 Webster University Orchestra (1 hour per semester)
- MUSC 4960 Webster University Jazz Ensemble (1 hour per semester)
- MUSC 4970 Webster University Jazz Collective (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

Supportive Courses

- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2002, MUSC 2501, MUSC 2502 Secondary Instrument: Class Piano, Applied Piano, Applied Voice *(only one semester MUSC 1080 or MUSC 1085 allowed toward this requirement)* (4-5 hours)
- MUSC 1791 Piano Proficiency (1 hour)
- MUSC 2200 Introduction to Music Education (2 hours)
- MUSC 2121 Brass Methods (2 hours)
- MUSC 2122 Woodwinds Methods (2 hours)
- MUSC 2123 String Methods (2 hours)
- MUSC 2124 Percussion Methods (2 hours)
- MUSC 2126 Class Voice (2 hours)
- Choose two of the following courses, as approved by advisor:
    - MUSC 1500 Music Software Applications: Notation (1 hour)
    - MUSC 1501 Music Software Applications: Digital Audio Workstations (1 hour)
    - MUSC 1502 Music Software Applications: Presentation Tools (1 hour)
- MUSC 3070 Orchestration I (3 hours)
- MUSC 3210 Elementary School Music Methods (3 hours)
- MUSC 3220 Classroom Management in Music Settings (1 hour)
- MUSC 3240 Teaching Reading in the Music Classroom (3 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 3420 Advanced Instrumental Conducting (3 hours)
- MUSC 4220 Instrumental Music Methods (3 hours)
- MUSC 4320 Jazz Education Methods (2 hours)
- MUSC 4450 World Music and Ethnomusicology (2 hours)
- MUSC 4930 World Music Performance Ensemble (1 hour)

All music education majors also complete:

1. The School of Education's required Global Citizenship Program courses satisfying the state education requirements; and
2. The following courses:

- EDUC 2000 Beginning Practicum in Education *(Grade of B or better)* (1 hour)
- EDUC 2110 Communication in Education (3 hours)
- EDUC 2300 Child and Adolescent Development (3 hours)
- EDUC 2800 Foundations in Education *(Grade of B or better)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3011 Practicum: K-12 Instrumental Music (1 hour)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- EDUC 4984 Apprentice Teaching: K-12 Instrumental Music (13 hours)

Musical Theatre (BFA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Conservatory of Theatre Arts and is only available at the St. Louis home campus.

Program Description

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Webster University's Conservatory of Theatre Arts offers an intense four-year actor's training program leading to a BFA degree in acting or musical theatre. Both performance programs are based on a block of courses called the Conservatory. Complementing this program, musical theatre students take music and dance courses, and both acting and musical theatre students complete elective liberal arts courses that balance the curriculum and provide a well-rounded education.

Learning Outcomes

At the end of their training, students will demonstrate an effective musical theatre process that integrates their abilities to:

- Respond freely with their vocal and physical instrument.
- Implement strong research and text analysis skills.
- Activate their free imagination.
- Utilize a variety of dialects.
- Work in a variety of styles and mediums.
- Recognize major trends in the history of the American musical.
- Recognize cultural and historical forces that form the background for dramatic literature.
- Sing with a free, technically proficient and authentic voice.
- Dance proficiently in a variety of musical theatre styles.
- Sing choral parts proficiently in the musical theatre canon of ensemble singing styles.
- Apply their understanding of music theory and musicianship to the musical theatre repertoire.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 114-117 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- GLBC 1200 Global Cornerstone Seminar
- 3 credit hours from courses designated 'Roots of Cultures' (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior' or 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy' (SCIN 1410 can fulfill GCP and major requirements simultaneously)

KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020 *(the Conservatory sequence or its equivalent)* (32 hours)
- MUTH 3010, MUTH 3020, MUTH 4010, MUTH 4020 *(the Musical Theatre sequence or its equivalent)* (20 hours)
- MUSC 1000 Fundamentals of Musicianship (3 hours)

- MUSC 1015 Music Theory for Musical Theatre (3 hours)
- MUSC 1080, MUSC 1085, MUSC 2001 Applied Music: Class Piano or Applied Piano (2-5 hours)
- MUSC 1800 Basic Musicianship for Musical Theatre (2 hours)
- MUSC 2910 Applied Musicianship for Musical Theatre III (3 hours)
- MUSC 2502 Applied Voice (16 hours)
- MUTH 1030 History of American Musical Theatre (3 hours)
- DANC 1010 Ballet I (2 hours)
- DANC 1020 Ballet I (2 hours)
- DANC 1090 Jazz I (2 hours)
- DANC 1100 Jazz I (2 hours)
- DANC 1230 Tap Dance I (2 hours)
- DANC 1240 Tap Dance I (2 hours)
- MUTH 2410 Musical Theatre Dance Styles I (2 hours)
- MUTH 2420 Musical Theatre Dance Styles I (2 hours)

2 hours from the following:

- MUSC 4900 Webster University Chorale (1 hour)
- MUSC 4950 Vocal Jazz Ensemble (1 hour)

12 hours from the following:

- DANC 2010 Ballet II (3 hours)
- DANC 2020 Ballet II (3 hours)
- DANC 2090 Jazz II (3 hours)
- DANC 2100 Jazz II (3 hours)
- DANC 2230 Tap Dance II (2 hours)
- DANC 2240 Tap Dance II (2 hours)

Nursing (BSN)

This program offered by the College of Arts & Sciences/Nursing Department and is only available online.

Program Description

The bachelor of science in nursing (BSN) program is designed for the registered nurse who wishes to advance his or her knowledge in nursing, the sciences and the liberal arts. The program helps the registered nurse develop analytic and communication skills for professional excellence.

The BSN curriculum focuses on holistic health promotion for the individual student, the profession, the individual client, the family, groups and the community. There is a strong emphasis on the nurse's personal development, the needs and future of the profession and the broad, accountable nursing role that is needed and expected by today's health care consumer. The program prepares the registered nurse for generalist nursing practice. A variety of faculty members, student experiences and learning environments are used to meet program and individual student goals.

This online program is tailored to working adults, offering part-time enrollment and eight-week terms. Typically, students complete the core nursing curriculum in 2 to 2.5 years depending on if courses are taken in the summer. Frequently, students must take additional Global Citizenship Program and/or elective courses to fulfill degree requirements. Nursing faculty advisors discuss additional requirements during the admission interview.

The baccalaureate nursing program at Webster University located in Saint Louis, Missouri is accredited by the Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 400
Atlanta, GA 30326
404-975-5000

www.acenursing.org

The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing program is continuing accreditation.

View the public information disclosed by the ACEN regarding this program at http://www.acenursing.us/accreditedprograms/programSearch.htm

Learning Outcomes

Upon completion of the program, the graduate will be able to:

- Demonstrate professionalism in nursing practice.
- Apply leadership skills to promote a culture of quality care and patient safety.
- Discuss research and evidence as it applies to professional nursing practice.
- Describe the role of information technology in professional nursing practice.
- Demonstrate basic understanding of the impact of health policy, finance, social, political and regulatory processes on the healthcare system.
- Advocate for the client's needs in a diverse, global environment.
- Collaborate with clients and other healthcare professionals to promote quality care.
- Apply principles of health promotion and prevention to individuals, families and populations.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 27 credit hours in upper division nursing coursework
- 3 credit hours in the required Global Keystone Seminar
- 26 credit hours in designated University Global Citizenship Program hours, with accommodations for the nursing RN-BSN, and prerequisite courses
- 32 credit hours of lower-division nursing coursework
- Elective hours

RN-BSN students are required to take **at least 30 credit hours** at Webster University.

Prerequisites

All registered nurse (RN) applicants must successfully establish college credit hours in the following areas:

- English (3 hours)
- General Psychology (3 hours)
- General Sociology (3 hours)
- Physical Sciences (PNW) (8 hours)
- Statistics* or other quantitative literacy (QL) course (3 hours)
- Humanities (3 hours)
- Second language study or arts appreciation (3 hours)

*Statistics is recommended for students who want to pursue graduate level studies.

Prerequisites may be utilized to fulfill the Global Citizenship Program requirements as described below.

Global Citizenship Program for Nursing RN-BSN

- GLBC 1200 Global Cornerstone Seminar (satisfied by an Associate Degree in Nursing, an Associate in Applied Science Degree, or a Diploma in Nursing)
- 3 credit hours from courses designated 'Roots of Cultures' (satisfied by prerequisite Humanities course)

- 6 credit hours from courses designated 'Social Systems & Human Behavior' (satisifed by prerequisite Psychology and Sociology courses)
- 3 credit hours from courses designated 'Global Understanding' or 'Arts Appreciation' (satisfied by prerequisite course in second language or arts appreciation)
- 3 credit hours from courses designated 'Physical & Natural World' (satisfied by prerequisite Physical Science courses)
- 3 credit hours from courses designated 'Quantitative Literacy' (satisfied by prerequisite Statistics or other 'Quantitative Literacy' course).
- KEYS 4XXX: Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are satisfied in meeting the requirements for the major.

Curriculum

Required Nursing Core Courses

- NURS 3010 Concepts of Professional Nursing (3 hours)
- NURS 3020 Lifespan Health Assessment for RNs (3 hours)
- NURS 3270 Evidence-Based Practice for Nurses (3 hours)
- NURS 3410 Health Promotion and Education (3 hours)
- NURS 4110 Interprofessional Collaboration (3 hours)
- NURS 4240 Organizational and Systems Leadership (3 hours)
- NURS 4250 Population Health: Clinical Prevention with Families and Communities (3 hours)
- NURS 4255 Population Health Practicum (2 hours)
- NURS 4410 Health Care Policy, Finance, and Regulatory Environments (3 hours)
- NURS 4800 Capstone Portfolio (1 hour)

Special Requirements

To progress through the program, nursing courses (NURS) must be completed with a grade of "C" or higher. In addition, in courses with a clinical component, students must receive a grade of "Satisfactory" in the clinical portion of the course in order to pass the course. Unsatisfactory completion of the clinical component of the course results in automatic failure of the course. Students may repeat a specific nursing course only one time, and no more than two nursing courses may be repeated during the program.

Admission

Students who are interested in applying to this degree program should see the Admission Section of this catalog for general requirements and review the Special Admission Requirements listed below specific for RN-BSN program.

Special Admission Requirements

RN-BSN applicants must also:

- Provide proof of current unencumbered U.S. registered nurse license or be eligible for licensure as an RN and have a scheduled NCLEX exam within three months of beginning the program. Progression through the program is contingent on maintenance of an unencumbered nursing licensure.
- Provide transcripts from nursing schools and all colleges from which academic credit has been granted.
- Demonstrate a cumulative GPA of 2.5 on 4.0 scale in previous scholastic work.
- Complete the Webster University undergraduate application and submit the application fee.
- Submit a résumé.
- Complete an advising consultation with a faculty member.
- Successfully and satisfactorily complete a drug screen and criminal background check, plus submit other required documents including, but not limited to, a health history; a vaccination/immunization profile (influenza, HepB, TDap/

Td, MMR, and varicella); annual TB test/screen; evidence of American Heart Association CPR certification; a copy of current personal health insurance card; and a signed student contract.

Dual admission ADN to BSN applicants, who wish to take BSN curriculum courses while completing an ADN, must complete all GCP, prerequisite and elective credit hours prior to taking nursing courses. Given the prelicensure status of dual admission students, ADN students may only enroll in NURS 3010 and NURS 4410. Enrollment in additional nursing curriculum courses is contingent on successful completion of the ADN, submission of proof of current unencumbered U.S. registered nurse licensure, and successful completion of a drug screen, criminal background check and other compliance documents.

Send all supplemental application materials to:

Office of Admission
470 E. Lockwood Ave.
St. Louis, MO 63119-3194

OR submit electronically to: admit@webster.edu

Transfer Credit for the RN to BSN Program

Webster University may accept up to 90 lower-division credit hours, including lower-division credit hours earned beyond the first associate degree and for credit by examination, for registered nurse (RN) students seeking a bachelor of science in nursing. This may include credit hours advanced by the community college for licensed practical nurse (LPN) advanced placement. Please refer to the nursing department for more information.

Philosophy (BA)

This program is offered by the College of Arts & Sciences/Philosophy Department and is only available at the St. Louis home campus.

Program Description

In the Philosophy Department, we cultivate habits of thinking critically and communicating effectively about significant matters to help people live more attentive, responsive, creative and meaningful lives.

Students with a major in philosophy select: art and creativity; ethics and social justice; or an individualized emphasis. We also offer a minor in philosophy (which may be completed fully online) and a certificate in practical and interdisciplinary ethics. Students who choose philosophy as their second major, or students who minor in philosophy, may satisfy a significant number of requirements through completion of GCP (Global Citizenship Program) courses.

See also the Philosophy Department website (external to catalog).

Learning Outcomes

Upon completion of the program, students will be able to:

- Critically analyze arguments and assumptions, as well as to provide evidence for claims.
- Explain philosophical concepts, arguments and perspectives and the ways in which they are culturally situated.
- Apply philosophical ideas to respond to concrete situations and current problems, both local and global.
- Demonstrate attentiveness to the power imbalances that might prevent members of marginalized groups from leading more meaningful and equitable lives.

- Create their own positions and effectively communicate their ideas.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours
- 3 international language credit hours
- Applicable University Global Citizenship Program hours
- Electives

Philosophy courses completed with a grade of C- or lower do not count toward fulfilling the specific course requirements of the major.

International Language Requirement

- A minimum of three hours in a non-native language is required in addition to the requirements for the major. Courses used toward the international language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credits at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.

For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum

The 36 credit hours required for the philosophy major include the following:

- PHIL 3000 Proseminar (3 hours, 1 credit hour each)
- PHIL 3340 Global Ethics (3 hours)
- PHIL 4600 Capstone (3 hours)

6 credit hours from the following:

- PHIL 2510 The First Philosophers (3 hours)
- PHIL 2520 Philosophical Classics: Early Modern Europe (3 hours)
- PHIL 2525 The Scientific Revolution and the Enlightenment (3 hours)
- PHIL 4050 Topics in the History of Philosophy (3 hours)

3 credit hours from the following:

- PHIL 3370 Feminist Philosophy (3 hours)
- PHIL 3371 Feminist Philosophy and Technology (3 hours)
- PHIL 3372 Feminist Philosophy: The Second Sex (3 hours)

9 credit hours, one course from each category:

Category A: Living, Flourishing, Creating

- PHIL 1200 The Meaning of Life (3 hours)
- PHIL 2200 Philosophy of Happiness (3 hours)
- PHIL 2370 Feminist & Gender Theory (3 hours)
- PHIL 2540 American Philosophy (3 hours)
- PHIL 2550 Existentialism (3 hours)
- PHIL 2580 African American Philosophy (3 hours)
- PHIL 3100 Literature and Philosophy (3 hours)
- PHIL 3120 Philosophy and Art (3 hours)
- PHIL 3200 Philosophy of Religion (3 hours)
- PHIL 3220 Transforming the Self (3 hours)

- PHIL 3320 Continental Philosophy (3 hours)
- PHIL 3420 Philosophy of Race (3 hours)

Category B: Ethical Reasoning, Caring, Valuing

- PHIL 2300 Social & Political Philosophy (3 hours)
- PHIL 2320 Contemporary Moral Problems (3 hours)
- PHIL 2330 Philosophy and Technology (3 hours)
- PHIL 2340 Bioethics (3 hours)
- PHIL 2360 Environmental Ethics (3 hours)
- PHIL 2390 Philosophy of Sex & Love (3 hours)
- PHIL 2400 Human Rights & Animals Rights (3 hours)
- PHIL 3350 Philosophical Ethics (3 hours)
- PHIL 3360 Global Information Ethics (3 hours)
- PHIL 3400 Human Rights & the Environment (3 hours)
- PHIL 3590 Theories of Human Rights (3 hours)

Category C: Learning, Knowing, Understanding

- PHIL 2000 Making Decisions (3 hours)
- PHIL 2020 Formal Logic (3 hours)
- PHIL 3300 Theory of Knowledge (3 hours)
- PHIL 3310 Philosophy of Science (3 hours)
- PHIL 3650 Philosophy of Mind (3 hours)

9 credit hours from one of the emphases listed below

Emphasis in Art and Creativity

In philosophy with an emphasis in art and creativity, students apply philosophical ideas to concrete situations and artistic practice to illuminate works of art and to provide vivid illustration of the relevance of philosophical concepts, arguments and theories to human life and creation.

Emphasis-Specific Learning Outcomes

Upon completion of the program, students will be able to explain philosophical concepts, arguments, and perspectives—especially those related to art and creativity—and the ways in which they are culturally situated.

Art and Creativity emphasis requirements

6 credit hours from the following:

- PHIL 3100 Literature and Philosophy (3 hours)
- PHIL 3110 Philosophy and Film (3 hours)
- PHIL 3120 Philosophy and Art (3 hours)
- PHIL 3220 Transforming the Self (3 hours)

3 hours from the following:

- ART 1000 Introduction to Studio Art (3 hours)
- ART 1010 Creative Strategies (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- DESN 1210 Design Concepts (3 hours)
- AUDI 1000 Audio Production for Non-Majors (3 hours)
- CONS 1010 Conservatory I (8 hours)
- THEA 1080 Studio Acting I (3 hours)
- DANC 1010 Ballet I (2 hours)
- DANC 1020 Ballet II (2 hours)
- DANC 1090 Jazz I (1-2 hours)
- DANC 1100 Jazz II (1-2 hours)
- DANC 1110 Modern I (1-2 hours)
- DANC 1120 Modern II (1-2 hours)
- DANC 1220 Improvisation (2 hours)
- DANC 1230 Tap Dance I (2 hours)
- DANC 1240 Tap Dance II (2 hours)
- DANC 1550 Stagecraft for Dance (1-2 hours)
- EPMD 1000 Introduction to Media Production (3 hours)
- JOUR 1020 Introduction to Media Production for Journalism (3 hours)

- FTVP 1000 Introduction to Film, Television, and Video Production (3 hours)
- PHOT 1000 Photo I (3 hours)
- PHOT 1010 Digital Basic Photography (3 hours)
- ENGL 2150 Creative Writing: Poetry (3 hours)
- ENGL 2160 Creative Writing: Fiction (3 hours)
- ENGL 2170 Creative Writing: Playwriting (3 hours)
- ENGL 2180 Creative Writing: Nonfiction (3 hours)
- ENGL 2190 Creative Writing: Translation (3 hours)
- MUSC 1080 Beginning Class Piano (2 hours)
- MUSC 1085 Intermediate Class Piano (2 hours)
- MUSC 1090 Beginning Guitar Class (2 hours)
- MUSC 1095 Intermediate Guitar Class (2 hours)
- MUSC 2001 Applied Piano (1 hour)
- MUSC 2002 Applied Voice (1 hour)
- MUSC 2003 Applied Jazz (1 hour)
- MUSC 2004 Applied Instrument (1 hour)
- MUSC 2005 Applied Organ (1 hour)
- MUSC 2126 Class Voice (2 hours)
- MUSC 4001 Applied Piano (2-4 hours)
- MUSC 4002 Applied Voice (2-4 hours)
- MUSC 4003 Applied Jazz (2-4 hours)
- MUSC 4004 Applied Instrument (2-4 hours)
- MUSC 4005 Applied Organ (2-4 hours)
- MUSC 4900 Webster University Chorale (1 hour)
- MUSC 4910 Webster University Chamber Singers (1 hour)
- MUSC 4920 Webster University Aurelia (1 hour)
- MUSC 4940 Webster University Orchestra (1 hour)
- MUSC 4950 Webster University Chamber Music Ensembles (1 hour)
- MUSC 4960 Webster University Jazz Ensembles (1-2 hours)
- MUSC 4970 Webster University Jazz Collective (1 hour)
- MUSC 4980 Webster University Wind Ensemble (1 hour)
- MUSC 4990 Webster University Opera Studio (1 hour)

Emphasis in Ethics and Social Justice

In philosophy with an emphasis in ethics and social justice, students apply philosophical ideas to respond to concrete situations and current ethical and social problems, both local and global.

Emphasis-Specific Learning Outcomes

Upon completion of the program, students will be able to explain philosophical concepts, arguments and perspectives—especially those related to ethics and social justice—and the ways in which they are culturally situated.

Emphasis in Ethics and Social Justice requirements

9 credit hours from the following:

- ETHC 1000 Issues and Problems in Ethics (1 hour)
- ETHC 2000 Intermediate Issues in Ethics (3 hours)
- ETHC 3000 Advanced Issues in Ethics (3 hours)
- PHIL 2300 Social & Political Philosophy (3 hours)
- PHIL 2320 Contemporary Moral Problems (3 hours)
- PHIL 2330 Philosophy and Technology (3 hours)
- PHIL 2340 Bioethics (3 hours)
- PHIL 2360 Environmental Ethics (3 hours)
- PHIL 2370 Feminist & Gender Theory (3 hours)
- PHIL 2390 Philosophy of Sex and Love (3 hours)
- PHIL 2400 Human Rights and Animal Rights (3 hours)
- PHIL 2540 American Philosophy (3 hours)
- PHIL 2580 African American Philosophy (3 hours)
- PHIL 3360 Global Information Ethics (3 hours)
- PHIL 3400 Human Rights and the Environment (3 hours)
- PHIL 3420 Philosophy of Race and Ethnicity (3 hours)
- PHIL 3590 Theories of Human Rights (3 hours)

Individualized Emphasis

In philosophy with an individualized emphasis, students apply philosophical ideas to respond to a range of concrete situations and current problems of their choosing, both local and global.Students select elective courses in consultation with an advisor, reflecting on and documenting their learning in an emphasis portfolio.

Emphasis-specific learning outcomes are defined no later than a student's junior year, in consultation with a full-time faculty member in the Philosophy department.

Individualized Emphasis Electives

9 credit hours in courses with PHIL or ETHC prefixes, selected in consultation with a full-time faculty member in the Philosophy department.

Photography (BA)

This program is offered by the School of Communications/ Electronic and Photographic Media Department. It is available at the St. Louis home campus and at the Geneva campus.

Program Description

Through the curriculum for the BA in photography at Webster University, students learn to be technically proficient, versatile, imaginative and capable of working in a variety of photographic fields and technical environments. Photography majors graduate with a solid grounding in the aesthetic and the communicative aspects of the medium. Students take courses in a variety of formats (small, medium and large), materials (black/white and color) and technical environments (chemical and digital). Students become familiar with a variety of approaches (journalistic, commercial/editorial and scientific), while concentrating on one.

Learning Outcomes

Successful graduates of this program will be able to demonstrate:

- Technical and aesthetic proficiency in the principles of photography.
- Technical proficiency with professional camera types and their applications.
- Technical proficiency with software as currently used in the profession.
- Familiarity with a variety of photographic approaches and careers.
- Expertise in the chosen field of specialization.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 45 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Transfer students must take a minimum of 15 credit hours of courses coded PHOT at Webster University.

Required Courses

- PHOT 0100 Photography Portfolio Review (0 hours)
- EPMD 1000 Introduction to Media Production (3 hours)

Majors

- PHOT 0200 Photo Program Monthly Meeting (0 hours)
  (Webster Groves students only; eight consecutive semesters required for first-year students, or continued consecutive semesters for transfer students)
- PHOT 1000 Photo I (3 hours)
- MDST 1010 Media Foundations (3 hours)
- PHOT 2000 Photo II (3 hours)
- PHOT 2040 History of Photography (3 hours)
- MDST 2200 Ethics in the Media (3 hours)
- PHOT 2500 Photojournalism (3 hours)
- PHOT 3120 Studio Photography and Lighting (3 hours)
- PHOT 3190 Digital Photographic Imaging (3 hours)
- FTVP 1000 Introduction to Film, Television, and Video Production (3 hours)
- PHOT 4700 Professional Development in Photography* (3 hours)
- MDST 4950 Internship (3 hours)
  *Capstone Course

In addition, a minimum of 9 credit hours from the following:

- PHOT 2870 International Photojournalism (online) (3 hours)
- PHOT 3195 Digital Photo Imaging II (3 hours)
- PHOT 3760 Topics in Editorial Photography (3 hours)
- PHOT 4000 Photo Workshop (3 hours)
- PHOT 4010 Photography Gallery Management (3 hours)
- PHOT 4030 Topics in Studio Photography: Digital Studio (3 hours)
- PHOT 4030 Topics in Studio Photography: People and Portraits (3 hours)
- PHOT 4190 Topics in Digital Imaging (3 hours)
- PHOT 4870 Advanced Photojournalism (3 hours)
- FTVP 1200 Camera and Light (3 hours)
- FTVP 1300 Edit and Color (3 hours)

Portfolio Review Course Requirements

- PHOT 1000 Photo I (3 hours)
- PHOT 2000 Photo II (3 hours)
- 3 additional PHOT production credit hours (3 hours)

Political Science (BA)

This program is offered by the College of Arts & Sciences/ History, Politics, International Relations and Religious Studies Department. It is available at the St. Louis home campus and at the Athens campus.

Learning Outcomes

Upon completion of the program, students will be able to:

- Put contemporary political issues in historical context and use historical facts to build arguments about politics.
- Demonstrate familiarity with the political institutions and processes of the United States.
- Understand and evaluate the international and transnational dimensions of particular problems and policies.
- Demonstrate familiarity with several methods and analytical approaches used by political scientists to examine political institutions and processes.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours in the Department of History, Politics, International Relations and Religious Studies

- 27 of the required 36 credit hours must be in political science, including INTL 1500, POLT 1060 and POLT 2600, a research requirement (completed by placing on file with the department a substantial research paper from an upper-level course or a senior thesis) and senior overview.
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

Courses completed with a grade of D+ or below do not count toward fulfilling the specific course requirements of the major.

Students must take a minimum of 6 credit hours of HIST and at least 9 credit hours of upper-level coursework (3000-level or above) in the department, of which a minimum of 6 credit hours must be POLT or INTL.

At least 18 of the 36 credit hours must be taken at Webster University.

International Language Requirement

- A minimum of 3 credit hours in a foreign language is required. Courses used toward the international language requirement may also be used to fulfill global citizenship requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credit hours at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
- Students whose native language is not English are exempt from the foreign language requirement.

Curriculum

The 36 credit hours required for political science majors include:

Core Courses (9 hours)

- INTL 1500 The World System since 1500 (3 hours)
- POLT 1060 Introduction to American Politics (3 hours)
- POLT 2600 Research Methods and Approaches in Political Science (3 hours)
  (INTL 2700 may be substituted)
- POLT 4000 Research Requirement (0 hours)
  (to be taken in conjunction with a designated 3000-level or 4000-level course within the department)
- POLT 4620 Overview (0 hours)

Distribution Requirements (9 hours)

U.S. Politics
3 hours from the following:

- POLT 2050 Contemporary American Politics (3 hours)
- POLT 2060 Politics and Gender (3 hours)
- POLT 2070 Politics of Race and Ethnicity (3 hours)
- POLT 3310 Conduct of Foreign Policy (3 hours)
- POLT 3320 American National Institutions (3 hours)
- POLT 4300 Advanced Studies in American Politics (3-4 hours)

Comparative Politics
3 hours from the following:

- POLT 1080 Introduction to Comparative Politics (3 hours)
- POLT 2250 Politics in the Industrialized World (3 hours)
- POLT 2550 The Politics of the Developing World (3 hours)
- POLT 3400 Comparative Politics (3 hours)
- POLT 4400 Advanced Studies in Comparative Politics (3-4 hours)

International Relations
3 hours from the following:

- POLT 1050 Introduction to International Relations (3 hours)
- POLT 4100 Advanced Studies in International Politics (3 hours)
- INTL 2030 International Law (3 hours)
- INTL 3100 International Political Economy (3 hours)
- INTL 3700 International Organizations: Structure and Political Conflict (3 hours)
- INTL 3800 International Security (3 hours)

Additional Requirements (18 hours)

- HIST electives (6 hours)
- POLT or INTL electives (3 hours)
- Upper-level POLT or INTL electives (6 hours)
- Upper-level elective in HIST, POLT or INTL (3 hours)

"Political science" includes courses labeled POLT (political science) and those labeled INTL (international relations).

HIST 1800 may not be used to satisfy the 36-credit-hour requirement in political science.

Teacher certification courses (HIST 3800, HIST 3810) may not be used to satisfy the upper-level coursework, methods or practicum requirements.

A maximum of 3 credit hours of individualized learning experiences (INDZ), practicum or debate may be applied to the total upper-level coursework requirement. A maximum of 6 credit hours of INDZ, practicum or debate may be applied to the total of 36 credit hours.

Political Science (BA) with an Emphasis in Public Law

This program is offered by the College of Arts & Sciences/ History, Politics, International Relations and Religious Studies Department and is only available at the St. Louis home campus.

Learning Outcomes

Upon completion of the program, students will be able to:

- Put contemporary political issues in historical context and use historical facts to build arguments about politics.
- Demonstrate familiarity with the political institutions and processes of the United States.
- Understand and evaluate the international and transnational dimensions of particular problems and policies.
- Demonstrate familiarity with several methods and analytical approaches used by political scientists to examine political institutions and processes.
- Demonstrate familiarity with the structures and processes of the judicial branch of both state and U.S. governments.
- Analyze and evaluate the role of the judiciary as a political actor.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours in the Department of History, Politics, International Relations and Religious Studies
- 27 of the required 36 credit hours must be in political science, including INTL 1500, POLT 1060 and POLT 2600, a research requirement (completed by placing on file with the department a substantial research paper from an upper-level course or a senior thesis) and senior overview.

- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

Courses completed with a grade of D+ or below do not count toward fulfilling the specific course requirements of the major.

Students must take a minimum of 6 credit hours of HIST and 12 credit hours of specific law classes which include POLT 2400, INTL 2030, POLT 3010 and POLT 3020.

At least 18 of the 36 credit hours must be taken at Webster University.

International Language Requirement

- A minimum of 3 credit hours in a foreign language is required. Courses used toward the international language requirement may also be used to fulfill global citizenship requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credit hours at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
- Students whose native language is not English are exempt from the foreign language requirement.

Curriculum

The 36 credit hours required for political science majors include:

Core Courses (9 hours)

- INTL 1500 The World System since 1500 (3 hours)
- POLT 1060 Introduction to American Politics (3 hours)
- POLT 2600 Research Methods and Approaches in Political Science (3 hours)
  (INTL 2700 may be substituted)
- POLT 4000 Research Requirement (0 hours)
  (to be taken in conjunction with a designated 3000-level or 4000-level course within the department)
- POLT 4620 Overview (0 hours)

Additional Required Specific Law Courses (12 hours)

- POLT 2400 Introduction to Law (3 hour)
- INTL 2030 International Law (3 hours)
- POLT 3010 American Constitutional Law (3 hours)
- POLT 3020 Civil Liberties and the Law (3 hours)

Distribution Requirements (6 hours)

U.S. Politics
3 hours from the following:

- POLT 2050 Contemporary American Politics (3 hours)
- POLT 2060 Politics and Gender (3 hours)
- POLT 2070 Politics of Race and Ethnicity (3 hours)
- POLT 3310 Conduct of Foreign Policy (3 hours)
- POLT 3320 American National Institutions (3 hours)
- POLT 4300 Advanced Studies in American Politics (3-4 hours)

Comparative Politics or International Relations
3 hours from the following:

- POLT 1080 Introduction to Comparative Politics (3 hours)
- POLT 2250 Politics in the Industrialized World (3 hours)
- POLT 2550 The Politics of the Developing World (3 hours)
- POLT 3400 Comparative Politics (3 hours)
- POLT 4400 Advanced Studies in Comparative Politics (3-4 hours)
- POLT 1050 Introduction to International Relations (3 hours)

- POLT 4100 Advanced Studies in International Politics (3 hours)
- INTL 2030 International Law (3 hours)
- INTL 3100 International Political Economy (3 hours)
- INTL 3700 International Organizations: Structure and Political Conflict (3 hours)
- INTL 3800 International Security (3 hours)

Additional Requirements (9 hours)

- HIST electives (6 hours)
- Upper-level elective in HIST, POLT or INTL (3 hours)

"Political science" includes courses labeled POLT (political science) and those labeled INTL (international relations).

HIST 1800 may not be used to satisfy the 36-credit-hour requirement in political science.

Teacher certification courses (HIST 3800, HIST 3810) may not be used to satisfy the upper-level coursework, methods or practicum requirements.

A maximum of 3 credit hours of individualized learning experiences (INDZ), practicum or debate may be applied to the total upper-level coursework requirement. A maximum of 6 credit hours of INDZ, practicum or debate may be applied to the total of 36 credit hours.

Psychological Science (BS)

This program is offered by the College of Arts & Sciences/ Psychology Department and is only available at the St. Louis home campus.

Program Description

The bachelor of science (BS) in psychological science is designed to provide the biological, cognitive, personality and social context for understanding the behavior of individuals throughout their lifespan. Students who successfully complete the BS in psychological science will have the foundation, research skills and data analysis expertise to succeed in a MA/PhD psychology graduate program (e.g. clinical psychology, experimental psychology, etc.).

Students graduating with a bachelor of science (BS) in psychological science will need to pursue a graduate degree before they are able to obtain professional licensure. Students are encouraged to check entrance requirements for any post-graduate programs prior to finishing their BS at Webster in the event they need to take additional coursework.

Learning Outcomes

Upon completion of the program, students will be able to:

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
- Implement the use of scientific reasoning to interpret psychological phenomena and demonstrate the ability to interpret, design and conduct basic psychological research using statistical analyses.
- Apply ethical standards to evaluate psychological science and practice and apply those standards to build and enhance interpersonal relationships locally and globally.
- Demonstrate effective writing, exhibit effective presentation skills and interact effectively with others.

- Discuss the occupational pursuits available in a variety of settings given their psychological knowledge, skills and values.
- Detail the biological and genetic underpinnings of human behavior.
- Develop a research hypothesis based on the available literature in psychology and then collect, analyze and interpret data to address the question.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 58 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the psychological science BS
- Electives

Global Citizenship Program for Psychological Science BS

For students completing the psychological science BS, MATH 1430 will satisfy both the requirements of the major and the GCP 'Quantitative Literacy' requirement. In addition, WRIT 1010 will satisfy the requirements of the major and the GCP 'Written Communication' skill requirement. BIOL 1010 and BIOL 1040 cannot be used to complete GCP requirements.

Special Requirements

- Courses completed with a grade below a C- do not count toward fulfilling the specific course requirements of the major.
- Within the 9 credit hours of psychology electives, at least 3 credit hours must be at the 4000-level.
- No more than 6 credit hours total obtained in senior thesis, practica, independent learning experiences, reading courses, directed study and assessment of prior learning may be applied toward the 58 credit hours required for a major. However, students may use any number of thesis, practica, independent learning experiences, etc. toward their overall bachelor degree requirements.
- Transfer students can apply up to 18 credit hours of approve PSYC course work from other universities toward the psychological science major.
- Students may substitute a higher-level composition, math or biology course for the non-psychology supporting core curriculum requirement. Students must confirm this substitution with the psychology department. Students may also transfer in these requirements.

Curriculum

The 58 credit hours required for the bachelor of science in psychological science include the following:

Non-Psychology Supporting Core Requirements:

- WRIT 1010 The Craft of College Writing (3 hours)
- MATH 1430 College Algebra (3 hours)
- BIOL 1010 Human Biology (4 hours)
- BIOL 1040 Human Genetics (3 hours)

Psychology Core Requirements:

- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (1 hour)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 2975 Sophomore Assessment (0 hours)
- PSYC 3025 Psychology and Ethics (2 hours)
- PSYC 4750 Advanced Statistics (3 hours)

- PSYC 4825 Senior Thesis (3 hours)
- PSYC 4925 Senior Capstone: History, Philosophy, and Systems of Psychology (3 hours)
- PSYC 4950 Senior Assessment (0 hour)
- Psychology electives *(at least 3 hours at the 4000-level)* (9 hours)

At least ONE course from EACH of the following five content areas:

Biological Perspectives

- PSYC 3850 Sensation and Perception (3 hours)
- PSYC 4300 Health Psychology (3 hours)
- PSYC 4550 Drug and Chemical Dependency (3 hours)
- PSYC 4650 Biopsychology (3 hours)

Clinical and Counseling Perspectives

- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 3775 Personality Theory (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)
- PSYC 4225 Introduction to the Helping Professions (3 hours)

Lifespan Development Perspectives

- PSYC 2200 Child Psychology (3 hours)
- PSYC 2250 Adolescent Psychology (3 hours)
- PSYC 2300 Lifespan Development (3 hours)
- PSYC 2950 Psychology of Adulthood and Aging (3 hours)

Learning and Cognitive Perspectives

- PSYC 3325 Applied Learning Theory (3 hours)
- PSYC 3350 Cognitive Psychology (3 hours)
- PSYC 3525 Memory (3 hours)
- PSYC 3725 Psychology of Judgment and Decision Making (3 hours)

Social and Cross-Cultural Perspectives

- PSYC 3475 International Psychology (3 hours)
- PSYC 3575 Industrial/Organizational Psychology (3 hours)
- PSYC 3600 Social Psychology (3 hours)
- PSYC 3625 Motivation and Emotion (3 hours)

Recommended Courses

- PSYC 4425 Community Practicum (3 hours)

Dual Degree Option: BS in Psychological Science/BA in Biology

Students who wish to pursue a dual degree of the bachelor of arts in biology and the bachelor of science in psychological science may do so. Two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog. For information on the general requirements for dual degrees, see Dual Majors and Dual Degrees under the Academic Policies and Information section of this catalog.

- 107 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations*

*All students pursuing a dual degree will complete the Global Citizenship Program requirements of one of the programs. Students should review the GCP accommodations for each

degree before making their selection of which GCP program to pursue.

Curriculum

- WRIT 1010 The Craft of College Writing (3 hours)
- MATH 1430 College Algebra (3 hours)
- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (1 hour)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 2975 Sophomore Assessment (0 hours)
- PSYC 3025 Psychology and Ethics (2 hours)
- PSYC 4750 Advanced Statistics (3 hours)
- PSYC 4825 Senior Thesis (3 hours)
- PSYC 4925 Senior Capstone: History, Philosophy and Systems of Psychology (3 hours)
- PSYC 4950 Senior Assessment (0 hours)
- Psychology electives *(at least 3 hours at the 4000-level)* (6 hours)
- Psychology content areas (15 hours)
- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
  and BIOL 1561 Essentials of Biology II: Lab (1 hour)
- BIOL 2010 Evolution (3 hours)
- BIOL 3010 Human Anatomy & Physiology I (3 hours)
  and BIOL 3011 Human Anatomy & Physiology I: Lab (1 hour)
- BIOL 3020 Human Anatomy & Physiology II (3 hours)
  and BIOL 3021 Human Anatomy & Physiology II: Lab (1 hour)
- BIOL 3050 Genetics (3 hours)
  and BIOL 3051 Genetics: Lab (1 hour)
- BIOL 3200 Ecology (3 hours)
  and BIOL 3201 Ecology: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- BIOL 4420 BA Senior Thesis (4 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours)
  and CHEM 2101 Organic Chemistry I: Lab (1 hour)
- PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
- PHYS 1720 College Physics II (3 hours)
  and PHYS 1721 College Physics II: Lab (1 hour)
- BIOL, CHEM or PHYS electives *(2000-level or above)* (3 hours)

Dual Major Option: Psychological Science/ Biological Sciences

Students who wish to pursue a dual major in biological sciences and psychological science may do so. The two majors cannot be awarded separately or sequentially under this arrangement.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog. For information on the general requirements for dual degrees, see Dual Majors and Dual Degrees under the Academic Policies and Information section of this catalog.

- 117 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations*

*All students pursuing a dual degree will complete the Global Citizenship Program requirements of one of the programs.

Majors

Students should review the GCP accommodations for each degree before making their selection of which GCP program to pursue.

Curriculum

- WRIT 1010 The Craft of College Writing (3 hours)
- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (1 hour)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 2975 Sophomore Assessment (0 hours)
- PSYC 3025 Psychology and Ethics (2 hours)
- PSYC 4750 Advanced Statistics (3 hours)
- PSYC 4825 Senior Thesis (3 hours)
- PSYC 4925 Senior Capstone: History, Philosophy and Systems of Psychology (3 hours)
- PSYC 4950 Senior Assessment (0 hours)
- Psychology electives *(at least 3 hours at the 4000-level)* (6 hours)
- Psychology content areas (15 hours)
- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
  and BIOL 1561 Essentials of Biology II: Lab (1 hour)
- BIOL 2010 Evolution (3 hours)
- BIOL 3010 Human Anatomy & Physiology I (3 hours)
  and BIOL 3011 Human Anatomy & Physiology I: Lab (1 hour)
- BIOL 3020 Human Anatomy & Physiology II (3 hours)
  and BIOL 3021 Human Anatomy & Physiology II: Lab (1 hour)
- BIOL 3050 Genetics (3 hours)
  and BIOL 3051 Genetics: Lab (1 hour)
- BIOL 3080 Cell Biology (3 hours)
  and BIOL 3081 Cell Biology: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- BIOL 4430 Senior Thesis for BS in Biological Sciences (4 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours)
  and CHEM 2101 Organic Chemistry I: Lab (1 hour)
- CHEM 2110 Organic Chemistry II (3 hours)
  and CHEM 2111 Organic Chemistry II: Lab (1 hour)
- CHEM 3100 Biochemistry I (3 hours)
  and CHEM 3101 Biochemistry I: Lab (1 hour)
- MATH 1610 Calculus I (5 hours)
- PHYS 2030 University Physics I (3 hours)
  and PHYS 2031 University Physics I: Lab (1 hour)
- PHYS 2040 University Physics II (3 hours)
  and PHYS 2041 University Physics II: Lab (1 hour)
- BIOL, CHEM or PHYS upper level electives (3 hours)

Dual Major Option: Psychological Science/ Exercise Science

Students who wish to pursue a dual major in exercise science and psychological science may do so. The two majors cannot be awarded separately or sequentially under this arrangement.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog. For information on the general requirements for dual degrees, see Dual Majors and Dual Degrees under the Academic Policies and Information section of this catalog.

- 119 required credit hours

- Applicable University Global Citizenship Program hours, with accommodations*

*All students pursuing a dual degree will complete the Global Citizenship Program requirements of one of the programs. Students should review the GCP accommodations for each degree before making their selection of which GCP program to pursue.

Curriculum

- WRIT 1010 The Craft of College Writing (3 hours)
- MATH 1430 College Algebra (3 hours)
- BIOL 1040 Human Genetics (3 hours)
- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (1 hour)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 2975 Sophomore Assessment (0 hours)
- PSYC 3025 Psychology and Ethics (2 hours)
- PSYC 4750 Advanced Statistics (3 hours)
- PSYC 4825 Senior Thesis (3 hours)
- PSYC 4925 Senior Capstone: History, Philosophy and Systems of Psychology (3 hours)
- PSYC 4950 Senior Assessment (0 hours)
- Psychology electives *(at least 3 hours at the 4000-level)* (6 hours)
- Psychology content areas (15 hours)
- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 3150 Nutrition (3 hours)
- BIOL 3010 Human Anatomy & Physiology I (3 hours)
  and BIOL 3011 Human Anatomy & Physiology I: Lab (1 hour)
- BIOL 3020 Human Anatomy & Physiology II (3 hours)
  and BIOL 3021 Human Anatomy & Physiology II: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- BIOL 4430 Senior Thesis for BS in Biological Sciences (4 hours)
- EXSC 1318 Careers in Exercise Science (1 hour)
- EXSC 1400 Foundations of Exercise Science (3 hours)
- EXSC 2100 Coaching Health and Human Performance (2 hours)
- EXSC 2356 Principles of Athletic Training (3 hours)
- EXSC 3050 Exercise Physiology (3 hours)
- EXSC 3250 Kinesiology (3 hours)
  and EXSC 3251 Exercise Kinesiology: Lab (1 hour)
- EXSC 4680 Exercise Prescription and Testing (3 hours)
  and EXSC 4681 Exercise Testing and Prescription: Lab (1 hour)
- EXSC 4683 Exercise Prescription for Special Populations (3 hours)
- EXSC 4875 Exercise Science Internship (3 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
- PHYS 1720 College Physics II (3 hours)
  and PHYS 1721 College Physics II: Lab (1 hour)

Psychology (BA)

This program is offered by the College of Arts & Sciences/ Psychology Department. It is available online, at the St. Louis home campus and at select U.S. and international campuses. Please see the Locations Offering Undergraduate Programs

section of this catalog for a list of campuses where this program is offered.

Program Description

The bachelor of arts (BA) in psychology is designed to provide students with a foundation in the field of psychology. Students will gain an understanding of the complexity and diversity of human behavior and the psychological theories and concepts which help explain human behavior. Consequently, students who have successfully completed the degree may be able to apply psychological principles to become a more effective manager, supervisor or educator. In addition, some students may be able to pursue a variety of career and graduate opportunities within psychology, counseling and related fields (e.g. nursing).

Students graduating with a bachelor of arts (BA) in psychology will need to pursue a graduate degree before they are able to obtain professional licensure. Students are encouraged to check entrance requirements for any post-graduate program prior to finishing their BA at Webster in the event they need to take additional coursework.

Learning Outcomes

Upon completion of the program, students will be able to:

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
- Implement the use of scientific reasoning to interpret psychological phenomena and demonstrate the ability to interpreted design and conduct basic psychological research using statistical analyses.
- Apply ethical standards to evaluate psychological science and practice and apply those standards to build and enhance interpersonal relationships locally and globally.
- Demonstrate effective writing, exhibit effective presentation skills and interact effectively with others.
- Discuss the occupational pursuits available in a variety of settings given their psychological knowledge, skills and values.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 39 required credit hours
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

Special Requirements

- Courses completed with a grade below a C- do not count toward fulfilling the specific course requirements of the major.
- Within the 9 credit hours of psychology electives, at least 3 credit hours at the 4000-level.
- No more than 6 credit hours obtained in senior thesis, practica, independent learning experiences, reading courses and assessment of prior learning may be applied toward the 39 credit hours required for the major. However, students may use any number of thesis, practica, independent learning experiences, etc. toward their overall bachelor degree requirements.
- Transfer students can apply up to 18 credit hours of approved PSYC course work from other colleges/universities toward the psychology major. Students may transfer in 3 credit hours of approved foreign language course work to meet the International Language requirement for psychology.

International Language Requirements

- A minimum of 3 credit hours in a non-native language (expertise demonstrated by coursework or testing) are required in addition to the requirements for the major. Courses used toward the international language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credit hours at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
- Students whose native language is not English and who are studying English will be considered to have achieved their foreign language requirement if they successfully pass an ESL test of their English proficiency (e.g., TOEFL). Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum

The 39 credit hours required for the bachelor of arts in psychology include the following:

- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (1 hour)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 2975 Sophomore Assessment (0 hours)
- PSYC 3025 Psychology and Ethics (2 hours)
- PSYC 4925 Senior Capstone: History, Philosophy, and Systems of Psychology (3 hours)
- PSYC 4950 Senior Assessment (0 hour)
- Psychology electives *(at least 3 hours at the 4000-level)* (9 hours)

At least ONE course from EACH of the following five content areas:

Biological Perspectives

- PSYC 3850 Sensation and Perception (3 hours)
- PSYC 4300 Health Psychology (3 hours)
- PSYC 4550 Drug and Chemical Dependency (3 hours)
- PSYC 4650 Biopsychology (3 hours)

Clinical and Counseling Perspectives

- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 3775 Personality Theory (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)
- PSYC 4225 Introduction to the Helping Professions (3 hours)

Lifespan Development Perspectives

- PSYC 2200 Child Psychology (3 hours)
- PSYC 2250 Adolescent Psychology (3 hours)
- PSYC 2300 Lifespan Development (3 hours)
- PSYC 2950 Psychology of Adulthood and Aging (3 hours)

Learning and Cognitive Perspectives

- PSYC 3325 Applied Learning Theory (3 hours)
- PSYC 3350 Cognitive Psychology (3 hours)
- PSYC 3525 Memory (3 hours)
- PSYC 3725 Psychology of Judgment and Decision Making (3 hours)

Social and Cross-Cultural Perspectives

- PSYC 3475 International Psychology (3 hours)

- PSYC 3575 Industrial/Organizational Psychology (3 hours)
- PSYC 3600 Social Psychology (3 hours)
- PSYC 3625 Motivation and Emotion (3 hours)

Recommended Courses

- PSYC 4425 Community Practicum (3 hours)
- PSYC 4825 Senior Thesis (3 hours)

Psychology (BA) with an Emphasis in Mental Health

This program is offered by the College of Arts & Sciences/ Psychology Department. It is available online, at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description

The bachelor of arts (BA) in psychology with an emphasis in mental health is designed to proved an understanding of how cognitive, behavioral, personality and social factors are involved in mental health and illness. Students who have successfully completed the degree will be prepared to pursue a variety of graduate and career opportunities within mental health-oriented fields (e.g. counseling, nursing, psychology, social work).

Students graduating with a bachelor of arts (BA) in psychology with an emphasis in mental health will need to pursue a graduate degree before they are able to obtain professional licensure. Students are encouraged to check entrance requirements for any post-graduate programs prior to finishing their BA at Webster in the event they need to take additional coursework.

Students working toward the BA in psychology with an emphasis in mental health should consider the 3-2+ program with professional counseling. This combined degree program can result in students achieving their BA/MA up to a year sooner. More information can be found at www.webster.edu/catalog/current/undergraduate-catalog/combined-degrees.html#psyc-counseling.

Learning Outcomes

Upon completion of the program, students will be able to:

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
- Implement the use of scientific reasoning to interpret psychological phenomena and demonstrate the ability to interpret, design and conduct basic psychological research using statistical analyses.
- Apply ethical standards to evaluate psychological science and practice and apply those standards to build and enhance interpersonal relationships locally and globally.
- Demonstrate effective writing, exhibit effective presentation skills and interact effectively with others.
- Discuss the occupational pursuits available in a variety of settings given their psychological knowledge, skills and values.
- Discuss the psychological and behavioral processes in mental health and illness.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 48 required credit hours
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

Special Requirements

- Courses completed with a grade below a C- do not count toward fulfilling the specific course requirements of the major.
- Within the 6 credit hours of psychology electives, at least 3 credit hours must be at the 4000-level.
- No more than 6 credit hours obtained in senior thesis, practica, independent learning experiences, reading courses and assessment of prior learning may be applied toward the 48 credit hours required for the major. However, students may use any number of thesis, practica, independent learning experiences, etc. toward their overall bachelor degree requirements.
- Transfer students can apply up to 18 credit hours of approved PSYC course work from other colleges/universities toward the psychology major. Students may transfer in 3 credit hours of approved foreign language course work to meet the International Language requirement for psychology.

International Language Requirements

- A minimum of 3 credit hours in a non-native language (expertise demonstrated by coursework or testing) are required in addition to the requirements for the major. Courses used toward the international language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credit hours at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
- Students whose native language is not English and who are studying English will be considered to have achieved their foreign language requirement if they successfully pass an ESL test of their English proficiency (e.g., TOEFL). Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum

The 48 credit hours required for the bachelor of arts in psychology with an emphasis in mental health include the following:

- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (1 hour)
- PSYC 2300 Lifespan Development (3 hours)
  or PSYC 2200 Child Psychology (3 hours)
  or PSYC 2250 Adolescent Psychology (3 hours)
  or PSYC 2950 Psychology of Adulthood and Aging (3 hours)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 2975 Sophomore Assessment (0 hours)
- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 3325 Applied Learning Theory (3 hours)
  or PSYC 3350 Cognitive Psychology (3 hours)
- PSYC 3025 Psychology and Ethics (2 hours)
- PSYC 3600 Social Psychology (3 hours)
- PSYC 3775 Personality Theory (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)
  or PSYC 4225 Introduction to the Helping Professions (3 hours)
- PSYC 4650 Biopsychology (3 hours)
- PSYC 4925 Senior Capstone: History, Philosophy, and Systems of Psychology (3 hours)

- PSYC 4950 Senior Assessment (0 hour)
- Psychology electives *(at least 3 credit hours at the 4000-level)* (6 hours)

A least TWO courses from the following:

- PSYC 3150 Positive Psychology (3 hours)
- PSYC 3175 Community Psychology (3 hours)
- PSYC 4300 Health Psychology (3 hours)
- PSYC 4400 Human Sexuality (3 hours)
- PSYC 4550 Drug and Chemical Dependency (3 hours)
- PSYC 4700 Psychological Tests and Measurements (3 hours)

Recommended Courses

- PSYC 4425 Community Practicum (3 hours)
- PSYC 4825 Senior Thesis (3 hours)

Psychology (BS)

This program is offered by the College of Arts & Sciences/ Psychology Department. It is available at select international campuses, but it is not available at the St. Louis home campus. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description

The bachelor of science (BS) in psychology is designed to provide the biological, cognitive, personality and social contexts for understanding the behavior of individuals throughout their lifespan. Students who successfully complete the BS in psychology will have the foundation, research skills and data analysis expertise to succeed in a MA/PhD psychology graduate program (e.g. clinical psychology, experimental psychology, etc.).

Students graduating with a bachelor of science (BS) in psychology will need to pursue a graduate degree before they are able to obtain professional licensure. Students are encouraged to check entrance requirements for any post-graduate programs prior to finishing their BS at Webster in the event they need to take additional coursework.

Learning Outcomes

Upon completion of the program, students will be able to:

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
- Implement the use of scientific reasoning to interpret psychological phenomena and demonstrate the ability to to interpret, design and conduct basic psychological research using statistical analyses.
- Apply ethical standards to evaluate psychological science and practice and apply those standards to build and enhance interpersonal relationships locally and globally.
- Demonstrate effective writing, exhibit effective presentation skills and interact effectively with others.
- Discuss occupational pursuits available in a variety of settings given their psychological knowledge, skills and values.
- Detail the biological and genetic underpinnings of human behavior.
- Develop a research hypothesis based on the available literature in psychology and then collect, analyze and interpret data to address the question.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 64 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the psychology BS
- Electives

Global Citizenship Program for Psychology BS

For students completing the psychology BS, MATH 1430 will satisfy both the requirements of the major and the GCP 'Quantitative Literacy' requirement. In addition, WRIT 1010 will satisfy the requirements of the major and the GCP 'Written Communication' skill requirement. BIOL 1010 and BIOL 1040 cannot be used to complete GCP requirements.

Special Requirements

- Courses completed with a grade below a C- do not count toward fulfilling the specific course requirements of the major.
- Within the required 64 credit hours, 30 credit hours must be at the 3000-level and above with at least 12 credit hours at the 4000-level.
- No more than 6 credit hours total obtained in senior thesis, practica, independent learning experiences, reading courses, directed study and assessment of prior learning may be applied toward the 64 credit hours required for a major. However, students may use any number of thesis, practica, independent learning experiences, etc. toward their overall bachelor degree requirements.
- Transfer students can apply up to 18 credit hours of approve PSYC course work from other universities toward the psychology major.
- Student may substitute a higher-level composition, math or biology course for the non-psychology supporting core curriculum requirement. Students must confirm this substitution with the psychology department. Students may also transfer in these requirements.

Curriculum

The 64 credit hours required for the bachelor of science in psychology include the following:

Non-Psychology Supporting Core Requirements:

- WRIT 1010 The Craft of College Writing (3 hours)
- MATH 1430 College Algebra (3 hours)
- BIOL 1010 Human Biology (4 hours)
- BIOL 1040 Human Genetics (3 hours)

Psychology Core Requirements:

- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (1 hour)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 2975 Sophomore Assessment (0 hours)
- PSYC 3025 Psychology and Ethics (2 hours)
- PSYC 4750 Advanced Statistics (3 hours)
- PSYC 4825 Senior Thesis (3 hours)
- PSYC 4925 Senior Capstone: History, Philosophy, and Systems of Psychology (3 hours)
- PSYC 4950 Senior Assessment (0 hour)
- Psychology electives (15 hours)

At least ONE course from EACH of the following five content areas:

Biological Perspectives

- PSYC 3850 Sensation and Perception (3 hours)
- PSYC 4300 Health Psychology (3 hours)
- PSYC 4550 Drug and Chemical Dependency (3 hours)
- PSYC 4650 Biopsychology (3 hours)

Clinical and Counseling Perspectives

- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 3775 Personality Theory (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)
- PSYC 4225 Introduction to the Helping Professions (3 hours)

Lifespan Development Perspectives

- PSYC 2200 Child Psychology (3 hours)
- PSYC 2250 Adolescent Psychology (3 hours)
- PSYC 2300 Lifespan Development (3 hours)
- PSYC 2950 Psychology of Adulthood and Aging (3 hours)

Learning and Cognitive Perspectives

- PSYC 3325 Applied Learning Theory (3 hours)
- PSYC 3350 Cognitive Psychology (3 hours)
- PSYC 3525 Memory (3 hours)
- PSYC 3725 Psychology of Judgment and Decision Making (3 hours)

Social and Cross-Cultural Perspectives

- PSYC 3475 International Psychology (3 hours)
- PSYC 3575 Industrial/Organizational Psychology (3 hours)
- PSYC 3600 Social Psychology (3 hours)
- PSYC 3625 Motivation and Emotion (3 hours)

Public Relations (BA)

This program is offered by the School of Communications/ Communications and Journalism Department and is only available at the St. Louis home campus.

Program Description

The public relations major combines a strong base in academic study with opportunities to test concepts through projects with actual clients. Writing proficiency is a necessary element of the major, as writing and knowledge of target audiences form the basic foundation of good public relations.

Students learn theories and gain hands-on experience in creating strategic information programs, internal communications plans, media relations and special events as they build their professional portfolios using all available formats of media (print, video, radio and television, and social media, digital and electronic applications).

Students learn from practicing professionals who are their professors, lecturers, mentors and clients, bringing real-world substance to the major. Internships augment the experience.

Learning Outcomes

Successful graduates of this program will be able to:

- Apply research practices and methodologies to gather information that informs public relations target audience analysis and organizational public relations problem solving and decision making.
- Create public relations plans that use defined goals, measurable objectives, strategies, tactics and evaluations.
- Create, package and edit public relations message content and distribute it through appropriate media to select target audiences of business and non-profit organizations.

- Evaluate the effectiveness of public relations plans in meeting their defined goals and objectives.
- Conduct themselves with professionalism in project management, client relationships, portfolio development, presentations and work relationships.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 51 required hours (33 in the public relations program, 18 in the communications and journalism department)
- Applicable University Global Citizenship Program hours
- Electives
- Successful passing of portfolio review

Required Courses

- PBRL 1010 Fundamentals of Strategic Communications and Public Relations (3 hours)
- ADVT 2350 Introduction to Visual Communications for Advertising and Public Relations (3 hours)
- PBRL 2400 New Media Messaging (3 hours)
- PBRL 2800 Organizational Internal Communication (3 hours)
- PBRL 2920 Writing for Public Relations (3 hours)
- PBRL 4250 Media Relations (3 hours)
- PBRL 4300 Crisis Communications and Issues Management (3 hours)
- PBRL 4920 Public Relations Campaigns* (3 hours)
- MDST 4950 Internship (3 hours)
  or PBRL 4620 Senior Overview (3 hours)

Capstone Course

In addition, a minimum of 6 credit hours from the following:

- ADVT 1940 Introduction to Marketing Communications (3 hours)
- ADVT 3500 Visual Communication for Advertising and Public Relations (3 hours)
- MDST 2800 Media, Diversity and Society (3 hours)
- MDST 3260 Global Media Practice (3 hours)
- PBRL 3150 Topics (1-3 hours)
- PBRL 3500 Public Relations Research (3 hours)
- PBRL 3600 Public Relations Case Studies, U.S. and Global (3 hours)
- PBRL 4050 Special Events (3 hours)
- PBRL 4700 Professional Development in Public Relations (3 hours)
- SPCM 1280 Interpersonal Communication (3 hours)
- SPCM 3500 Presentations for Media Professionals (3 hours)

Required Courses in the Department of Communications and Journalism

In addition to the 33 credit hours required in the public relations program, the following 18 credit hours are required to provide all students with a solid foundation in communication and journalism theory and applications.

- JOUR 1020 Introduction to Media Production for Journalists (3 hours)
- JOUR 1030 Fundamentals of Reporting (3 hours)
- MDST 1010 Media Foundations (3 hours)
- MDST 1050 Media Writing (3 hours)
- MDST 2200 Ethics in the Media (3 hours)
- MDST 3300 Media Law, Ethics & Policy (3 hours)

Portfolio Review Course Requirements

- PBRL 1010 Fundamentals of Strategic Communications and Public Relations (3 hours)
- PBRL 2920 Writing for Public Relations (3 hours)

Minors Encouraged

Public relations students are strongly encouraged to pursue a minor (18 hours). Academic programs of particular relevance to the public relations BA are:

- Advertising and Marketing Communications
- Business
- Journalism
- Management
- Political Science
- Psychology

Scene Design (BFA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Conservatory of Theatre Arts and is only available at the St. Louis home campus.

Program Description

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Learning Outcomes

At the end of their training in scene design, students will be able to:

- Analyze the script/characters and develop an advanced, coherent visual concept that takes into account style, period and creative research for theatrical use.
- Research and analyze any period of history with attention to historical context, period style and representative details.
- Create a coherent, conceptual world of the play through scene design with attention to the specific style needs of opera, musical, theatre for young audiences and other performance styles.
- Illustrate scene designs through perspective drawing and color rendering.
- Create quality scaled scene design models.
- Choose/suggest set construction materials for execution of designs, based on understanding of construction material features.
- Work with the director, other designers and the actors in a collaborative production process.
- Conduct shop visits to answer/solve emerging questions.
- Guide the shops through the production process, with attention to set construction, scenic painting, prop, budget and time management.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 99 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- GLBC 1200 Global Cornerstone Seminar
- 3 credit hours from courses designated 'Roots of Cultures' (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior' or 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy' (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 *(the Conservatory sequence or its equivalent)* (72 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- ART 1130 Figure Drawing for Theatre Majors (6 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1220 Design: 3-D (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)

Scene Painting (BFA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Conservatory of Theatre Arts and is only available at the St. Louis home campus.

Program Description

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Learning Outcomes

At the end of their training, students will demonstrate an effective scenic art process that integrates their abilities to:

- Work collaboratively and display strong social skills.
- Analyze a play comprehensively.
- Implement strong research skills.
- Execute a design successfully.
- Recognize trends in theatre history and visual styles.
- Master skills in design presentation and development.
- Organize a scenic art process.
- Solve problems creatively.
- Master skills in layout and construction.
- Organize and supervise a team of scenic artists.
- Address the needs of performers and directors.

- Operate within a budget.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 99 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- GLBC 1200 Global Cornerstone Seminar
- 3 credit hours from courses designated 'Roots of Cultures' (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior' or 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy' (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 *(the Conservatory sequence or its equivalent)* (72 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- ART 1130 Figure Drawing for Theatre Majors (6 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1220 Design: 3-D (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)

Scriptwriting (BA)

This program offered by School of Communications/ Communications and Journalism Department and is only available at the St. Louis home campus.

Program Description

The major in scriptwriting provides students with a structured approach to understanding the craft of writing scripts for film, television and other electronic media. By analyzing scripts and producing their own creative work, students learn character development, plot, structure, suspense and tension, as well as the conventions of various genres.

Learning Outcomes

Successful graduates of this program will be able to:

- Use appropriate industry standard for format.
- Employ the elements of storytelling for visual media (action, image, dialogue).
- Demonstrate effective structural strategies.
- Present engaging characters.
- Combine suspense, tension and other techniques to affect an audience's emotional response.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 45 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- MDST 1010 Media Foundations (3 hours)
- EPMD 1000 Introduction to Media Production (3 hours)
- MDST 1050 Media Writing (3 hours)
- MDST 2200 Ethics in the Media (3 hours)
- SCPT 2900 Scriptwriting (3 hours)
- MDST 2800 Media, Diversity and Society (3 hours)
- ENGL 2170 Creative Writing: Playwriting (3 hours)
- SCPT 3110 Script Analysis (3 hours)
- SCPT 3400 Television Scriptwriting (3 hours)
- SCPT 3500 Writing Screenplays for Film (3 hours)
- MDST 3300 Media Law, Ethics & Policy (3 hours)
- SCPT 4400 Advanced Television Scriptwriting: Genres (3 hours)
- SCPT 4500 Advanced Scriptwriting (3 hours)
- SCPT 4620 Senior Overview* (3 hours)
- SCPT 4700 Professional Development in Scriptwriting (3 hours)

*Capstone course

Portfolio Review Course Requirements

- EPMD 1000 Introduction to Media Production (3 hours)
- MDST 1010 Media Foundations (3 hours)
- MDST 1050 Media Writing (3 hours)
- SCPT 2900 Scriptwriting (3 hours)
- SCPT 3500 Writing Screenplays for Film (3 hours)
  or SCPT 3400 Television Scriptwriting (3 hours)

Self-Designed Interdisciplinary Major (BA)

This program is offered by the College of Arts & Sciences/ History, Politics, International Relations and Religious Studies Department and is only available at the St. Louis home campus.

Program Description

Any St. Louis-based Webster University student may pursue a self-designed major (SIM), combining coursework from multiple departments and academic subject areas. The SIM fulfills the requirement for in-depth study just as a traditional major does. Written by the student, the SIM proposal must be reviewed and approved by the Faculty SIM Committee. The SIM student receives their BA from the College of Arts & Sciences.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

Students must meet all Webster University graduation requirements, including applicable University Global Citizenship Program courses. Any SIM, like all majors at Webster University, must meet the residency requirement of successful completion of at least 30 of the final 36 credit hours registered for and earned directly from Webster University. Any undergraduate degree-seeking student at Webster University with a cumulative grade point average of 2.8 is eligible to petition for a SIM.

Curriculum

Self-designed interdisciplinary majors include:

- 36 to 64 hours of coursework with a minimum of 12 credits completed at the 3000-level or 4000-level
- Courses drawn from at least two distinct academic departments or interdisciplinary programs and at least three different disciplines
- 15 hours of the major core taken *after* the SIM proposal is approved
- A senior overview project
- Applicable University Global Citizenship Program hours

Interested students must submit a SIM proposal by the beginning of their senior year. For forms and more information, contact simmajor@webster.edu.

Sound Design (BFA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Conservatory of Theatre Arts and is only available at the St. Louis home campus.

Program Description

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Learning Outcomes

At the end of their training in sound design, students will be able to:

- Analyze the script and locations and develop an advanced, coherent, aural concept that takes into account style, period and creative research for theatrical use.
- Research the period of any production and develop a design concept that uses period-specific and appropriate sound effects and music.
- Present design concepts with directors, designers, faculty members and fellow students.
- Create paperwork for the director, stage manager and sound engineer to communicate the concept and needs for the sound design.
- Use creative thinking and problem solving skills to address the needs of a production.
- Utilize sound editing software and sound playback software to manipulate sound effects and music for use in production.
- Utilize sound equipment and acoustical principles to solve problems to meet the needs of productions.
- Collaborate with director, fellow designers, actors and technicians to create a finished product that meets the needs of the play and vision of the director.
- Design sound for straight plays, musicals, opera, dance, theatre for young audiences and other performance styles.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 102 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- GLBC 1200 Global Cornerstone Seminar
- 3 credit hours from courses designated 'Roots of Cultures' (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior' or 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy' (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 *(the Conservatory sequence or its equivalent)* (72 hours)
- DESN 1210 Design Concepts (3 hours)
- AUDI 1110 Audio Technology Lecture (2 hours)
- AUDI 1120 Audio Technology Lab (2 hours)
- AUDI 1130 Audio Technology Practicum (2 hours)
- AUDI 1121 Signals and Systems (3 hours)
- AUDI Elective (3 hours)
- MUSC 1005 Fundamentals of Music for Audio (3 hours)
- SCIN 1410 Light, Sound and Electricity (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)

Recommended Electives:

- AUDI 2710 Introduction to Acoustics (3 hours)
- AUDI 2840 Technical Ear Training I (2 hours)
- AUDI 3310 Live Audio Production I (3 hours)
- AUDI 3311 Live Audio Production 2 (3 hours)

Sound Recording and Engineering (BS)

This program is offered by the School of Communications/Audio Aesthetics and Technology Department and is only available at the St. Louis home campus.

Program Description

The bachelor of science degree in sound recording and engineering is designed for students who are interested in the fields of music recording, live sound engineering, sound system engineering and/or audio technology.

Students majoring in sound recording and engineering cannot have a minor or dual degree in audio in media arts.

Learning Outcomes

Successful graduates of this program will be able to:

- Chart and update plans for a recording project based on a thorough understanding of audio theory, audio technology, sound recording principles and signal flow.
- Utilize skills in capturing, recording, mixing and finalizing audio on a recording project.
- Justify aesthetic choices made on, and evaluate the overall creative success of, a recording project.
- Work collaboratively and professionally with artists to produce deliverables consistent with industry standards.
- Apply foundational knowledge of music, musical instruments and musical constructs to a recording project.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 69 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- AUDI 1110 Audio Technology Lecture (2 hours)
- AUDI 1111 Two-Channel Recording (3 hours)
- AUDI 1120 Audio Technology Lab (2 hours)
- AUDI 1121 Signals and Systems (3 hours)
- AUDI 1130 Audio Technology Practicum (2 hours)
- AUDI 1131 Digital Audio Workstations (3 hours)
- AUDI 2110 Professional Development 1 (3 hours)
- AUDI 2230 Introduction to Music Recording (3 hours)
- AUDI 2710 Introduction to Acoustics (3 hours)
- AUDI 2840 Technical Ear Training 1 (2 hours)
- AUDI 3230 Music Recording (3 hours)
- AUDI 3310 Live Audio Production 1 (3 hours)
- AUDI 3311 Live Audio Production 2 (3 hours)
- AUDI 3710 Acoustics (3 hours)
- AUDI 3720 Testing and Troubleshooting (3 hours)
- AUDI 4110 Professional Development 2 (3 hours)
- AUDI 4230 Studio Engineering 1 (3 hours)
- AUDI 4930 Sound Recording and Engineering Capstone (1 hour)
- MDST 4950 Internship (3 hours)
- MUSC 1005 Fundamentals of Music for Audio (3 hours)

In addition, a minimum of 15 hours are to be chosen from the following:

- AUDI 1630 Sound Design for Media (3 hours)
- AUDI 2410 On-Set and Field Recording (3 hours)
- AUDI 2411 Foley and Effects Creation (3 hours)
- AUDI 2412 Dialog and Voice-Over Recording (3 hours)
- AUDI 2841 Technical Ear Training 2 (2 hours)
- AUDI 3150 Topics (3 hours)
- AUDI 3210 Audio Facility Management and Operations (3 hours)
- AUDI 3220 Analog Recording and Technology (3 hours)
- AUDI 3410 Post Production and Mixing (3 hours)
- AUDI 3599 Independent Study (3 hours)
- AUDI 3840 Technical Ear Training 3 (2 hours)
- AUDI 4231 Studio Engineering 2 (3 hours)

Sports Communication (BA)

This program is offered by the School of Communications/ Communications and Journalism Department and is only available at the St. Louis home campus.

Program Description

The many manifestations of sports constitute a large and growing industry with an expanding need for professional communicators stretching across contexts such as family and youth sports, personal fitness, the amateur, high school, college and professional leagues that fill stadiums, newspaper columns, talk radio and television channels, video games, fantasy sports, sports betting and social media platforms. Sports communication explores the various aspects of the sports industry, focusing on communication strategies and media. Webster University's program provides a unique balance of theory and practice that spans the breadth of sports cultures. The sports communication curriculum also frames core and elective coursework in a way that builds a solid foundation with flexibility for the pursuit of individual interests within sports fields. The combination of a broadly framed curriculum and a senior capstone internship or thesis project equips students for a variety of careers as professional sports communicators.

Learning Outcomes

Successful graduates of this program will be able to:

- Define and engage a personal connection within professional and academic sports communication fields.
- Critically analyze the socio-political connections with the culture and industry of sports.
- Effectively communicate sports messaging across a variety of platforms, including writing, speaking and mediated communication.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 42 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- JOUR 1020 Introduction to Media Production for Journalists (3 hours)
- MDST 1050 Media Writing (3 hours)
  or JOUR 1030 Fundamentals of Reporting (3 hours)
- MDST 1160 Communications for Media Professionals (3 hours)
- SPTC 1800 Sports Communication (3 hours)
- ADVT 1940 Introduction to Marketing Communications (3 hours)
  or PBRL 1010 Fundamentals of Strategic Communications and Public Relations (3 hours)

- SPTC 2400 Culture of Sports and Society (3 hours)
- MDST 3300 Media Law, Ethics & Policy (3 hours)
- SPTC 3737 Communicating Sports and Business (3 hours)
- SPTC 4600 Sports Media Strategies (3 hours)
- SPCM 4616 Communication Research and Analysis (3 hours)
- MDST 4950 Internship* (3 hours)
  or MDST 4620 Media Practicum/Thesis* (3 hours)
  or SPTC 4620 Senior Overview* (3 hours)

* Capstone Course

In addition, a minimum of 9 credit hours must be chosen from the following:

- ADVT 3200 Sports Marketing Communications (3 hours)
- AUDI 1063 Introduction to Podcasting (3 hours)
- BUSN 2037 Introduction to Sports and Entertainment Management (3 hours)
- BUSN 4747 Sports Operations and Logistics (3 hours)
- FTVP 1000 Introduction to Film, Video, and Television Production (3 hours)
- JOUR 3050 Sports Reporting (3 hours)
- SPTC 2000 Sports Announcing (3 hours)
- SPTC 2500 Practicum in Sports Announcing (1-3 hours)
- SPTC 3150 Topics in Sports Communication (3 hours)
- SPTC 3200 Communicating Baseball (3 hours)
- SPTC 3600 Sports Analytics
- SPTC 4610 Readings in Sports Communication (3 hours)

Stage Management (BFA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Conservatory of Theatre Arts and is only available at the St. Louis home campus.

Program Description

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Learning Outcomes

At the end of their training, students will demonstrate an effective stage management process that integrates their abilities to:

- Communicate well with others.
- Make decisions based on learning.
- Solve problems creatively.
- Address the needs of performers and directors.
- Analyze comprehensively the needs of a play.
- Implement strong research skills.
- Recognize trends in theatre history and visual styles.
- Master skills in design presentation and development.
- Establish and oversee an effective rehearsal process.
- Create a coherent prompt book.
- Organize a production process.
- Call a production successfully.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 83 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- GLBC 1200 Global Cornerstone Seminar
- 3 credit hours from courses designated 'Roots of Cultures' (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior' or 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy' (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 *(the Conservatory sequence or its equivalent)* (72 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)
- MUSC 1000 Fundamentals of Musicianship or piano proficiency (2 hours)

Recommended Electives

Recommended electives are to be accomplished by the end of the third year. The purpose is to provide the necessary opportunities to explore the variety of disciplines of study that naturally complement the student's theatre training. These areas are:

- Art or music history (3 hours)
- Drama literature (3 hours)
- Social sciences, behavioral sciences, philosophy or religion (3 hours)

Strategic Communication (BA)

This program is offered by the School of Communications/ Communications and Journalism Department and it is only available at the Vienna campus.

Program Description

The major in strategic communication combines coursework and skills in public relations, advertising, media studies, speech communication and more for a robust field of study to prepare students for leadership positions in advertising, public relations, promotions, campaigns and corporate communication, etc. Students will learn and apply theoretical knowledge in written and oral demonstrations and will build a professional toolkit preparing

them to understand the nuances of digital media literacies, both as a producer and as a consumer of media texts.

The major in strategic communication combines knowledge management, public relations, problem-solving, negotiation, leadership, persuasion, media literacy, communication theory, corporate and crisis communication, promotions and communication campaigns for graduates to apply that knowledge in workforce situations.

Learning Outcomes

Successful graduates of this program will be able to:

- Demonstrate knowledge of the fundamental theories and ethical best practices of strategic communication.
- Apply the acquired knowledge, skills and research methods to the completion of an original thesis in strategic communication.
- Gain exposure to global connectivity and interactivity through the exploration of corporate, social and political environments across borders.
- Apply current communication and media technologies to address clients' problems related to advocacy and/or reputation management.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 61 required credit hours*
- 12 hours in foreign language or equivalent proficiency
- Applicable University Global Citizenship Program hours
- Electives**

*Includes the completion of an undergraduate thesis.

**Recommended electives are listed below.

Required Courses

- PBRL 1010 Fundamentals of Strategic Communications and Public Relations (3 hours)
- MDST 1010 Media Foundations (3 hours)
- MDST 1050 Media Writing (3 hours)
- ADVT 1940 Introduction to Marketing Communications (3 hours)
- PBRL 2400 New Media Messaging (3 hours)
- MDST 2200 Ethics in the Media (3 hours)
- SPCM 2400 Persuasion (3 hours)
- PBRL 2920 Writing for Public Relations (3 hours)
- PBRL 3600 Public Relations Case Studies, U.S. and Global (3 hours)
- MDST 4200 Media Research (3 hours)
- MDST 3260 Global Media Practice (3 hours)
- MDST 4500 Political Communications (3 hours)
- MDST 3300 Media Law, Ethics & Policy (3 hours)
- MDST 4110 Digital Media and Culture (3 hours)
- SPCM 4500 Conflict Resolution (3 hours)
- SPCM 4600 Communication Theory (3 hours)
- PBRL 4300 Crisis Communications and Issues Management (3 hours)
- PBRL 4960 Global Strategic Communication Campaigns (3 hours)
- PBRL 4250 Media Relations (3 hours)
- MDST 4620 Media Practicum/Thesis* (4 hours)

*Pursuant to the requirements for Austrian accreditation at Webster Vienna Private University, students wishing to complete the degree at that campus must select the thesis option.

Recommended Electives

Students are strongly encouraged to take 30 credit hours from the following to strengthen their core knowledge of the field but also to add thematic breadth to depth:

- POLT 1070 Introduction to Political Theory (3 hours)
- SPCM 1280 Interpersonal Communication (3 hours)
- ANSO 2060 Culture and Communication (3 hours)
- ADVT 2350 Introduction to Visual Communications for Advertising and Public Relations (3 hours)
- MDST 2800 Media, Diversity and Society (3 hours)
- PBRL 2800 Organizational Internal Communication (3 hours)
- PBRL 4500 Health Communication (3 hours)
- MNGT 2500 Marketing (3 hours)
- MNGT 3510 Management of Integrated Marketing Communications (3 hours)
- SPCM 3500 Presentations for Media Professionals (3 hours)
- SPCM 3600 Rhetoric (3 hours)

Minors Encouraged

Strategic communication students are strongly encouraged to pursue a minor. Academic programs of particular relevance to the BA in strategic communication are:

- Advertising and Marketing Communications
- Business
- International Relations
- Journalism
- Management
- Political Science
- Psychology

Technical Direction (BFA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Conservatory of Theatre Arts and is only available at the St. Louis home campus.

Program Description

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Learning Outcomes

At the end of their training, students will demonstrate an effective production process that integrates their abilities to:

- Work collaboratively and display strong social skills.
- Analyze a play comprehensively.
- Implement strong research skills.
- Execute a design successfully.
- Recognize trends in theatre history and visual styles.
- Master skills in design presentation and development.
- Organize and supervise a construction team.
- Solve problems creatively.
- Master skills in layout and construction.
- Address the needs of performers and directors.
- Operate within a budget.
- Lead the shops through the production process, with attention to set construction, scenic painting, prop, budget and time management.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 98 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- GLBC 1200 Global Cornerstone Seminar
- 3 credit hours from courses designated 'Roots of Cultures' (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior' or 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy' (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 *(the Conservatory sequence or its equivalent)* (72 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- ART 1130 Figure Drawing for Theatre Majors (2 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1220 Design: 3-D (3 hours)
- SCIN 1410 Patterns of Light, Sound and Electricity (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)

Theatre Studies and Dramaturgy (BA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Conservatory of Theatre Arts and is only available at the St. Louis home campus.

Program Description

The study and analysis of theatre require an interdisciplinary approach. Students must learn about playwriting, acting, directing, design and production. They must hone critical skills, delve into historical research and practice effective communication. The theatre studies and dramaturgy program challenges students to analyze the content of performances as well as the contexts in which they occur. Moreover, students must learn to put theoretical thinking into creative action by participating directly in the making of theatre. Asking students to approach theatre both as an object of scholarly study and as a process of production, the program offers training for future theatre makers, educators, critics and

scholars. It introduces students to professional paths in the performing arts such as dramaturgy, play development, advocacy and arts administration. It also prepares students for success in other fields that value interpretation, exploration and collaboration.

Learning Outcomes

By completing the theatre studies and dramaturgy program, students will:

- Recognize and describe cultural and historical forces that form the background for theatrical practices in a global context.
- Speak with fluency about theatre history and theatre practices today.
- Display critical and creative thinking skills through course assignments as well as through production and independent work.
- Demonstrate strong writing skills, in a variety of genres (expository, creative, business, etc.) and for a variety of audiences (scholars, audience members, funders, etc.).
- Exhibit strong research skills, applied both to course assignments and to production work.
- Probe current theatre-making structures and investigate career paths within the collaborative field.
- Apply skills learned in classes to actual theatre production and/or theatre-related practices.

Admission and Special Requirements

Admission Requirement

In addition to completing the Webster University admissions application, students who intend to pursue the theatre studies and dramaturgy major must submit a sample essay highlighting critical skills directly to the theatre department and interview with the head of the program.

Special Program Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major. Students will spend one semester studying abroad. Students will also undertake a practicum capstone assignment to complete program requirements. All in-residency (Webster Groves) students should attend the 0-credit THEA 0060 Theatre Studies & Dramaturgy Meeting every semester.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 51 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses: 33 Credit Hours

- THEA 1000 Production Applications (2 hours)
- THEA 1080 Studio Acting I (3 hours)
- THEA 2060 Introduction to Dramaturgy and Play Analysis (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)
- THEA 2100 Introduction to Theatre Design (3 hours)
- THEA 3710 Directing I (2 hours)
- THEA 4060 Advanced Dramaturgy Seminar (3 hours)
- ENGL 2170 Playwriting (3 hours)
- ENGL 2500 Global Dramatic Literature (3 hours)
- THEA 4620 Practicum (2 hours)

Required Distribution: 18 Credit Hours

6 credits in literature (from courses below, although other literature courses could be approved):

- ENGL 2210 Adaptations (3 hours)
- ENGL 2250 Literary London (3 hours)
- ENGL 3050 Topics in Drama (3 hours)
- ENGL 3100 Modern Drama (3 hours)
- ENGL 3130 Contemporary Drama (3 hours)
- ENGL 3190 Comedy and Satire (3 hours)
- ENGL 3210 Tragic Themes (3 hours)
- ENGL 3500 Contexts (3 hours)
- ENGL 4150 Shakespeare (3 hours)
- ENGL 4500 Literary Criticism (3 hours)

3 credits in theatre skills (from sample courses below):

- THEA 2080 Studio Acting II (3 hours)
- THEA 3720 Directing II (2 hours)
- THEA 3070 Creative Dramatics: Social Issues (3 hours)
- THEA 3030 Topics in Theatre (3 hours)
- THEA 3040 Topics in Theatre (3 hours)
- THEA 4500 London Theatre (3 hours)
- ENGL 4400 Advanced Writing Workshop/Playwriting (3 hours)
- ENGL 2190 Creative Writing Translation (3 hours)

3 credits in the history of a cognate art (from courses below, although other relevant courses could be approved as substitutes):

- ARHS 2210 Intercultural History of Art (3 hours)
- ARHS 2320 Introduction to Asian Art (3 hours)
- ARHS 2350 Introductory Topics in Art History (3 hours)
- DANC 2210 Dance History (3 hours)
- FLST 2050 History of Film (3 hours)
- MUSC 2030 Survey of Music History I (3 hours)
- MUSC 2040 Survey of Music History II (3 hours)

3 credits in professional writing skills (from sample courses below):

- WRIT 2072 Writing for Change (3 hours)
- WRIT 2090 Writing in the Workplace (3 hours)
- WRIT 2400 Introduction to Professional Writing (3 hours)
- WRIT 3100 Report and Proposal Writing (3 hours)

3 credits in an International Language

Wig and Makeup Design (BFA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Conservatory of Theatre Arts and is only available at the St. Louis home campus.

Program Description

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Learning Outcomes

At the end of their training in wig and makeup design, students will be able to:

- Analyze the script/characters and develop an advanced, coherent visual concept that takes into account style, period and creative research for theatrical use.
- Research any period of fashion history with attention to historical context, silhouette, period accessories, makeup and hairstyle.
- Analyze period silhouette and manipulate wig shapes for character and concept.
- Create a coherent, conceptual world of the play through wig, makeup and hair design with attention to the specific style needs of opera, ballet, musical, theatre for young audiences and other performance styles.
- Illustrate wig and makeup designs through drawing and color application with attention to wig and makeup detail for opera, ballet, musical, theatre for young audiences and music video.
- Choose wig and hair accessories based on understanding of facial structure, hair texture and color.
- Work with the director, other designers and the actors in a collaborative production process.
- Conduct a fitting with each actor in the designed wig and/or specialty makeup.
- Lead a team of wig and makeup specialists through the production process, with attention to the number of various wigs and makeup applications used, possible wig modifications, ventilation, crafts, budget and time management.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 97 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- GLBC 1200 Global Cornerstone Seminar
- 3 credit hours from courses designated 'Roots of Cultures' (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior' or 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy' (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 *(the Conservatory sequence or its equivalent)* (72 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- ART 1130 Figure Drawing for Theatre Majors (4 hours)

- DESN 1210 Design Concepts (3 hours)
- DESN 1220 Design: 3-D (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)

Women, Gender and Sexuality Studies (BA)

This program is offered by the College of Arts & Sciences/Law, Crime and Social Justice Department and is only available at the St. Louis home campus.

Program Description

This is an interdisciplinary program that takes an intersectional, transnational, feminist approach to the study of women, gender and sexuality. The program investigates how assumptions about gender and sexuality inform social, cultural and political practices that both reproduce and resist hierarchies of power. Courses examine the intersections of gender and sexuality with other significant categories and identities such as race, ethnicity, class, age, religion, ability, nationality, immigrant status and body size. Through a student-centered approach, faculty inspire students to engage with local, national and international communities to effect social justice. Students can earn a major or minor in women, gender and sexuality studies, or a minor in LGBTQ studies.

Learning Outcomes

Upon completion of the program, students will be able to:

- Describe sex/gender systems in terms of intersecting structural and institutional constraints.
- Explain how feminist theories of gender and sexuality relate to activism and social justice work.
- Synthesize and communicate various approaches to the analysis of data, texts and perspectives concerning LGBTQ lives.
- Analyze how assumptions about gender and sexuality inform social, cultural and political practices that both reproduce and resist hierarchies of power.
- Identify women of diverse backgrounds who have shaped their societies in recognized and unrecognized ways, both locally and globally.
- Critically analyze, interpret and integrate interdisciplinary and transnational source materials, and produce original scholarship in women, gender and sexuality studies.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours
- Within the required 36 hours, 12 hours must be at the 3000-level and above
- 3 international language credit hours
- Applicable University Global Citizenship Program hours
- Electives

Courses completed with a grade below a C- do not count toward fulfilling the specific course requirements of the major.

No more than 6 credit hours obtained in practica, independent learning experiences, reading courses and assessment of prior learning may be applied toward the 36 credit hours required for a major.

Transfer students can apply up to 15 credit hours of approved WGST course work from other colleges/universities toward the women, gender and sexuality studies major.

Curriculum

The 36 credit hours required for the women, gender, and sexuality studies major include:

Students must take 9 core credit hours including:

- WGST 1020 Introduction to Women, Gender, and Sexuality Studies (3 hours)
  or WGST 1010 Women, Gender, and Sexuality Around the World (3 hours)
- WGST 2010 Feminist and Gender Theory (3 hours)
  or WGST 3370 Feminist Philosophy (3 hours)
- WGST 4650 Women, Gender, and Sexuality Studies Capstone (3 hours)

Students must take 6 credit hours in each of the categories below (12 credit hours total):

Category I:

(6 credit hours)

- WGST 2030 Introduction to LGBTQ Studies (3 hours)
- WGST 2040 Queer Theory (3 hours)
- WGST 2260 Men and Masculinities (3 hours)
- WGST 2275 LGBTQ Families (3 hours)
- WGST 2350 LGBTQ Cultural History (3 hours)
- WGST 2475 Bisexualities (3 hours)
- WGST 2550 Gender, Culture and Leadership (3 hours)
- WGST 2610 Women, Gender, and Sexuality in Social Justice Organizations (3 hours)
- WGST 3080 Theorizing Sexualities (3 hours)
- WGST 3230 Domestic Violence (3 hours)
- WGST 3235 Cross-Cultural Masculinities (3 hours)
- WGST 3270 Female Sexuality and Society (3 hours)
- WGST 3350 Feminist Criminology (3 hours)
- WGST 4240 Feminism and Families (3 hours)
- WGST 4330 Global Sex/Gender Systems (3 hours)

Category II:

(6 credit hours)

- WGST 2050 Topics in LGBTQ Studies: LGBTQ Literature (3 hours)
- WGST 2060 Politics and Gender (3 hours)
- WGST 2080 LGBTQ Persons and the Law (3 hours)
- WGST 2320 Women in World Religions (3 hours)
- WGST 2325 Goddesses (3 hours)
- WGST 2370 U.S. Women's History (3 hours)
- WGST 2620 Women and the Law (3 hours)
- WGST 2680 Transnational Feminisms (3 hours)
- WGST 3200 Gender and Sexuality in the Arts (3 hours)
- WGST 4220 Gender, Justice, and Human Rights (3 hours)

Students must take 15 additional credit hours comprised of women, gender, and sexuality studies courses (any course offered with a WGST prefix or cross-listed with a WGST prefix).

Advertising and Marketing Communications

Minor
18 Credit Hours

This program is offered by the School of Communications/ Communications and Journalism Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same subject matter area.

Required Courses

- MDST 1050 Media Writing (3 hours)
- MNGT 3510 Management of Integrated Marketing Communications (3 hours)
- Additional credit hours of ADVT (12 hours)

Students planning to minor in this area should see their advisor in advertising and marketing communications to help plan their specific programs.

Africana Studies

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department. It is available at the St. Louis home campus and at the Ghana campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Program Description

The minor in Africana studies offers students an interdisciplinary perspective on the historic and contemporary experiences of African and African-descended peoples worldwide. Its broad liberal arts curriculum integrates the arts, social-cultural, and political-economic study of African peoples and examines the centrality of "Africa" in understanding the contemporary world. Unique to the Africana studies minor at Webster University is the opportunity to study abroad at the Accra, Ghana campus, where students may experience firsthand many of the social-cultural and political-economic issues introduced in the classroom.

Program Goals and Learning Objectives

- Students will gain an understanding and appreciation of the contributions Africa and peoples of African descent have made to the arts, sciences and humanities.
- Students will develop the ability to think, write and speak analytically by learning to critically analyze mainstream cultural norms and values from an African centered perspective.
- Students will gain a greater appreciation for ethnic and cultural diversity by studying the global dimension of the African experience.

- Students will learn the interdisciplinary nature of knowledge creation.
- Through experiential learning, by engaging students in various site visits and excursions outside of the classroom, students will learn firsthand about many of the social institutions and cultural forms they are studying.

Required Courses

- AFCS 1000 Introduction to Africana Studies (3 hours)
- AFCS 1500 Survey of African History* (3 hours)
- AFCS 2500 African Diaspora Experiences (3 hours) **or** ANSO 2200 Peoples and Cultures: African Diaspora (3 hours)
- AFCS 2700 Origins and Development of Pan-Africanism* (3 hours)

Elective Courses

6 hours from the following list of approved courses:

- AFCS 2200 Globalization and Contemporary Africa (3 hours)
- AFCS 3000 Topics in Africana Studies (3 hours)
- AFCS 3200 African Women and Development* (3 hours)
- ANSO 2015 Issues in Society and Culture: Introduction to African American Studies (3 hours)
- HIST 2050 Topics in African History (3 hours)
- HIST 2320 African-American History (3 hours)
- POLT 3400 Comparative Politics: African Area Studies (3 hours)
- PHIL 2580 African American Philosophy (3 hours)
- PHIL 3420 Philosophy of Race and Ethnicity (3 hours)
- RELG 3211 African Christianities (3 hours)

*Courses marked with * are only available at the Webster Accra, Ghana campus. Completion of the minor requires a minimum of 6 credit hours for the minor completed at the Webster Accra, Ghana campus.

Animation Production

Minor
18 Credit Hours

This program is offered by the School of Communications/ Electronic and Photographic Media Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

The minor in animation production is designed to give students from all academic disciplines within the university an opportunity to explore the basic principles, theory and practice of animation. Students will have the freedom to take a wide range of animation classes to supplement the core requirements.

Students may choose to receive the minor or the certificate in animation production, but not both.

Learning Outcomes

The student will:

- Demonstrate animation principles and techniques.
- Develop and execute fundamental aspects of an animated production.
- Tell stories in long and short format.

Required Courses

- ANIM 1000 Animation I (3 hours)
- ANIM 1010 Animation II (3 hours)
- SCPT 3500 Writing Screenplays for Film (3 hours)
- Additional hours of ANIM courses (9 hours)

Anthropology: Archaeology Focus

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/ Global Languages, Cultures and Societies Department. It is only available at the St. Louis home campus and at the Athens campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Learning Outcomes

- Understand the history and theory of cultural anthropology, characterize various types of ethnographic work and describe the ways applied anthropology can be used to solve human problems.
- Evaluate and critique the assumptions, purposes, methods and ethics of anthropological fieldwork and research.
- Illustrate the centrality of culture in the human experience and apply this understanding to a range of social problems such as class, caste and stratification, race, ethnicity and nationalism, and the unequal access to social resources that emerge from these systems.
- Distinguish individual, social and cultural frames of analysis through the use of social and anthropological theory.
- Demonstrate through the verbal and written forms a multicultural and cross-cultural perspective of our world, and distinguish the factors contributing to diversity and inequality within and among nations.
- Understand our human past and the history of human civilization through archaeological concepts, theories and methods.

Required Courses

- ANSO 1060 Introduction to Cultural Anthropology (3 hours)
- ANSO 1075 Introduction to Archaeology (3 hours)
- Anthropology and Sociology Electives (6 hours from the following list of approved courses)
  - HIST 1010 Topics in History: The Greeks: From Agamemnon to Alexander the Great (3 hours)
  - ANSO 1085 Human Origins (3 hours)
  - ANSO 1095 Introduction to Geography: World and Regional (3 hours)
  - ANSO 2025 Topics in Archaeology* (3 hours)
  - ANSO 3110 Advanced Topics in Archaeology* (3 hours)
  - ANSO 3910 Social Science Lab (3 hours)
- ANSO Electives (6 hours)

*Courses marked with an asterisk are only available at the Webster Athens campus.

Art

Minor

21 Credit Hours

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Art, Design and Art History and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

A minor in art should include a minimum of 3 credit hours of art history and 18 credit hours of art studio.

Art History and Criticism

Minor
21 Credit Hours

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Art, Design and Art History and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

A minor in art history and criticism should include a minimum of 3 credit hours of art studio and 18 credit hours of art history.

Audio in Media Arts

Minor
18 Credit Hours

This program is offered by the School of Communications/Audio Aesthetics and Technology Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

The audio in media arts minor is designed for students who wish to study audio with a focus on media production.

Students cannot pursue a dual degree, or both a major and a minor, within the Audio Aesthetics and Technology Department.

Learning Outcomes

At the successful completion of this minor, the student will be able to:

- Mix a sound design for a visual media-based project at an intermediate level.
- Operate and record from a boom microphone on a film shoot.
- Create Foley effects in synch with motion picture.
- Capture, edit and manipulate a collection of vocal performance recordings to produce a useable dialog track.

Required Courses

- AUDI 1000 Audio Production for Non-Majors (3 hours)
- AUDI 1630 Sound Design for Media (3 hours)
- AUDI 2410 On-Set and Field Recording (3 hours)
- AUDI 2411 Foley and Effects Creation (3 hours)
- AUDI 2412 Dialog and Voice-Over Recording (3 hours)
- An additional 3 hours of AUDI coursework

Biology

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/ Biological Sciences Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Required Courses

- BIOL courses (18 hours)

Business

Minor
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology/Business Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Required Courses

- ACCT 2010 Financial Accounting (3 hours)
- ACCT 2025 Managerial Accounting (3 hours)
- BUSN 2750 Introduction to Statistics (3 hours)
- ECON 2000 Survey of Economics (3 hours)
- FINC 3210 Principles of Finance (3 hours)
- MNGT 2100 Management Theory and Practices (3 hours)

Chemistry

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/ Biological Sciences Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Required Courses

- CHEM courses (18 hours)

Computer Applications

Minor

18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology/Mathematics and Computer Science Department. It is available at the St. Louis home campus and at the Geneva campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

A minor in computer applications is defined as 18 credit hours of courses from the computer applications COAP course listings taken at Webster University.

Some courses from the computer science course listings may also be taken as part of the 18 credit hours with the permission of the department. Courses may not be used for both a minor and a certificate.

Learning Outcomes

- Students will demonstrate critical thinking skills.
- Students will demonstrate the ability to solve problems related to the program content.
- Students will demonstrate a basic understanding and ability to use several common computer applications.
- Students will be able to create documents, worksheets or other work tools using computer applications from the program.

Required Courses

- COAP courses (18 hours)

Computer Science

Minor
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology/Mathematics and Computer Science Department. It is available at the St. Louis home campus and at the Geneva campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Learning Outcomes

- Students will demonstrate an introductory understanding of computer science concepts and principles.
- Students will demonstrate the ability to successfully design and write computer programs.
- Students will be able to critically analyze the role of technology in society.

Required Courses

- COSC 1550 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)
- COSC 1570 Mathematics for Computer Science (3 hours)
- COSC 2710 Social Engineering and Society (3 hours)

Choose two of the following:

- COSC 2610 Operating Systems (3 hours)
- COSC 2670 Network Principles (3 hours)
- COSC 2810 Systems Analysis and Design (3 hours)
- COSC 2050 Java Programming (3 hours)
- COSC 2110 Computer Languages* (3 hours)

*Computer language content must vary

Creative Writing

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/English Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Learning Outcomes

After successfully completing this minor, the student will be able to:

- Read as writer, understanding and analyzing a range of literary strategies, such as language, voice, form, etc.
- Produce accomplished creative work that demonstrates a command of literary strategies in a variety of genres.

Required Courses

Only the following classes may count toward a minor in creative writing.

12-15 hours from the following:

- ENGL 2150 Creative Writing: Poetry (3 hours)
- ENGL 2160 Creative Writing: Fiction (3 hours)
- ENGL 2170 Creative Writing: Playwriting (3 hours)
- ENGL 2180 Creative Writing: Nonfiction (3 hours)
- ENGL 2190 Creative Writing: Translation (3 hours)
- ENGL 4400 Advanced Writing Workshop* (3 hours)

*Note: ENGL 4400 requires prerequisites and instructor permission.

3-6 hours from the following:

- ENGL 3030 Topics in Poetry (3 hours)
- ENGL 3040 Topics in Fiction (3 hours)
- ENGL 3050 Topics in Drama (3 hours)

Criminology and Criminal Justice

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/Law, Crime and Social Justice Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Program Description

The minor in criminology and criminal justice provides students with a multidisciplinary approach to crime and deviance, with particular emphasis on providing the critical thinking skills that enable students to explain, predict and prevent crime and victimization.

Learning Outcomes

By the end of the program, students will be able to:

- Identify the strengths and weaknesses of major criminological theories.
- Describe the development of the criminal justice system and its role in the political process.
- Analyze the policy implications of criminological theories.
- Apply principles of crime prevention to effectively reduce crime and victimization.
- Compare the theoretical foundations of crime analysis to predict and analyze patterns of crime

Required Courses

Core Courses

- CRIM 1100 Introduction to Criminology and Criminal Justice (3 hours)

15 hours from any of the following electives:

- Any course with the CRIM prefix not listed above
- LEGL 2400 Introduction to Law (3 hours)
- LEGL 3500 Criminal Litigation (3 hours)
- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 4550 Drugs and Chemical Dependency (3 hours)
- ANSO 1050 Global Social Problems (3 hours)
- CRIM 2380 White Collar Crime (3 hours)
- CRIM 3380 Transnational Crime (3 hours)
- CRIM 4300 Radical Violent Extremism (3 hours)
- WGST 3230 Domestic Violence (3 hours)

Recommended Course

- ANSO 2850 Introduction to Research Methods (3 hours)

Cultural Anthropology

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Learning Outcomes

- Understand the history and theory of cultural anthropology, characterize various types of ethnographic work and describe the ways applied anthropology can be used to solve human problems.
- Evaluate and critique the assumptions, purposes, methods and ethics of anthropological fieldwork and research.
- Illustrate the centrality of culture in the human experience and apply this understanding to a range of social problems such as class, caste and stratification, race, ethnicity and nationalism, and the unequal access to social resources that emerge from these systems.
- Distinguish individual, social and cultural frames of analysis through the use of social and anthropological theory.
- Demonstrate through the verbal and written forms a multicultural and cross-cultural perspective of our world, and distinguish the factors contributing to diversity and inequality within and among nations.

- Understand our human past and the history of human civilization through archaeological concepts, theories and methods.

Special Requirements

In addition to the general University requirements for a minor:

- Students who transfer in ANSO 1060 Introduction to Cultural Anthropology must take an additional 3 credit hour ANSO elective at Webster University.

Required Courses

- ANSO 1060 Introduction to Cultural Anthropology (3 hours)
- ANSO 2200 Peoples and Cultures (3 hours)
- ANSO Electives (12 hours, of which 6 hours are at 3000-level or above)

Dance: Technique

Minor
21 Credit Hours

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Dance and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Program Description

Webster University's Department of Dance in The Leigh Gerdine College of Fine Arts educates students to become skilled, creative and compassionate thinking artists for 21st century careers as performers, choreographers, educators and scholars.

Learning Outcomes

Performance: Perform a variety of techniques and styles with a broad spectrum of expressivity and technical expertise.
Integrate and successfully utilize knowledge from courses in the breadth of the discipline.

Required Courses

- DANC 1030 Dance as an Art Form (3 hours)
- DANC 1220 Improvisation I (2 hours)
- DANC 1310 Composition I (3 hours)
- DANC 1000-level or higher applied dance genres, ballet, modern, jazz, or tap, with the following stipulations (10 hours):
    - Includes at least 2 hours of DANC 1000-level or higher ballet
    - Complete at least 4 hours DANC 1000-level or higher in one of the applied dance genres
    - Draws from at least two different genres: ballet, modern, jazz, or tap
    - Includes at least 2 hours of DANC 2000-level or higher in one of the applied dance genres
- Additional elective DANC courses (3 hours)

Data Analytics

Minor

18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology/Mathematics and Computer Science Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Program Description

Data analytics encompasses a wide range of technologies to support analyzing business data, transforming information and generating intelligence. Technologies play important roles in data analytics systems and form the foundation of its architecture. Studies show that there is a constant demand for data analysis and information analysts who can understand database, query data, perform activities in analytical processing, statistical analysis, forecasting and data mining. The minor program is created to meet this demand, helping students understand underlying concepts and methodologies that are used in data analytics processes.

Students in the program will study concepts and principles in data analytics and the underlying building technologies. Students will experience a broad category of applications and techniques for gathering, storing, analyzing and providing access to data to help business users perform better decision making.

Courses used to fulfill a major may not be used to fulfill a requirement for a minor. Students may choose to receive the minor or certificate but not both.

Learning Outcomes

- Student will be able to demonstrate critical thinking skills in the field of data analytics.
- Student will be able to demonstrate the ability to solve problems related to the program content.
- Student will be able to analyze, design and document a system component using appropriate data analytics techniques and models.
- Student will be able to demonstrate an understanding of fundamental principles of data analytics systems and technologies.

Required Courses

- STAT 1100 Descriptive Statistics (3 hours)
- COAP 2560 Electronic Spreadsheet (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)
- CSIS 2500 Introduction to Data Science (3 hours)
- CSIS 3410 Information Analysis (3 hours)
- CSIS 3700 Data Analytics Methods (3 hours)

Economics

Minor
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology/Business Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Learning Outcomes

- The student will demonstrate familiarity with the primary measures of economic performance (GDP, Price Level, Unemployment).
- The student will demonstrate proficiency in the use of the primary economic models (ISLM, Mundell-Fleming, Solow, Consumer Choice Theory, Price Optimization, Cournot Reaction Functions, Edgeworth Box and Game Theory).

Required Courses

- ECON 2000 Survey of Economics (3 hours)
- ECON 3000 Basic Economic Modelling (3 hours)
- ECON 3020 Intermediate Microeconomics (3 hours)
- ECON 3030 Intermediate Macroeconomics (3 hours)
- 3000-level or 4000-level ECON elective (3 hours)
- 3000-level or 4000-level ECON elective (3 hours)
- ECON 4000 Assessment Exam (0 hours)

Education

Minor
18 Credit Hours

This program is offered by the School of Education/Department of Teacher Education and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Program Description

Individuals who can engage in instructional development, training facilitation and teaching are critically important for successful businesses and organizations. The minor in education provides an opportunity for students in other program areas to develop skills in teaching, instructional design and program facilitation. Students in this minor can expect to develop teaching, training and instructional development skills that they can apply to designing learning for different types of learners. Students also learn to apply knowledge of learning and instruction to different types of formal and informal learning environments.

Learning Outcomes

- Develop learning activities for learners in formal and informal learning environments.
- Practice teaching skills and instructional tasks for all learners.
- Plan lesson activities and learning object design using learning objectives.
- Plan learning experiences based on Instructional Design Approaches.
- Implement learning experiences based on learners with varied cultural, language and geographic backgrounds.
- Apply traditional and emerging technology to the design, development and evaluation of various learning tasks, lessons and objects.

Recommended Courses

The following coursework is recommended for the education minor:

- EDUC 1100 Math Tutoring (1 hour)
- EDUC 2000 Beginning Practicum in Education (1 hour)
- EDUC 2550 Student Literacy Corps (1-3 hours)
- EDUC 2800 Foundations in Education (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching and Assessment (3 hours)
- EDUC 3140 Introduction to Global Education (3 hours)
- EDUC 3190 Young Adult Literature (3 hours)
- EDUC 3650 Instructional Design (3 hours)
- Appropriate educational technology course

English

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/English Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Only ENGL classes may count toward the minor in English.

Required Courses

- ENGL courses (18 hours)

Entrepreneurship

Minor
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology/Management Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Learning Outcomes

A student who successfully completes the entrepreneurship minor will be able to:

- Demonstrate an understanding of the entrepreneurship process.
- Identify entrepreneurship concepts and principles used in developing entrepreneurship action plans.
- Integrate entrepreneurship concepts and tactics to explore entrepreneurship.

Required Courses

- MNGT 2100 Management Theory and Practices (3 hours)
- MNGT 2700 Introduction to Entrepreneurship and Small Business Management (3 hours)
- MNGT 3450 Principles of Organizational Behavior (3 hours)
- MNGT 3720 Entrepreneurial Marketing (3 hours)
- MNGT 3730 Innovation, Creativity and the Entrepreneur (3 hours)
- MNGT 3740 Global Entrepreneurship (3 hours)

Exercise Science

Minor

18 Credit Hours

This program is offered by the College of Arts & Sciences/ Biological Sciences Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Program Description

The exercise science minor is appropriate for students who are pursuing a career that has a significant connection to health, fitness and exercise science and who wish to deepen their understanding of human health and functional anatomy by exploring physiological concepts, personal health practices and fitness coaching strategies.

Learning Outcomes

Following successful completion of this program, students will be able to:

- Demonstrate basic knowledge of functional human anatomy and physiology.
- Demonstrate basic knowledge of human movement and exercise technique.
- Demonstrate knowledge of health and fitness assessment and exercise prescription based on these assessments.
- Demonstrate practical skills and knowledge for practicing and coaching personal health and human (athletic) performance.
- Demonstrate tolerance and understanding of diverse populations, responsible citizenship, inclusive fitness programming, professional etiquette and ethical behavior.

Special Requirements

In addition to the general University requirements for a minor:

- The exercise science minor cannot be earned by students currently majoring in exercise science (BS).

Required Courses

- BIOL 1610 Anatomy and Physiology I (3 hours)
  and BIOL 1611 Anatomy and Physiology I: Lab (1 hour)
- BIOL 1620 Anatomy and Physiology II (3 hours)
  and BIOL 1621 Anatomy and Physiology II: Lab (1 hour)
- EXSC 1400 Foundations of Exercise Science (3 hours)
- EXSC 2100 Coaching Health and Human Performance (2 hours)

A minimum of 5 credit hours from the following courses

- EXSC 2356 Principles of Athletic Training (3 hours)
- EXSC 3250 Exercise Kinesiology (3 hours)
  (can be taken without the lab, EXSC 3251)
- EXSC 3251 Exercise Kinesiology Lab (1 hour)
- EXSC 3050 Exercise Physiology (3 hours)
- EXSC 4680 Exercise Testing and Prescription (3 hours)
  and EXSC 4681 Exercise Testing and Prescription: Lab (1 hour)
- EXSC 4683 Exercise Prescription for Special Populations (3 hours)

Film Studies

Minor

18 Credit Hours

This program is offered by the School of Communications/ Electronic and Photographic Media Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

No course counted toward a major can also count toward a minor. If a student pursues a minor that requires a course also required for the student's major, the student should contact his or her advisor or the department chair to discuss an appropriate substitution.

Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same area of emphasis.

Required Courses

- EPMD 1000 Introduction to Media Communications (3 hours)
  or ENGL 1900 Introductory Seminar in Literary Analysis (3 hours)
- FLST 1000 Film and Television Appreciation (3 hours)
- FLST 2050 History of Film (3 hours)
- FLST 2060 Modern World Cinema (3 hours)
- FLST 3160 Topics in Film Studies (3 hours)
- FLST 4160 Survey of Film Theory and Criticism (3 hours)

Film, Television and Video Production

Minor
18 Credit Hours

This program is offered by the School of Communications/ Electronic and Photographic Media Department. It is available at the St. Louis home campus and at Webster University Tashkent.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same subject matter area.

Required Courses

- FLST 1000 Film and Television Appreciation (3 hours)
- FTVP 1100 Produce and Direct (3 hours)
- FTVP 1200 Camera and Light (3 hours)
- FTVP 1300 Edit and Color (3 hours)
- 6 hours of additional FTVP courses

Finance

Minor
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology/Business Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Required Courses

- ACCT 2010 Financial Accounting (3 hours)
- ACCT 2025 Managerial Accounting (3 hours)
- FINC 3210 Principles of Finance (3 hours)
  (FINC 3210 prerequisites: ACCT 2010, ACCT 2025 and BUSN 2750; BUSN 2750 prerequisite: MATH 1430)
- FINC 3600 Financial Management (3 hours)
- FINC 3800 Financial Markets and Institutions (3 hours)
- FINC 4210 Investments (3 hours)

French

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department. It is available at the St. Louis home campus and at the Geneva campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Special Requirements

In addition to the general University requirements for a minor:

- No more than 6 credit hours at the elementary level (1000-1990) may be counted toward the 18 credit hours needed for a minor.
- All 18 credit hours must be earned at Webster University and must be in the same language.
- Language recognition credit hours can count toward a minor.
- Only three credit hours taught in English (e.g. ILC 2150), with a topic related to the target language, can be counted toward the minor.

General Science

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/ Biological Sciences Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Required Courses

- BIOL, CHEM, PHYS or SCIN courses (18 hours)

German

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Special Requirements

In addition to the general University requirements for a minor:

- No more than 6 credit hours at the elementary level (1000-1990) may be counted toward the 18 credit hours needed for a minor.
- All 18 credit hours must be earned at Webster University and must be in the same language.
- Language recognition credit hours can count toward a minor.
- Only three credit hours taught in English, for example ILC 2150, with a topic related to the target language, can be counted toward the minor.

German Studies

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Special Requirements

In addition to the general University requirements for a minor:

- Only one course may have a grade of "P".
- Only one ILC 2150 course, with a topic related to the target language, can be counted toward the minor.

Required Courses

- 12 credits in German at 2000/3000-level or above
- 6 credits in German culture: ARHS, THEA, MUTH, HIST, POLS, GNST, ILC, ISTL or PHIL

Graphic Design

Minor
18 Credit Hours

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Art, Design and Art History and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Learning Outcomes

- Demonstrate an awareness of drawing as a means to develop ideas.
- Define, identify and illustrate design concepts and terminology.
- Critically analyze design in various forms.
- Utilize technical knowledge and skills applicable to the field of graphic design.

Minors

Required Courses

- ART 1110 Introduction to Drawing (3 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1500 Digital Visualization (3 hours)

Elective Courses

- DESN 1220 Design: 3-D (3 hours)
- DESN 2200 Design Play (3 hours)
- DESN 2300 Type Dialogues (3 hours)
- DESN 2500 Design for Digital Portfolios (3 hours)
- DESN 3050 Topics in Design (1-3 hours)
- DESN 3200 Design Theory and Methods (3 hours)
- ART 3060 Text and Image (3 hours)
- ART 3610 Printmaking: Silkscreen (3 hours)
- ART 3690 Book Arts (3 hours)
- ART 3730 Color Photographics (3 hours)

History

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/ History, Politics, International Relations and Religious Studies Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Special Requirements

In addition to the general University requirements for a minor:

- Students majoring in political science or international relations are not permitted to double-count courses toward their major and minor requirements.

Required Courses

- HIST courses (18 hours)

Note: INTL 1500 The World System since 1500 counts toward the 18 credit hours required.

Interactive Digital Media

Minor
18 Credit Hours

This program is offered by the School of Communications/ Electronic and Photographic Media Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

The minor in interactive digital media is intended to give students from all academic disciplines within the university an opportunity to acquire planning, design and coding skills needed to develop websites, apps, interactive exhibits and casual games.

Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same subject matter area.

Learning Outcomes

The student will have:

- An ability to code interactive applications using core web languages.
- Facility with multiple forms of media (graphics, audio, video, animation, photo) and their associated software.
- The ability to articulate the design and structure of interactive applications using flowcharts, wireframes and prototypes.

Required Courses

- EPMD 1000 Introduction to Media Production (3 hours)
- INTM 1600 Introduction to Interactive Digital Media (3 hours)
- INTM 2200 Visual Design for Interactive Media (3 hours)
- COAP 2000 Introduction to Web Programming (3 hours)
- INTM 3050 Information Visualization (3 hours)
- INTM 4200 User Experience Design (3 hours)

International Human Rights

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/Institute for Human Rights and Humanitarian Studies. It is available at the St. Louis home campus and at the Geneva campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Required Courses

Core Courses

- HRTS 1100 Introduction to Human Rights (3 hours)
- HRTS 2500 Current Problems in Human Rights (3 hours)

Elective Courses

Students may choose 12 credit hours from the following, including at least 6 credit hours with an HRTS prefix:

- HRTS 2086 Topics in Human Rights (3 hours)
- HRTS 3080 Advanced Topics in Human Rights (3 hours)
- HRTS 3160 Human Rights in Film: Documentaries (3 hours)
- HRTS 3170 Human Rights in Film: Narrative Films (3 hours)
- HRTS 3200 Human Rights Area Studies (1-3 hours)
- HRTS 3210 Prejudice and Discrimination (3 hours)
- HRTS 3400 Human Rights and the Environment (3 hours)
- HRTS 3500 International Human Rights Law (3 hours)
- HRTS 3590 Theories of Human Rights (3 hours)
- HRTS 3600 Topics in Mass Violence (3 hours)
- HRTS 3700 Human Rights and Business (3 hours)
- HRTS 4500 Human Rights Field Experience (3 hours)
- ANSO 1050 Global Social Problems (3 hours)
- ANSO 2300 Social Movements (3 hours)
- ANSO 3130 Race and Ethnicity (3 hours)
- ANSO 3340 NGOs in a Global Arena (3 hours)
- ANSO 4175 Globalization (3 hours)
- ANSO 4250 Class, Status and Power (3 hours)
- ENGL 1060 Protest Literature (3 hours)
- ETHC 1000 Issues and Problems in Ethics (3 hours)
- INTL 1500 The World System since 1500 (3 hours)
- INTL 2030 International Law (3 hours)
- ISTL 1000 Introduction to Global Studies (3 hours)

- MDST 2800 Media, Diversity and Society (3 hours)
- MULC 2010 American Cultural Pluralism (3 hours)
- PHIL 2320 Contemporary Moral Problems (3 hours)
- PHIL 2340 Bioethics (3 hours)
- PHIL 2360 Environmental Ethics (3 hours)
- PHIL 2400 Human Rights and Animal Rights (3 hours)
- PHIL 3340 Global Ethics (3 hours)
- PHIL 3360 Global Information Ethics (3 hours)
- PHIL 3370 Feminist Philosophy (3 hours)
- POLT 1080 Introduction to Comparative Politics (3 hours)
- POLT 2550 The Politics of Development (3 hours)
- PSYC 3225 Holocaust (3 hours)
- PSYC 3275 Genocide (3 hours)
- RELG 3051 Religion and Human Rights (3 hours)
- WGST 2610 Women, Gender and Sexuality in Social Justice Organizations (3 hours)
- WGST 2620 Women and the Law (3 hours)
- WGST 4220 Gender, Justice and Human Rights (3 hours)

International Relations

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/ History, Politics, International Relations and Religious Studies Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Special Requirements

In addition to the general University requirements for a minor:

- Students majoring in political science or international relations are not permitted to double-count courses toward their major and minor requirements.

Required Courses

- INTL courses (18 hours)

Japanese

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Special Requirements

In addition to the general University requirements for a minor:

- No more than 6 credit hours at the elementary level (1000-1990) may be counted toward the 18 credit hours for a minor.

- All 18 credit hours must be earned at Webster and must primarily be related to Japanese language and culture.
- Language recognition credit hours can count toward a minor.
- Up to six credit hours taught in English (for example ILC 2150), with a topic related to the target language, can be counted toward the minor.

Journalism

Minor
18 Credit Hours

This program is offered by the School of Communications/ Communications and Journalism Department. It is available at the St. Louis home campus and at the Geneva campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same subject matter area.

Required Courses

- MDST 1010 Media Studies (3 hours)
- Additional credit hours of JOUR (15 hours)

LGBTQ Studies

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/Law, Crime and Social Justice Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Students may complete both the LGBTQ minor and the women, gender and sexuality studies major, but must take the full number of credits for each, and may not double count a course for both.

Program Description

The LGBTQ studies minor is a multidisciplinary and interdisciplinary program that will give students a strong foundation for knowledge in lesbian, gay, bi, trans and queer history and culture. The minor examines sexualities and identities as complex social, historical and cultural formations and processes. Rather than understand sexualities and identities as merely features of private intimacy or as a result of unchanging biological forces, the LGBTQ minor approaches the study of sexualities and identities in relation to the social construction of race, ethnicity, class, age, religion, ability, nationality, immigrant status, body size and citizenship. This minor takes a global perspective on activism, social and historical change and cross-cultural understandings of sexualities and identities.

Learning Outcomes

Students in this minor are expected to be able to:

- Demonstrate the complexity of ways social hierarchies related to gender, sexualities, race or ethnicity have developed historically, cross-culturally and transnationally.

- Describe the LGBTQ histories of feminist, gender and sexuality social movements and their intersections with other social movements.
- Appraise and critique LGBTQ feminist, gender, and sexuality theories about social, anthropological, historical, literary and cultural analyses.
- Synthesize and communicate various approaches to the analysis of data, texts and perspectives concerning LGBTQ lives.

Core Courses

A total of any 18 credit hours from the list below:

- WGST 2030 Introduction to LGBTQ Studies (3 hours)
- WGST 2040 Queer Theory (3 hours)
- WGST 2050 Topics in LGBTQ Studies (3 hours)
- WGST 2080 LGBTQ Persons and the Law (3 hours)
- WGST 2275 LGBTQ Families (3 hours)
- WGST 2350 LGBTQ Cultural History (3 hours)
- WGST 2475 Bisexualities (3 hours)
- WGST 3050 Issues in LGBTQ Studies (3 hours)
- WGST 3200 Gender and Sexuality in the Arts (3 hours)
- WGST 3080 Theorizing Sexualities (3 hours)

Up to 6 credit hours from other WGST courses with relevant LGBTQ content may count toward the LGBTQ studies minor, subject to approval by the women, gender and sexuality studies program director.

We strongly recommend that students take both WGST 2030 Introduction to LGBTQ Studies **and** WGST 2040 Queer Theory.

Legal Studies

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/Law, Crime and Social Justice Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Program Description

The minor in legal studies is appropriate for students who are pursuing a career that has a significant connection to law and legal matters and who wish to deepen their understanding of the legal system. The legal studies minor will complement the skills gained in a student's major discipline by including the study of the origins and sources of law accompanied by practical assignments including legal research, legal reasoning and legal writing.

The legal studies minor is not intended to prepare students to work as paralegals or legal assistants. Students intending to work as paralegals or legal assistants should choose the paralegal certificate or BA in legal studies.

Please note only the paralegal certificate and the BA in legal studies are approved by the American Bar Association.

Required Courses

- LEGL courses (18 hours)

Management

Minor
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology/Management Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Required Courses

- MNGT courses (18 hours)

Mathematics

Minor
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology/Mathemathics and Computer Science Department. It is available at the St. Louis home campus and at the Geneva campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

- A minor in mathematics is defined as 18 credit hours of MATH courses numbered 1500 and above from the mathematics course listings. All 18 credit hours must be taken at Webster University.
- MTHT courses may not be used for the mathematics minor.

Learning Outcomes

- Students will demonstrate critical thinking skills.
- Students will demonstrate the ability to solve problems related to the program content.
- Students will demonstrate knowledge of calculus.
- Students will become acquainted with a variety of mathematics, chosen from applied and/or theoretical topics.

Required Courses

- MATH courses (18 hours)

Media Studies

Minor
18 Credit Hours

This program is offered by the School of Communications/ Communications and Journalism Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same subject matter area.

Learning Outcomes

Successful graduates of this program will be able to:

- Develop media content for different fields, platforms and audiences.
- Demonstrate an understanding of the need to think ethically when creating messages.
- Evaluate media in historical and global context.
- Conceive and implement effective communication strategies.
- Analyze media content and effects.

Required Courses

- EPMD 1000 Introduction to Media Production (3 hours)
- MDST 1050 Media Writing (3 hours)
- MDST 2100 Media Literacy (3 hours)
- MDST 3300 Media Law, Ethics & Policy (3 hours)
- MDST 2800 Media, Diversity and Society (3 hours)
  or MDST 3260 Global Media Practice (3 hours)
- MDST 3100 Social Media Strategies & Tactics (3 hours)
  or MDST 4200 Media Research (3 hours)

Multicultural Studies

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Program Description

Multicultural studies provides a complement to a student's overall educational experience by encompassing a wide range of perspectives on the cultural experience in the United States. By exploring the varying identities and communities that form the United States, students will gain a better understanding of both other cultures and their own. Coursework in multicultural studies will provide students with the background and tools necessary for effective and responsible citizenship in our multicultural society. Students may elect either a minor in multicultural studies or a certificate in diversity and identity in the U.S.

Learning Outcomes

- Describe the diversity of people who make up the United States, focusing particularly on the dynamics, problems and rewards resulting from interactions among diverse groups.
- Evaluate the impact of categories of identity (gender, sexuality, nationality, race, ethnicity, ability, etc.) have on both individual attitudes and the social systems of the U.S., including institutional prejudice and other social problems.
- Demonstrate increased intercultural competence skills, including both cultural self awareness and awareness of the complexity of elements important to members of other groups within the United States.

Required Courses

Core Courses

- MULC 1100 Introduction to Multicultural Studies (3 hours)

- MULC 4900 Independent Research Project (3 hours)

12 credit hours from the following qualifying courses (6 or more must be at or above 3000-level):

- MULC 2000 Topics in Multicultural Studies (3 hours)
- MULC 4650 Seminar in Multicultural Studies (3 hours)
- ANSO 1000 Introduction to Sociology (3 hours
- ANSO 1050 Global Social Problems (3 hours)
- ANSO 1060 Introduction to Cultural Anthropology (3 hours)
- ANSO 1085 Human Origins (3 hours)
- ANSO 2060 Culture and Communication (3 hours)
- ANSO 2220 People and Cultures *(with appropriate subtitle)* (3 hours)
- ANSO 2070 Introduction to Sex, Gender and Sexuality (3 hours)
  or PSYC 2475 Topics in Sex and Gender (3 hours)
- ANSO 2300 Social Movements (3 hours)
- ANSO 3130 Race and Ethnicity (3 hours)
- ANSO 4250 Class, Status and Power (3 hours)
- ANSO 4300 Global Sex, Gender and Sexuality (3 hours)
- ARHS 2400 Indigenous Arts of the World (3 hours)
- EDUC 2900 The Education of Students with Exceptionalities (3 hours)
- EDUC 3140 Introduction to Global Education (3 hours)
- EDUC 3150 Education in a Diverse Society (3 hours)
- ENGL 1060 Protest Literature (3 hours)
- ENGL 2086 U.S. Literature of Diversity (3 hours)
- HIST 1500 American Studies: Native Americans (3 hours)
- HIST 2320 African-American History (3 hours)
- HIST 3060 History Roundtable: The Life and Legacy of Malcolm X (3 hours)
- MDST 2800 Media, Diversity and Society (3 hours)
- MUSC 3170 Jazz History I (3 hours)
- MUSC 3180 Jazz History II (3 hours)
- PHIL 2540 American Philosophy (3 hours)
- PHIL 3370 Feminist Philosophy (3 hours)
- POLT 2070 Politics of Race and Ethnicity (3 hours)
- PSYC 3650 Prejudice and Discrimination (3 hours)
- RELG 1060 World Religions (3 hours)
- RELG 2420 Religion and Culture (3 hours)
- RELG 2500 Gender, Culture, and Religion (3 hours)
- WGST 1010 Women, Gender, and Sexuality Around the World (3 hours)

Other relevant courses may be substituted upon petition to and approval by the Multicultural Studies Committee.

A list of courses appropriate for the multicultural studies minor will be published in the course schedule each semester; please check for any new or topics courses which fulfill the minor. Please note that the content of topics and issues courses may vary; one should therefore confirm that the course being taught is a qualifying course.

Music

Minor
18 Credit Hours

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Music and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

A music minor requires a minimum of 18 credit hours of formal coursework from the University curriculum completed at Webster

University (auditions required; see specific course requirements listed below). Courses used to fulfill a major may not also be used to fulfill a requirement for the music minor.

Students who wish to minor in music should contact the Department of Music to request a meeting with the department chair, who will determine admittance to the minor.

Required Courses

The minor in music requires 18 credit hours to be successfully completed through the music theory, music history, and music performance courses:

- MUSC 2030, MUSC 2040 **or** MUSC 3170, MUSC 3180 (6 hours)
- MUSC 1010, MUSC 1020 (6 hours)
- MUSC 2001, MUSC 2002 Applied Music (2-4 hours)
- MUSC 4900, MUSC 4910, MUSC 4920, MUSC 4940, MUSC 4960, MUSC 4970, MUSC 4980 (2-4 hours)

Philosophy

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/ Philosophy Department. It is available at the St. Louis home campus and at the Vienna campus.

This program can be completed fully online.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Required Courses

- PHIL courses (18 hours)

Photography

Minor
18 Credit Hours

This program is offered by the School of Communications/ Electronic and Photographic Media Department. It is available at the St. Louis home campus and at the Geneva campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same subject matter area.

Required Courses

- PHOT 1000 Photo I (3 hours)
  or PHOT 1010 Digital Basic Photography (3 hours)
- PHOT 2000 Photo II (3 hours)
- Additional credit hours of PHOT courses (12 hours)

Political Science

Minor

18 Credit Hours

This program is offered by the College of Arts & Sciences/ History, Politics, International Relations and Religious Studies Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Special Requirements

In addition to the general University requirements for a minor:

- Students majoring in history or international relations are not permitted to double-count courses toward their major and minor requirements.

Required Courses

- POLT courses (18 hours)

Note: INTL 1500 The World System since 1500 counts toward the 18 credit hours required.

Professional Writing

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/English Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Program Description

The minor in professional writing is designed for students who want to learn about - and prepare to meet - the writing and other communication challenges found in business, nonprofit, governmental and community settings.

Students who pursue the minor can choose from courses in areas such as journalism, writing for public relations and advertising, screenplay and scriptwriting, creative writing and business and technical writing, as well as editing, linguistics and rhetoric and cross-cultural communication.

Required Courses

- WRIT 2400 Introduction to Professional Writing (3 hours)
- One other course listed below with the WRIT prefix (3 hours)

12 credit hours from the following courses:

- ADVT 2910 Writing for Advertising (3 hours)
- ANSO 2060 Culture and Communication (3 hours)
- ENGL 2150 Creative Writing: Poetry (3 hours)
- ENGL 2160 Creative Writing: Fiction (3 hours)
- ENGL 2170 Creative Writing: Playwriting (3 hours)
- ENGL 2180 Creative Writing: Nonfiction (3 hours)
- ENGL 2600 Introduction to Linguistics (3 hours)
- INTM 2000 Strategic Writing for Interactive Media (3 hours)
- JOUR 1030 Fundamentals of Reporting (3 hours)
- JOUR 2140 Advanced Reporting (3 hours)
- JOUR 2170 Multimedia News Editing (3 hours)
- JOUR 3130 Feature Writing (3 hours)

- JOUR 4170 Investigative Journalism (3 hours)
- JOUR 4380 Magazine Journalism (3 hours)
- MDST 1050 Media Writing (3 hours)
- PBRL 2920 Writing for Public Relations (3 hours)
- SCPT 2900 Scriptwriting (3 hours)
- SCPT 3300 Writing the Short Script (3 hours)
- SCPT 3400 Television Scriptwriting (3 hours)
- SCPT 3500 Writing Screenplays for Film (3 hours)
- SPCM 3600 Rhetoric (3 hours)
- WRIT 2072 Writing for Change (3 hours)
- WRIT 2090 Writing in the Workplace (3 hours)
- WRIT 2500 Writing About Science (3 hours)
- WRIT 3100 Report and Proposal Writing (3 hours)
- WRIT 3200 Technical Writing (3 hours)
- WRIT 3300 Solving Information Problems (3 hours)
- WRIT 3400 Editing and Style (3 hours)

Students should consult with the professional writing program advisor in order to tailor the program to their specific interests.

Psychology: Educational

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/ Psychology Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Program Description

The psychology: educational minor is appropriate for students who are considering pursuing a career in education and wish to deepen their understanding of human behavior by exploring relevant psychological theories and concepts.

Learning Outcomes

Upon completion of the program, students will be able to:

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in educational psychology.
- Implement the use of scientific reasoning to interpret psychological phenomena and demonstrate the ability to interpret, design and conduct basic psychological research using statistical analyses.
- Apply ethical standards to evaluate psychological science and practice and apply those standards to build and enhance interpersonal relationships locally and globally.
- Demonstrate effective writing, exhibit effective presentation skills and interact effectively with others.
- Discuss the occupational pursuits available in a variety of settings given their psychological knowledge, skills and values.

Special Requirements

In addition to the general University requirements for a minor:

- The psychology: educational minor can be earned by students completing the psychology BA, psychology BS or the psychological science BS provided they do not count any of the 18 hours listed under the required minor course list toward the major.
- Students who transfer any required course for the minor (e.g., PSYC 2200) must take an additional 3 credit hour

PSYC elective per substitution at Webster University. A maximum of two such substitutions are permitted.

Prerequisite Courses

- PSYC 1100 Introduction to Psychology (3 hours)

Required Courses

- PSYC 2200 Child Psychology (3 hours)
- PSYC 2250 Adolescent Psychology (3 hours)
- PSYC 2400 Educational Psychology (3 hours)

Elective Courses

Choose 9 hours from the following list of courses:

- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 3150 Positive Psychology (3 hours)
- PSYC 3325 Applied Learning Theory (3 hours)
- PSYC 3350 Cognitive Psychology (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)

Psychology: General

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/ Psychology Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Program Description

The psychology: general minor is appropriate for students who are pursuing a career that has a significant connection to psychology and who wish to deepen their understanding of human behavior by exploring relevant psychological theories and concepts.

Learning Outcomes

Upon completion of the program, students will be able to:

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
- Implement the use of scientific reasoning to interpret psychological phenomena and demonstrate the ability to interpret, design and conduct basic psychological research using statistical analyses.
- Apply ethical standards to evaluate psychological science and practice and apply those standards to build and enhance interpersonal relationships locally and globally.
- Demonstrate effective writing, exhibit effective presentation skills and interact effectively with others.

Special Requirements

In addition to the general University requirements for a minor:

- The psychology: general minor cannot be earned by students currently majoring in psychology (BA, BA with an emphasis in mental health, BS) or psychological science (BS).
- Students who transfer any required course for the minor (e.g., PSYC 1100, PSYC 2300) must take an additional 3 credit hour PSYC elective per substitution at Webster University. A maximum of two such substitutions are permitted.

Curriculum

- PSYC 1100 Introduction to Psychology (3 hours)

Three courses from the following:

- PSYC 2300 Lifespan Development (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 3325 Applied Learning Theory (3 hours)
- PSYC 3350 Cognitive Psychology (3 hours)
- PSYC 3600 Social Psychology (3 hours)
- PSYC 3775 Personality Theory (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)
- PSYC 4225 Introduction to the Helping Professions (3 hours)
- PSYC 4300 Health Psychology (3 hours)
- PSYC 4650 Biopsychology (3 hours)

Two courses with any PSYC prefix (6 hours)

Psychology: Health

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/ Psychology Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Program Description

The health psychology minor is appropriate for students who wish to explore the application of psychology to the field of health.

Learning Outcomes

Upon completion of the program, students will be able to:

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in health psychology.
- Implement the use of scientific reasoning to interpret psychological phenomena and demonstrate the ability to interpret, design and conduct basic psychological research using statistical analyses.
- Apply ethical standards to evaluate psychological science and practice and apply those standards to build and enhance interpersonal relationships locally and globally.
- Demonstrate effective writing, exhibit effective presentation skills and interact effectively with others.
- Discuss the occupational pursuits available in a variety of settings given their psychological knowledge, skills and values.

Special Requirements

In addition to the general University requirements for a minor:

- The psychology: health minor can be earned by students completing the psychology BA, psychology BS or the psychological science BS provided they do not count any of the 18 hours listed under the required minor course list toward the major.
- Students who transfer any required course for the minor (e.g., PSYC 3125) must take an additional 3 credit hour PSYC elective per substitution at Webster University. A maximum of two such substitutions are permitted.

Prerequisite Courses

- PSYC 1100 Introduction to Psychology (3 hours)

Required Courses

- PSYC 4300 Health Psychology (3 hours)
- PSYC 4650 Biopsychology (3 hours)

Elective Courses

12 credit hours from the following courses:

- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 3150 Positive Psychology (3 hours)
- PSYC 3600 Social Psychology (3 hours)
- PSYC 3625 Motivation and Emotion (3 hours)
- PSYC 3725 Psychology of Judgment and Decision Making (3 hours)
- PSYC 4400 Human Sexuality (3 hours)
- PSYC 4550 Drug and Chemical Dependency (3 hours)

Public Relations

Minor
18 Credit Hours

This program is offered by the School of Communications/ Communications and Journalism Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same subject matter area.

Required Courses

- MDST 1010 Media Foundations (3 hours)
- PBRL 1010 Fundamentals of Strategic Communications and Public Relations (3 hours)
- PBRL 2920 Writing for Public Relations (3 hours)
- Additional credit hours of PBRL courses (9 hours)

Religious Studies

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/ History, Politics, International Relations and Religious Studies Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Required Courses

- RELG courses (18 hours)

Scriptwriting

Minor

18 Credit Hours

This program is offered by the School of Communications/ Communications and Journalism Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same subject matter area.

Required Courses

- MDST 1050 Media Writing (3 hours)
- SCPT 2900 Scriptwriting (3 hours)

And 12 additional credit hours from the following:

- SCPT 3110 Script Analysis (3 hours)
- SCPT 3150 Topics (3 hours)
- SCPT 3400 Television Scriptwriting (3 hours)
- SCPT 3500 Writing Screenplays for Film (3 hours)
- SCPT 4090 Screenplay Development (3 hours)
- SCPT 4400 Advanced Television Scriptwriting: Genres (3 hours)
- SCPT 4500 Advanced Scriptwriting (3 hours)

Sociology

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Learning Outcomes

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in the fields of cultural anthropology and sociology.
- Explain and apply research methods in sociology and cultural anthropology, including research ethics and the analysis and interpretation of quantitative and qualitative data.
- Examine and describe contemporary social problems/issues through social-cultural and social-structural analyses.
- Appreciate the diversity of human behaviors, beliefs, social structures and ethnocultural belonging across the globe.

Special Requirements

In addition to the general University requirements for a minor:

- Students who transfer in ANSO 1000 Introduction to Sociology must take an additional 3 credit hour ANSO elective at Webster University.

Required Courses

- ANSO 1000 Introduction to Sociology (3 hours)
- ANSO Electives (15 hours)

Sound Recording and Engineering

Minor
18 Credit Hours

This program is offered by the School of Communications/Audio Aesthetics and Technology Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

The sound recording and engineering minor is designed for students who wish to study audio with an emphasis on music recording and production.

Students cannot pursue a dual degree, or both a major and a minor, within the Audio Aesthetics and Technology Department.

Learning Outcomes

At the successful completion of this minor, the student will be able to:

- Set up and operate mixing consoles of varying size and format, employing appropriate gain structure.
- Operate proficiently within a DAW environment, including effective session design and expedited software navigation.
- Apply literacy of audio aesthetics to multitrack mixes.
- Capture a multitrack recording in a studio setting at an introductory level.
- Compare and discuss various microphone techniques for different instruments.

Required Courses

- AUDI 1110 Audio Technology Lecture (2 hours)
- AUDI 1120 Audio Technology Lab (2 hours)
- AUDI 1121 Signals and Systems (3 hours)
- AUDI 1130 Audio Technology Practicum (2 hours)
- AUDI 1131 Digital Audio Workstations (3 hours)
- AUDI 2230 Introduction to Music Recording (3 hours)
- 3 hours of additional AUDI coursework at the 2000-level or above

Spanish

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Special Requirements

In addition to the general University requirements for a minor:

- Only SPAN course credits can be counted toward the minor in Spanish. ILC 2150 courses cannot count toward the Spanish minor.
- All 18 credit hours must be earned at Webster University and must be in the same language.

- Language recognition credit hours can count toward a minor.
- No more than 6 credit hours at the elementary level (1000-1990) may be counted toward the 18 credit hours needed for a minor.

Sports Communication

Minor
18 Credit Hours

This program is offered by the School of Communications/ Communications and Journalism Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same subject matter area.

Learning Outcomes

- Define and engage a personal connection within professional and academic sports communication fields.
- Critically analyze the socio-political connections with the culture and industry of sports.
- Effectively communicate sports messaging across a variety of platforms, including writing, speaking and mediated communication.

Required Courses

- Any 18 hours of courses with a SPTC department code may be taken as part of this program.
- Additionally, a maximum of three of the following courses may be counted for this minor:
  - ADVT 3200 Sports Marketing Communications (3 hours)
  - BUSN 2037 Introduction to Sports and Entertainment Management (3 hours)
  - BUSN 4747 Sports Operations and Logistics (3 hours)
  - ECON 3737 The Business of Sports (3 hours)
  - JOUR 3050 Sports Reporting (3 hours)

Sustainability Studies

Minor
18 Credit Hours

This program is offered by the School of Education/Department of Teacher Education and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

One of the defining challenges of the twenty-first century is how to transform human societies to meet everyone's needs while preserving the natural environment upon which we rely. The minor in sustainability studies provides students with an understanding of the complex, interconnected systems that affect ecological health, economic welfare and social justice; the ability to recognize and analyze challenges to human and environmental health and well-being; and skills to help transform local and global communities into sustainable ones. Our program emphasizes the integration of knowledge from a variety of disciplines, ranging from the sciences to the arts, and values experiential learning.

Learning Outcomes

Students who earn the minor in sustainability studies will be able to:

- Explain and analyze the complex local and global systems that provide the foundation for environmental and human health and well-being.
- Integrate knowledge of ecological, economic and social systems in order to frame challenges to sustainability and produce potential solutions.
- Communicate to explain and influence how individual and collective actions affect the environmental and social sustainability of interrelated systems.
- Evaluate policies, practices and belief systems for their environmental, economic and social sustainability.
- Apply principles of sustainability to transform their own lives, workplaces and local and global communities.

Requirements

- SUST 1000 Introduction to Sustainability Studies (3 hours)
- SUST 4500 Sustainability in Action (3 hours)

A minimum of 12 credit hours chosen from the following:

- ANSO 2540 Environmental Anthropology and Sociology (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (3 hours)
- ETHC 2050 Inequality and the Environment (3 hours)
- HRTS 3400 Human Rights and the Environment (3 hours)
- INTL 3500 Environmental and Energy Security (3 hours)
- JOUR 3750 Environmental Journalism and Communication (3 hours)
- PHIL 2360 Environmental Ethics (3 hours)
- POLT 2500 Interdisciplinary Approaches to Politics: Sex, Drugs and Garbage (3 hours)
- RELG 2431 Ecology and Spirituality (3 hours)
- SCIN 1520 Environment (3 hours)
  and SCIN 1521 Environment: Lab (1 hours)
- SCIN 1610 When Rivers Run Wild: Watersheds, Floods, and Risk (3 hours)
- SCIN 1800 Living on vs. off the Grid (3 hours)
- SCIN 2530 Global Ecologies and Sustainable Living (3 hours)
- SUST 1100 Enhancing Campus Sustainability (3 hours)
- WRIT 2500 Writing About Science (3 hours)

Other relevant courses may be substituted with the approval of the Sustainability Studies Committee. SUST topics course will count as indicated in specific course descriptions at the time they are offered.

Theatre

Minor
18 Credit Hours

This program is offered by the Leigh Gerdine College of Fine Arts/ Conservatory of Theatre Arts and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

To complete a minor in theatre, students must take a minimum of 18 credits hours from the courses listed below. Courses used to fulfill a requirement for any major may not also be used to fulfill a requirement for the minor in theatre. The Conservatory of Theatre Arts strongly encourages students to take advantage of the courses available at our international campuses. CONS prefix courses are not available to theatre minors.

Theatre Courses

- THEA 1005 Theatre Going (1 hour)
- THEA 1050 Theatre Appreciation (3 hours)
- THEA 1080 Studio Acting I (3 hours)
- THEA 2100 Introduction to Theatre Design (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)
- THEA 2060 Introduction to Dramaturgy and Play Analysis (3 hours)
- THEA 2080 Studio Acting II (3 hours)
- THEA 3030 Topics in Theatre (3 hours)
- THEA 3040 Topics in Theatre (3 hours)
- THEA 3060 Theatre in the Elementary Classroom (3 hours)
- THEA 3070 Creative Dramatics: Social Issues (3 hours)
- THEA 4060 Advanced Dramaturgy Seminar (3 hours)
- THEA 4500 London Theatre (3 hours)
- MUTH 1030 History of American Musical Theatre (3 hours)
- ENGL 4150 Shakespeare (3 hours)

Women, Gender, and Sexuality Studies

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/Law, Crime and Social Justice Department and is only available at the St. Louis home campus.

For information on the general requirements for a minor, see Minor under the Academic Policies and Information section of this catalog.

Program Description

This is an interdisciplinary program that takes an intersectional, transnational, feminist approach to the study of women, gender and sexuality. The program investigates how assumptions about gender and sexuality inform social, cultural and political practices that both reproduce and resist hierarchies of power. Courses examine the intersections of gender and sexuality with other significant categories and identities such as race, ethnicity, class, age, religion, ability, nationality, immigrant status and body size. Through a student-centered approach, faculty inspire students to engage with local, national and international communities to effect social justice. Students can earn a major or minor in women, gender and sexuality studies, or a minor in LGBTQ studies.

Required Courses

- 18 credits from any of the WGST courses listed in the catalog

Strongly Recommended

- WGST 1020 Introduction to Women, Gender, and Sexuality Studies (3 hours)
- WGST 2010 Feminist and Gender Theory (3 hours)
- WGST 4650 Women, Gender, and Sexuality Studies Capstone (3 hours)

Data Analytics

Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology/Mathematics and Computer Science Department. It is available online, at the St. Louis home campus and at the Geneva campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

Program Description

Data analytics encompasses a wide range of technologies to support analyzing data, transforming information and generating intelligence. Technologies play important roles in data analytics systems and form the foundation of architecture. There is a constant demand for data analysis and information analysts who can understand database, query data, perform activities in analytical processing, statistical analysis, forecasting and data mining. The certificate program is created to meet this demand, helping students understand underlying concepts and methodologies that are used in data analytics processes.

Students in the program will study concepts and principles in data analytics and the underlying building technologies. Students will experience a broad category of applications and techniques for gathering, storing, analyzing and providing access to data to help users in organizations perform better decision making.

The minor may be taken in lieu of the certificate program. Students may choose to receive the minor or certificate, but not both.

Learning Outcomes

- Students will be able to demonstrate critical thinking skills in the field of data analytics.
- Students will be able to demonstrate the ability to solve problems related to the program content.
- Students will be able to analyze, design and document a system component using appropriate data analytics techniques and models.
- Students will be able to demonstrate an understanding of fundamental principles of data analytics systems and technologies.

Requirements

- STAT 1100 Descriptive Statistics (3 hours)
- COAP 2560 Electronic Spreadsheet (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)
- CSIS 2500 Introduction to Data Science (3 hours)
- CSIS 3410 Information Analysis (3 hours)
- CSIS 3700 Data Analytics Methods (3 hours)

Digital Marketing Management

Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology/Management Department and is available at St. Louis home campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

This certificate is for students interested in obtaining specific capabilities in the growing field of digital marketing. Students will be equipped with the critical skills to be proficient in digital marketing project management.

Requirements

Prerequisite Courses (6 hours)

These courses may either be taken at Webster University or transferred.

- MNGT 2500 Marketing (3 hours)
- ECON 2000 Survey of Economics

Marketing Core Courses (18 hours)

These courses must be taken in residence at Webster University.

- ECON 3150 Digital Economy (3 hours)
- CSIS 2500 Introduction to Data Science (3 hours)
- MNGT 3510 Management of Integrated Marketing Communications (3 hours)
- MNGT 3540 Digital Marketing (3 hours)
- ADVT 3600 Social Media Content and Development (3 hours)
- MNGT 4915 Internship in Digital Marketing (1-6 hours)

Digital Media - Design and Production

Certificate
18 Credit Hours

This program is offered by the School of Communications/ Electronic and Photographic Media Department and is only available at the Geneva campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

This certificate enables students from all backgrounds to acquire skills needed to engage into the expanding field of digital media. It is designed to serve students who have no previous experience in the design and production of digital media and who seek to enlarge upon concepts, technical aspects, theories and their application in practical work in this sector. Proficiencies gained in this program are already more than auxiliary in almost every profession but are surely of growing importance in international communication, management, creative-industries and arts. The broad spectrum of possible practical work allows students to choose a personal emphasis in their applied studies.

Learning Outcomes

Successful recipients of the certificate program will be able to:

- Understand the basic aesthetics, concepts and technologies of convergent media.
- Apply and practice the principles necessary for effective design and efficient production.
- Analyze and compare existing and self-created media projects.
- Incorporate professional feedback into advanced work.

- Evaluate the quality of solutions in digital media.

Required Courses

The total 18 credit hours are to be chosen from the following:

- ANIM 1020 3D Animation Production: Core Concepts (3 hours)
- ANIM 2010 Experimental Animation (3 hours)
- EPMD 1000 Introduction to Media Production (3 hours)
- FTVP 1000 Introduction to Film, Television and Video Production (3 hours)
- FTVP 2200 Advanced Camera and Light (3 hours)
- GAME 2000 Introduction to Video Game Theory and Design (3 hours)
- INTM 1600 Introduction to Interactive Digital Media (3 hours)
- INTM 2000 Writing for Interactive Digital Media (3 hours)
- INTM 2200 Visual Design for Interactive Media (3 hours)
- JOUR 2300 Journalism: Layout and Design (3 hours)
- MDST 1500 Applied Media Aesthetics (3 hours)
- PHOT 1010 Digital Basic Photography (3 hours)
- Topics courses in any area of media production can be taken up to two times (3-6 credit hours)

Diversity and Identity in the U.S.

Certificate
21 Credit Hours

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

The multicultural studies program offers a certificate titled diversity and identity in the U.S., which provides students from all academic backgrounds the opportunity to identify multicultural studies as a particular area of interest. Students will gain a solid foundation in issues of diversity and identity across the many subcultures of the United States as well as in their particular area of interest with the discipline. Students will complete six credits hours of coursework that broadly explores multicultural issues and six credit hours of courses that address more specific topics in the field. Finally, students will present a self-selected project to the Multicultural Studies Committee. Classes taken as part of a student's undergraduate major may be used toward completion of the certificate.

Learning Outcomes

- Demonstrate understanding of the social-cultural formation of categories of identity in the U.S.
- Compare and contrast the experiences and challenges of different categories of people in the U.S.
- Explain how different categories of people have struggled to improve their political and economic circumstances and empower their communities.

Requirements

The 21 credit hours required for this certificate include the following courses:

Core Courses (6 hours and a research project)

- MULC 1100 Introduction to Multicultural Studies (3 hours)

- MULC 4650 Seminar in Multicultural Studies (3 hours)
- MULC 4900 Independent Research Project (0 hours)

Category One: Broad Study in Multiculturalism (6 credit hours)

- ANSO 3130 Race and Ethnicity (3 hours)
- ANSO 4250 Class, Status and Power (3 hours)
- EDUC 3150 Education in a Diverse Society (3 hours)
- ENGL 2086 U.S. Literature of Diversity (3 hours)
- MDST 2800 Media, Diversity and Society (3 hours)
- POLT 2070 Politics of Race and Ethnicity (3 hours)
- PSYC 3650 Prejudice and Discrimination (3 hours)
- RELG 2420 Religion and Culture (3 hours)

Category Two: Analysis of Particular Subcultures (6 credit hours)

- ANSO 2200 Peoples and Cultures *(with appropriate subtitle)* (3 hours)
- ANSO 4300 Global Sex, Gender and Sexuality (3 hours)
- EDUC 2900 The Education of Students with Exceptionalities (3 hours)
- HIST 2320 African American History (3 hours)
- HIST 3060 History Roundtable: The Life and Legacy of Malcolm X (3 hours)
- MUSC 3170 Jazz History I (3 hours)
- MUSC 3180 Jazz History II (3 hours)
- PHIL 3370 Feminist Philosophy (3 hours)
- RELG 2500 Gender, Culture, and Religion (3 hours)
- WGST 1010 Women, Gender, and Sexuality Around the World (3 hours)

These list will be updated periodically. Please see the course schedule book for a listing of any new or topics courses which fulfill the certificate. Other relevant courses may be substituted upon petition to and approval by the Multicultural Studies Committee.

Documentary Production

Certificate
21 Credit Hours

This program is offered by the School of Communications/ Electronic and Photographic Media Department and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

The certificate in documentary production is designed to give students from all academic disciplines within the university an opportunity to explore the theory and practice of documentary production and documentary film studies.

Students will complete courses in media production focusing on the documentary, classes in the history of documentary film and media and courses that support the theoretical foundations of documentary studies in such areas as anthropology and media studies.

Learning Outcomes

Successful graduates of this program will be able to:

- Acquire knowledge of the history of international documentary filmmaking.
- Acquire production skills to research, write, film, edit and distribute documentary productions in moving image media.

Certificates

- Understand the theoretical foundations of documentary filmmaking in other academic disciplines, including anthropology and media studies.

Requirements

- FTVP 1100 Produce and Direct (3 hours)
- FTVP 1200 Camera and Light (3 hours)
- FTVP 1300 Edit and Color (3 hours)
- FTVP 3110 Documentary Production (3 hours)

In addition, a minimum of 9 credit hours are to be chosen from the following (3 credit hours from the following production course list AND 6 credit hours from the following theory course list):

Production Courses - 3 credit hours

- An additional production course at the 2000-level or above

Theory Courses - 6 credit hours

- ANSO 2060 Culture and Communication (3 hours)
- FLST 3170 Topics in Documentary Film Studies (3 hours)
  or PHIL 3110 Philosophy and Film (3 hours)
  or HRTS 3160 Human Rights in Film: Documentaries (3 hours)
  or ISTL 3550 Advanced Topics in Global Studies: Human Rights & Documentaries (3 hours)
- JOUR 2070 History of Broadcasting (3 hours)
- JOUR 2380 Free Expression and the First Amendment (3 hours)
- JOUR 3080 Global Journalism (3 hours)
- JOUR 3120 Global Affairs Reporting (3 hours)
- JOUR 3190 Topics in International Journalism (3 hours)

Entrepreneurship

Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology/Management Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs 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 under the Academic Policies and Information section of this catalog.

The certificate in entrepreneurship delivers a series of entrepreneurship courses for undergraduate students in business or non-business majors. Courses promote entrepreneurial awareness and thinking among students and develop the necessary real-world skills and abilities to become self-employed or start and grow an entrepreneurial venture.

Students demonstrate these skills by developing and presenting a viable business plan to a review panel made up of successful entrepreneurs in the capstone course. Students completing the program will be awarded a certificate in entrepreneurship from the George Herbert Walker School of Business & Technology.

The program is comprised of 18 credit hours. Students select individual certificate tracks specifically designed for their field of study. A common thread running through all courses provide each student with the opportunity to focus all course projects on their individual business concept.

Requirements

Students must take a total of 12 credit hours of required core courses and 6 credit hours from a major-related list of "track" courses as follows:

Entrepreneurship Core and Capstone

Required for all students

- MNGT 2700 Introduction to Entrepreneurship and Small Business Management (3 hours)
- BUSN 3710 Entrepreneurial Financial Management (3 hours)
- MNGT 3720 Entrepreneurial Marketing (3 hours)
- MNGT 4960 Entrepreneurship Capstone (3 hours)

Entrepreneurship Elective Courses

Students must select two courses specific to their field of study. Additional courses are being added; please see your advisor for current listing of elective courses.

Suggested Track for Walker School of Business Majors

- MNGT 3450 Principles of Organizational Behavior (3 hours)
- MNGT 3730 Innovation, Creativity and the Entrepreneur (3 hours)

Suggested Track for Animation Majors

- ANIM 2000 Advanced Animation (3 hours)
- ANIM 4000 Animation Seminar (3 hours)

Suggested Track for Audio in Media Arts Majors

- AUDI 2110 Professional Development 1 (3 hours)
- AUDI 4110 Professional Development 2 (3 hours)

Suggested Track for Dance Majors

- DANC 1410 Introduction to Professional Dance I (1 hour)
- DANC 1420 Introduction to Professional Dance II (2 hours)
- DANC 3150 Performance Techniques (2 hours)
- DANC 4900 Senior Seminar (1 hour)

Suggested Track for Education Majors

- EDUC 2800 Foundations in Education (3 hours)
- EDUC 3650 Instructional Design (3 hours)

Suggested Track for Exercise Science Majors

- EXSC 1318 Careers in Exercise Science (1 hour)
- EXSC 2100 Coaching Health and Human Performance (2 hours)
- EXSC 4875 Exercise Science Internship (3 hours)

Suggested Track for Film, Television and Video Production Majors

- FTVP 1100 Produce and Direct (3 hours)
- FTVP 4000 Professional Development (3 hours)

Suggested Track for Graphic Design Majors

- DESN 3800 Professional Practice in Graphic Design (3 hours)
- DESN 4200 Design for Good (3 hours)

Suggested Track for Mobile Computing

- COSC 2070 Introduction to Mobile Technology (3 hours)
- COSC 2810 Systems Analysis and Design (3 hours)

Suggested Track for Music Majors

- MUSC 4360 The Working Musician (3 hours)
- MUSC 4370 Marketing for Musicians (3 hours)

Suggested Track for Photography Majors

- PHOT 4700 Professional Photography (3 hours)
- MNGT 3600 Management in the Arts (3 hours)

Suggested Track for Sports Business

- ECON 3737 The Business of Sports (3 hours)
- BUSN 4747 Sports Operations and Logistics (3 hours)

Expressive Arts Therapy

Certificate
18 Credit Hours

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Art, Design and Art History and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

This certificate is available to students pursing a bachelor's degree and/or those who have already completed a bachelor's degree.

Program Description

Expressive arts therapy is a growing area for graduate study that may lead to subsequent employment as an expressive arts therapist. Expressive arts therapy integrates the healing objectives of the fields of art therapy, dance therapy, psychodrama and music therapy. This undergraduate expressive arts therapy certificate offers an introduction the unique potential to the fine and performing arts to foster healing and increase empathic human connection. Techniques from expressive arts therapy have been proven to increase mind-body integration, support self-actualization and promote healing in adults and children in numerous therapeutic and non-therapeutic contexts. Because the arts rely primarily on sensory processes (auditory, vocal, visual, tactile and proprioceptive) to engage individuals and groups, expressive arts therapy is often utilized as an adjunctive or alternative approach to language based "talk" therapy. For this same reason, techniques from expressive arts therapy are frequently adapted for use in humanitarian settings which serve migrants, war refugees, and victims of trafficking. For this reason, the expressive arts therapy certificate may be considered complimentary to the international human rights certificate and the migration and refugee studies certificate offered at Webster.

In order to see clients, students who complete the expressive arts therapy certificate will need to pursue a graduate degree before they are able to obtain professional licensure. Students are encouraged to check entrance requirements for any post-graduate programs prior to finishing their degree at Webster in the event they need to take additional coursework.

Students seeking this certificate are required to adhere to the Ethics and Standards of Practice guidelines of the International Expressive Arts Therapy Association (IEATA).

Learning Outcomes

- Students will be able to describe the basic principles of art therapy, dance therapy, psychodrama, and music therapy and how these principles combine in expressive arts therapy.
- Students will be able to identify the key figures and factors that led to the development of expressive arts therapy and to summarize the four key concepts that are unique to expressive arts therapy: Intermodal Transfer (Levine), Crystallization (Knill), Expressive Therapies Continuum (Hinz) and the Creative Connection (Rogers).
- Students will apply and practice these concepts through hands-on activities* individually and in collaboration with class peers.
- Students will demonstrate a basic level of proficiency in two of the four fine arts areas of music, dance, theatre, or visual art.
- Students will demonstrate an introductory level of knowledge in psychology.
- Students will prepare an Expressive Arts Therapy Project* for the campus community or another specific community group in the St. Louis community.

*All activities in this program, including the Expressive Arts Therapy Project, will follow the key concepts of expressive arts therapy and may be therapeutic for students and participants. Due to ethical considerations and the basic level of this certificate, however, none of the activities included within this certificate's requirements will be considered or evaluated as "therapy." In each hands-on activity within this certificate and Expressive Arts Therapy Project, students will work within ethical guidelines as established by the IEATA and Webster University.

Required Courses

Expressive Arts Therapy (6 credit hours)

- ART 2200 Introduction to Expressive Arts Therapy (3 hours)
- ART 4810 Expressive Arts Therapy Project (3 hours)

Psychology (6 credit hours)

- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)
  or PSYC 3125 Abnormal Psychology (3 hours)

Fine and Performing Arts (6 credit hours)

Choose a minimum of 6 credits with prefixes outside of one's major (see the certificate director for prerequisite and advising questions).

The following four courses are highly recommended:

- ART 3820 Performance Art (3 hours)
- DANC 1220 Improvisation (2 hours)
- THEA 1080 Studio Acting (3 hours)
- THEA 3070 Creative Dramatics: Social Issues* (3 hours)

*With permission of the certificate director and instructor.

Other available course options:

- ART 1010 Creative Strategies (3 hours)
- ART 2610 Printmaking Concepts and Techniques (3 hours)
- ART 2715 Fine Art Photography (3 hours)
- ART 2410 Painting I (3 hours)
- ART 2530 Ceramics: Space (3 hours)
- ART 2315 Sculpture I (3 hours)
- ART 3690 Book Arts (3 hours)
- ART 3050 Topics in Studio Art* (3 hours)
- DANC 1410 Introduction to Professional Dance I (2 hours)
- DANC 1030 Dance as an Artform (3 hours)
- DANC 3250 Somatics* (2 hours)
- DANC 1100 Modern Dance I (2 hours)
- DANC 3000 Topics in Dance* (1-3 hours)

*With permission of the certificate director and instructor.

For non-music majors:

Certificates

- MUSC 1035 Introduction to Electronic Music (2 hours)
- MUSC 1080 Beginning Class Piano (2 hours)
- MUSC 1090 Beginning Guitar Class (2 hours)
- MUSC 2002 Applied Voice (1 hour)
- MUSC 2004 Applied Instrument (1 hour)
- MUSC 2001 Applied Piano (1 hour)

For music education majors:

- MUSC 2501 Applied Piano (2 hours)
- MUSC 2502 Applied Voice (2 hours)
- MUSC 2504 Applied Instrument (2 hours)

Recommended Courses

Keystone Seminar:

- KEYS 4019 Art & Social Engagement: How Do the Arts Impact the World? (3 hours)

Admission

To pursue the certificate in expressive arts therapy, you must be one of the following:

- A sophomore student or higher, successfully pursuing a bachelor's degree in any major within the Leigh Gerdine College of Fine Arts.
- A sophomore student or higher, successfully pursuing a bachelor's degree in psychology within the College of Arts and Sciences.
- A graduate who holds a bachelor's degree with a fine arts or psychology major.

Current undergraduate students should petition to become an expressive arts therapy certificate candidate after successfully completing their freshman course of study (C or higher) and any departmental reviews. To petition to begin the expressive arts therapy certificate, students must write a letter of intent to the certificate director, Carol Hodson, and submit to hodsonca@webster.edu.

Webster graduates must apply for acceptance into this certificate through the Academic Advising Center.

Applicants who have previously completed a bachelor's degree at other accredited institutions must apply through the Office of Admission.

French Translation

Certificate
12 Credit Hours

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

Note: Students must successfully complete coursework for this certificate with a grade of B- or better.

This certificate introduces students to the basic tools, methods, resources and understanding they will need to begin professional work translating French texts into English.

In our global society intercultural communication assumes an increasingly central role. Translation has become a thriving professional field in the United States and promises diverse

applications of students' linguistic, technological and intercultural skills. The certificate at Webster proposes high-impact pedagogic practices. Rather than focusing solely on theory in the classroom, the majority of the courses target specific fields of practical translation and provide students with hands-on experience in these areas: legal, medical and scientific, commercial and financial, technical and literary. The resulting translations of real-world documents will become part of each student's professional portfolio.

The certificate courses are offered in the 8-week format. Students may choose to complete the four-course sequence or they may take individual courses to satisfy specific needs.

Learning Outcomes

Students will:

- Achieve at least an advanced-mid level of proficiency in French, according to the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Methods for determining the proficiency level may include an oral interview, a written test and a writing sample. Contact the department chair for further details.
- Describe the history and theories of translation and be able to articulate their position in regards to the latter.
- Write in a professional manner in both English and French.
- Identify grammatical, lexical and cultural differences between French and English that impact the quality of translation.
- Identify and demonstrate the basic skills required of professional translators in the current market, including an understanding of popular software translation programs.
- Be proficient in using specific vocabulary, troubleshooting and understanding common documents in at least two different technical areas of translation.
- Understand the different types of accreditation available for translators in the United States and will be familiar with the testing procedures and requirements.

Admission

Students whose native language is not English must have a minimum TOEFL score of 600. The certificate also requires an entrance level of intermediate-high proficiency in French (according to the American Council on the Teaching of Foreign Languages Proficiency Guidelines). Methods for determining the proficiency level may include an oral interview, a written test and a writing sample. Contact the department chair for further details or to initiate the admission procedure.

Course Requirements

Core Courses

- TRFR 4090 Introduction to Translation Studies (3 hours)
- TRSL 4000 Professional Translation Practices (3 hours)

2 courses from the following list:

- TRFR 4100 Legal Translation (3 hours)
- TRFR 4150 Medical and Scientific Translation (3 hours)
- TRFR 4170 Financial and Commercial Translation (3 hours)
- TRFR 4180 Technical Translation (3 hours)
- TRFR 4250 Literary Translation (3 hours)

Students must successfully complete coursework with a grade of B- or better.

German

Certificate

24 Credit Hours

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

A certificate in German requires a minimum of 24 credit hours of formal coursework in German at Webster University. View course offerings in German.

Special Requirements

Courses used to fulfill a major may not also be used to fulfill a requirement for a certificate. No more than 6 credit hours at the elementary level (1000-1990) may be counted toward the 24 credit hours needed for a certificate. No fewer than 6 credit hours must be at the 3000-level or above.

Transfer credits do not apply to the certificate. Only one course may have been earned with a grade of "P," and the grades for the courses must be above a "C-". Recognition credit hours can count toward a certificate. A topics course (e.g. ILC 2150) with a topic related to German will be counted only once toward the certificate.

Global Education

Certificate
22 Credit Hours

This program is offered by the School of Education/Teacher Education Department and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

Program Description

This certificate in global education provides students from all academic backgrounds the opportunity to explore educational systems in a global context. Students will examine both the foundations of education and human development. They will gain a solid understanding of the similarity and differences in education across culture, class and ability. Students will complete ten credits of course work exploring education in the United States and across the world. They will complete three credits working with students from a wide variety of backgrounds and take an additional nine credits exploring the role of culture, literature and technology in education.

Learning Outcomes

Students will:

- Analyze similarities and differences in educational systems around the world.
- Plan and implement instruction in informal educational settings.
- Use technology as an educational tool.
- Explore multiple perspectives in global education.

Requirements

Certificate Core

13 required credit hours

- EDUC 2800 Foundations of Education (3 hours)

- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3140 Introduction to Global Education (3 hours)
- EDUC 3650 Instructional Design (3 hours)
- EDUC 4565 Global Education Portfolio (1 hour)

Field Experience

3 credit hours of the following:

- EDUC 1100 Mathematics Tutoring (1 hour)
- EDUC 2000 Beginning Practicum (1 hour)
- EDUC 2550 Student Literacy Corps (1 hour) *(may be repeated)*
- EDUC 4620 Educational Internship (2-3 hours)

Literature and Human Development

3 credit hours of the following:

- EDUC 2300 Child and Adolescent Development (3 hours)
- EDUC 2180 International Children's Literature (3 hours)
- EDUC 3190 Young Adult Literature (3 hours)

Global Perspectives

3 credit hours of the following:

- ANSO 1060 Introduction to Cultural Anthropology (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (3 hours)
- SUST 1000 Introduction to Sustainability Studies (3 hours)

Illustration

Certificate
18 Credit Hours

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Art, Design and Art History and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

Program Description

The certificate in illustration offers students not seeking the more intensive BFA in illustration the opportunity to compliment their degree with a series of courses focused on illustration. As a supplement to their related major the certificate demonstrates greater experience in drawing and a practical knowledge of the common materials and techniques for illustration.

Learning Outcomes

Successful graduates with the illustration certificate will be able to:

- Express an individual, creative voice through illustration.
- Access a broad range of studio experience.
- Utilize the formal vocabularies of illustration, art, design or animation.
- Practice drawing as a foundation for the complete process of illustration, from concept exploration to finished execution.
- Implement the technical skills, theory and methods applicable to the field of Illustration.

Special Requirements

Students must fulfill all requirements needed for a BA in art, a BFA in art other than illustration, BFA in graphic design, or a BA

Certificates

in animation. Students may not gain the certificate in illustration if they are seeking the BFA illustration emphasis.

Certificate Requirements

Core Courses (12 hours)

- ART 2130 Illustration (3 hours)
- DESN 1500 Digital Visualizations (3 hours)
- ART 3120 Narrative Figure Drawing (3 hours)
- ART 3050 Topics in Studio Art: Illustration (3 hours)

Additional Requirements (6 credits)

Choose from the following:

- ART 3150 Anatomy Studies (3 hours)
- ART 2410 Painting I (3 hours)
- ART 2610 Printmaking Concepts and Techniques (3 hours)
- ART 3140 Digital Drawing (3 hours)
- ART 3060 Text and Image (3 hours)
- DESN 2200 Design Play (3 hours)
- DESN 2500 Design for Digital Portfolios (3 hours)
- ANIM 4010 Character Design (3 hours)
- ANIM 4040 Concept Art (3 hours)
- ANIM 3040 Comic Book Creation (3 hours)

International Human Rights

Certificate
18 Credit Hours

This program is offered by the College of Arts & Sciences/Institute for Human Rights and Humanitarian Studies. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs 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 under the Academic Policies and Information section of this catalog.

More demanding than the international human rights minor but less demanding than the international human rights major, this certificate is well suited to students with a strong interest in human rights but who are majoring in another subject. As a stand-alone certificate, it is also appropriate for those students with a strong interest in human rights who have completed a BA or BS at another institution but who are not currently considering graduate or professional school.

Special Requirements

Demonstration of competence in a foreign language equivalent to two years of college-level study is also required. (This requirement can be met by completing intermediate level II in a foreign language or by passing an intermediate-level proficiency examination and will be waived for students whose native language is not English and who are studying in English.)

Course Requirements

Core Courses

- HRTS 1100 Introduction to Human Rights (3 hours)
- HRTS 3590 Theories of Human Rights (3 hours)
- HRTS 4500 Human Rights Field Experience (3 hours)

One course from each of the 3 following groups:

Group 1: History, Politics, and International Relations

- HRTS 2500 Current Problems in Human Rights (3 hours)
- HRTS 3500 International Human Rights Law (3 hours)
- ANSO 3340 NGOs in a Global Arena (3 hours)
- POLT 1080 Introduction to Comparative Politics (3 hours)
- POLT 2550 The Politics of the Developing World (3 hours)
- INTL 1500 The World System Since 1500 (3 hours)
- INTL 2030 International Law (3 hours)
- WGST 2620 Women and the Law (3 hours)

Group 2: Behavioral and Social Sciences

- ANSO 1060 Introduction to Cultural Anthropology (3 hours)
- ANSO 2300 Social Movements (3 hours)
- ANSO 3130 Race and Ethnicity (3 hours)
- ANSO 4175 Globalization (3 hours)
- ANSO 4250 Class, Status and Power (3 hours)
- HRTS 3210 Prejudice and Discrimination (3 hours)
- HRTS 3600 Topics in Mass Violence (3 hours)
- HRTS 3700 Human Rights and Business (3 hours)
- WGST 4220 Gender, Justice and Human Rights (3 hours)

Group 3: Communications, English, Philosophy, and Religious Studies

- ENGL 1060 Protest Literature (3 hours)
- HRTS 2086 Topics in Human Rights (3 hours)
- HRTS 3080 Advanced Topics in Human Rights (3 hours)
- HRTS 3160 Human Rights in Film: Documentaries (3 hours)
- HRTS 3170 Human Rights in Film: Narrative Films (3 hours)
- HRTS 3200 Human Rights Area Studies (3 hours)
- HRTS 3400 Human Rights and the Environment (3 hours)
- MULC 1100 Introduction to Multicultural Studies (3 hours)
- MDST 2800 Media, Diversity and Society (3 hours)
- PHIL 2320 Contemporary Moral Problems: Emphasis in Human Rights Issues (3 hours)
- PHIL 2400 Human Rights and Animal Rights (3 hours)
- PHIL 3340 Global Ethics (3 hours)
- RELG 3051 Religion and Human Rights (3 hours)

International Languages

Certificate
24 Credit Hours

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

A certificate in international languages requires a minimum of 24 credit hours of formal coursework in languages at Webster University. A minimum of 12 credit hours must be in a single language. If the international languages certificate will combine more than one language, the student must submit a one-page proposal to the department chair providing a rationale for the language selection and a detailed list of courses the student plans to take in order to fulfill the 24-credit requirement.

Special Requirements

Courses used to fulfill a language major may not also be used to fulfill a requirement for a language certificate. No fewer than four 16-week courses or five 8-week courses in one language are required.

Transfer credits do not apply to the certificate. Only two courses may have been earned with a grade of "P," and the grades for the courses must be a "C" or above. Six hours of recognition credit

hours can count toward a certificate. One 3-credit course taught in English (e.g. ILC 2150) with a topic related to the target languages may be counted toward the certificate.

International Tourism

Certificate
18 Credit Hours

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the Bangkok campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

Note: Students must successfully complete coursework for this certificate with a grade of B- or better.

This certificate introduces students to terms, theories and strategies from international studies, business and management that relate to the complex international tourism industry. The intercultural approach empowers students to integrate knowledge from multiple disciplines in order to develop ethical, informed and practical perspectives on emerging questions in international tourism. With skills learned in courses and through customized field work, students will analyze critically the aims of tourism development and consider ways of rendering it both sustainable and equitable.

Students may choose to complete the six-course sequence for the certificate or take individual courses to satisfy specific needs.

Learning Outcomes

Students will be able to:

- Compare different cultural, religious, belief and value systems.
- Demonstrate an understanding of different political and economic systems in the world.
- Understand and describe the impact of various models of tourism on natural and cultural resources.
- Understand and describe tourism as a performative act that creates "destinations."
- Design and implement practice-oriented cultural research.

Course Requirements

- ISTL 1600 Introduction to International Tourism and Development (3 hours)
- BUSN 1200 Introduction to Business (3 hours)
- MGMT 2100 Management Theory and Practice (3 hours)
- ISTL 2500 International Field Experience in Global Studies (3 hours)
- ISTL 3600 Intercultural Negotiations (3 hours)
- MNGT 2700 Introduction to Entrepreneurship and Small Business Management (3 hours)

Knowledge of a second language is strongly recommended.

Japanese

Certificate

24 Credit Hours

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

A certificate in Japanese requires a minimum of 24 credit hours of formal coursework related to Japanese language and culture at Webster University. View course offerings in Japanese.

Special Requirements

Courses used to fulfill a major may not also be used to fulfill a requirement for a certificate. No more than 6 credit hours at the elementary level (1000-1990) may be counted toward the 24 credit hours needed for a certificate. 3 credit hours must be at the 3000-level.

Transfer credits do not apply to the certificate. Only 3 credit hours may have been earned with a grade of "P," and the grades for the courses must be above a "C-". Recognition credit hours can count toward a certificate. Up to two topics courses (e.g. ILC 2150) with a topic related to Japanese will be counted toward the certificate.

Journalism/Professional Writing

Certificate
18 Credit Hours

This program is offered by the School of Communications/ Communications and Journalism Department and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

The certificate in journalism/professional writing prepares students for employment requiring basic journalism writing skills, as well as careers involving communication tasks found in business, nonprofit, governmental and community settings. The program is ideal for aspiring freelance writers who are seeking knowledge on how to write news and feature stories, and how to compose and publish community journalism assignments. The professional writing component of the certificate provides background in understanding and composing documents in professional settings, such as project outlines, grant writing, business plans and freelance writing proposals for editors. The certificate is open to both undergraduate students and those with bachelor's degrees who are returning to school for acquisition of additional writing proficiencies.

Learning Outcomes

Students completing this certificate program will learn:

- How to differentiate the criteria for a news story, for a feature article and a persuasive piece of writing, such as an op-ed.
- How to format writing for specific projects and to use Associated Press style in editing materials.
- How to research opportunities in today's writing market and effectively propose a writing project to an editor or publisher.
- How to compose documents in professional writing settings, including project outlines, grant writing, business and marketing proposals and pitches for freelance work.

Certificates

Requirements

- JOUR 1030 Fundamentals of Reporting (3 hours)
- JOUR 3130 Feature Writing (3 hours)
- WRIT 2090 Writing in the Workplace (3 hours)
- WRIT 2400 Introduction to Professional Writing (3 hours)

In addition, two courses, (6 credits) should be taken from the following courses:
(No prerequisites)

- JOUR 3060 Community Reporting (3 hours)
- WRIT 3000 Professional Writing Practicum (1-3 hours)
- ENGL 2110 Perspectives (3 hours)
- ENGL 2180 Creative Writing: Nonfiction (3 hours)

Magazine Production

Certificate
18 Credit Hours

This program is offered by the School of Communications/ Communications and Journalism Department. It is available at the St. Louis home campus and at the Geneva campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

The certificate in magazine production allows students to explore many of the aspects of producing a magazine, including writing, editing, layout and design and photography.

Learning Outcomes

Successful graduates of this program will be able to:

- Demonstrate the elements of magazine production including writing articles suitable for a magazine, devising the overall content, assigning stories, editing, scheduling production and working with printers.
- Demonstrate aesthetically appealing magazine layout and design.
- Demonstrate photojournalism principles.

Requirements

Required Courses (15 hours)

- JOUR 4390 Magazine Production (3 hours)
- MDST 2200 Ethics in the Media (3 hours)
- JOUR 2300 Journalism: Layout and Design (3 hours)
- JOUR 2170 Multimedia News Editing (3 hours)
- PHOT 3190 Digital Photographic Imaging (3 hours)

In addition, students must complete a minimum of 3 credit hours from among the following:

- INTM 1600 Introduction to Interactive Digital Media (3 hours)
- JOUR 1030 Fundamentals of Reporting (3 hours)
- JOUR 2140 Advanced Reporting (3 hours)
- JOUR 2360 History and Principles of American Journalism (3 hours)
- JOUR 2380 Free Expression and the First Amendment (3 hours)
- JOUR 3050 Sports Reporting (3 hours)
- JOUR 3060 Community Reporting (3 hours)
- JOUR 3080 Global Journalism (3 hours)
- JOUR 3130 Feature Writing (3 hours)
- JOUR 3150 Topics in Modern Media (1-3 hours)
- JOUR 3750 Environmental Journalism and Communications (3 hours)
- JOUR 4170 Investigative Journalism (3 hours)
- JOUR 4380 Magazine Journalism (3 hours)
- MDST 2800 Media, Diversity and Society (3 hours)
- MDST 3300 Media Law, Ethics & Policy (3 hours)
- PHOT 2500 Photojournalism (3 hours)
- PHOT 3120 Studio Photography and Lighting (3 hours)

Marketing

Certificate
27 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology/Management Department and is available at St. Louis home campus and at the Geneva campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

This program is designed for working adults with several years of organizational experience. It offers specialized courses in the various phases of pricing, promoting and distributing products or services to the consumer. Classes are taught by working professionals who bring professional expertise as well as academic competence to the program.

In addition to the six courses in marketing, the program includes three requisite courses in accounting, economics and management. The six core courses must be completed in residence at Webster University. A certificate in marketing is issued on successful completion of the program with C or better in all courses and an overall GPA of 2.5.

A student may not complete both a bachelor's degree with an emphasis in marketing and a certificate in marketing.

Requirements

Requisite Courses (9 hours)

These courses may either be taken at Webster University or transferred.

- ACCT 2010 Financial Accounting (3 hours)
- MNGT 2100 Management Theory and Practices (3 hours)
- ECON 2020 Principles of Microeconomics (3 hours)

Marketing Core Courses (18 hours)

These courses must be taken in residence at Webster University.

- MNGT 2500 Marketing (3 hours)
- MNGT 3510 Management of Integrated Marketing Communications (3 hours)
- MNGT 3550 Public Relations (3 hours)
- MNGT 4330 International Marketing (3 hours)
- MNGT 4570 Marketing Research (3 hours)
- MNGT 4920 Marketing Strategies (Overview) (3 hours)

Migration and Refugee Studies

Certificate

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27 Credit Hours

This program is offered by the College of Arts & Sciences/ History, Politics, International Relations and Religious Studies Department and is only available at the Geneva campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

The courses and seminars for the certificate program in migration and refugee studies provide students with a working knowledge of migration and displacement issues. The combination of several disciplines and methodologies enables students to examine the refugee issue from a variety of perspectives and to study policies, concepts and responses to economic and political migration issues.

Practical experience is an essential part of the certificate program. During one eight-week term, the enrolled students work in a refugee situation in cooperation with one of the several concerned agencies. In addition, students gain practical experience through internships, work or research with both governmental and nongovernmental organizations working with refugees and/or migrants.

Requirements

The 27 credit hours required for the certificate in migration and refugee studies include the following courses:

- SOCI 2000 Issues in Contemporary Society: Sociocultural Factors behind Migration and Refugee Movements (3 hours)
- HIST 2360 Refugee and Migration Movements (3 hours)
- INTL 2030 International Law (3 hours)
- INTL 3030 Advanced Studies in International Law: International Refugee Law (3 hours)
- INTL 2610 Advocacy, NGOs, and Civil Society (3 hours)
- INTL 4280 International Economics: Migration and Refugees (3 hours)
- POLT 3400 Comparative Politics: Migration and Refugee Movements (3 hours)
- INTL 2700 Methods of Political Inquiry: National and Transnational Issues in Migration and Refugee Movements (3 hours)
- INTL 4600 International Relations Seminar: Migration and Refugee Movements (3 hours)
- Field experience and Refugee Studies Program (RSP) Seminar Overview examination (0 hours)

Motion Graphic Design

Certificate
18 Credit Hours

This program is offered jointly by the Leigh Gerdine College of Fine Arts/Department of Art, Design and Art History and the School of Communications/Electronic and Photographic Media Department and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

Motion graphics is an emerging art form and industry that combines traditional typography and design techniques with traditional film, video and animation techniques to create a unique hybrid. Students in this certificate program will learn the theoretical and conceptual foundations of motion media design and then apply them to projects destined for television, film, interactive and other real-world environments.

Learning Outcomes

Successful recipients of the certificate program will be able to:

- Demonstrate the ability to produce motion graphic projects using industry standard software, techniques and workflows.
- Demonstrate an individual, creative voice through motion graphics.
- Define, identify and illustrate design concepts and terminology as a foundation for motion graphics.
- Produce motion graphics intended for external audiences.

Required Courses

- DESN 1210 Design Concepts (3 hours)
- FTVP 1400 Graphics and Effects (3 hours)
- DESN 2300 Type Dialogues (3 hours)
- FTVP 2400 Motion Graphics (3 hours)
- ART 3830 Time Studio (3 hours)
- FTVP 3000 StoryLab (3 hours)
  or FTVP 3500 Production House (3 hours)

Outdoor/Environmental Journalism

Certificate
21-22 Credit Hours

This program is offered by the School of Communications/ Communications and Journalism Department and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

The certificate program in outdoor/environmental journalism provides students with a basic understanding of outdoor and environmental issues and how to communicate about those issues. Students obtaining a certificate will study the history and the best writing in the areas of outdoor and the environmental journalism, and they will be required to develop their own portfolio of writing projects in this area.

Requirements

- Prerequisite for certificate: JOUR 1030 **or** WRIT 2072 **or** equivalent
- 18-19 hours (core courses)
- 21-22 hours (with prerequisite of journalism or writing course)

Required Courses

Prerequisite coursework: 3 hours

- JOUR 1030 **or** WRIT 2072 **or** equivalent writing course (3 hours)

Journalism coursework: 9 hours

- JOUR 2350 Outdoor/Nature Journalism (3 hours)
- JOUR 2750 Reporting Natural Disaster (3 hours)
- JOUR 3750 Environmental Journalism and Communications (3 hours)

Environmental Studies coursework: 9-10 hours

- SUST 1000 Introduction to Sustainability Studies (3 hours)
- SCIN 2530 Global Ecologies and Sustainable Living (3 hours)
  or SCIN 1520 Environment (3 hours)
  and SCIN 1521 Environment: Lab (1 hour)

- PHIL 2360 Environmental Ethics (3 hours)
  or HRTS 3400 Human Rights and the Environment (3 hours)

Paralegal Studies

Certificate
24 Credit Hours

This program is offered by the College of Arts & Sciences/Law, Crime and Social Justice Department. It is available at the St. Louis home campus and at the Gateway campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

Program Description

The paralegal certificate is approved by the American Bar Association (ABA) and is the only ABA program in the St. Louis area. The certificate is designed to meet the ever-changing needs of the paralegal profession and prepares students to enter the legal profession. We offer a solid, broad-based education including legal specialty courses. Students will learn both the theoretical and practical aspects of the law as they gain paralegal knowledge and an understanding of the ethical framework in which legal professionals function.

Learning Outcomes

Upon completion of the certificate, students will be able to:

- Demonstrate the fundamentals of legal reasoning and analysis.
- Comprehend the Code of Professional Responsibility to be able to address ethical dilemmas faced by lawyers and legal assistants.
- Master the skills and knowledge necessary for understanding legal issues working from both theoretical and practical applications.
- Explain the essential goals of legal researching, legal and logical reasoning and begin to develop legal writing skills.
- Be able to apply the theory of legal research and writing to practical problems encountered in a legal environment.
- Distinguish the significant role that legal assistants/paralegals have in the legal world and the practical skills necessary to function in it.

Special Requirements

All core courses must be taken at Webster University. Since core courses are generally taught at the advanced level, students must have earned at least 84 credit hours, including the 24-credit-hour core in paralegal studies, before a certificate can be issued.

Requirements

- LEGL 2400/POLT 2400 Introduction to Law (3 hours)
- LEGL 3000 Legal Ethics (3 hours)
- LEGL 3490 Litigation (3 hours)
- LEGL 4460 Methods of Legal Research & Writing I (3 hours)
- LEGL 4470 Methods of Legal Research & Writing II (3 hours)
- LEGL 4480 Computerized Legal Research (3 hours)
- LEGL 4800 Advanced Topics in Law (6 hours)

Note: A legal assistant or paralegal is a person, qualified by education, training or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible. Paralegals or legal assistants may not provide legal services directly to the public, except as permitted by law.

Webster University's St. Louis area paralegal programs have been approved by the American Bar Association.

Photojournalism/Editorial Photography

Certificate
21 Credit Hours

This program is offered by the School of Communications/ Electronic and Photographic Media Department. It is available at the St. Louis home campus and at the Geneva campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

The certificate in photojournalism/editorial photography is designed to provide students with a solid understanding of theory and practice in the area of photojournalism and editorial photography. Students will develop a basic understanding of photographic history and technique in both chemical and digital environments. Upper-level courses will focus on the specialized knowledge needed to work in the field of shooting for publication.

Learning Outcomes

Successful graduates of this program will be able to:

- Demonstrate the theoretical and practical aspects of traditional and digital photography.
- Demonstrate professional work standards in the field of photojournalism and editorial photography in various media environments.

Course Requirements

- PHOT 1000 Photo I (3 hours)
- PHOT 2000 Photo II (3 hours)
- PHOT 2040 History of Photography (3 hours)
- PHOT 2500 Photojournalism (3 hours)
- PHOT 3190 Digital Photographic Imaging (3 hours)
- PHOT 3760 Topics in Editorial Photography (3 hours)
- PHOT 4870 Advanced Photojournalism (3 hours)

Practical and Interdisciplinary Ethics

Certificate
18 Credit Hours

This program is offered by the College of Arts & Sciences/ Philosophy Department and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

The undergraduate certificate in practical and interdisciplinary ethics provides students the opportunity to identify a concentration in the study of ethics. The program allows students to analyze the moral issues that arise in various disciplines, fields and

professions, and sharpens their analytical skills by providing them with a solid foundation in ethical theory. The certificate program is open to any Webster University student, as well as to individuals not currently enrolled who meet the general requirements for admission to the University.

Special Requirements

A maximum of 12 credit hours may be taken within a departmental prefix.

Course Requirements

- PHIL 2320 Contemporary Moral Problems (3 credit hours)
- 6 credit hours from Group 1, with at least one course at the 3000-level
- 9 credit hours from Group 2

Group 1 (6 credit hours)

- PHIL 2110 Introduction to Ethics (3 hours)
- POLT 1070 Introduction to Political Theory (3 hours)
  or PHIL 2300 Social and Political Philosophy (3 hours)
- PHIL 3350 Philosophical Ethics (3 hours)
- POLT 3590/PHIL 3590 Theories of Human Rights (3 hours)

Group 2 (9 credit hours)

- ETHC 1000 Issues and Problems in Ethics (1 hour)
- ETHC 2000 Intermediate Issues (3 hours)
- ETHC 3000 Advanced Issues (3 hours)
- HRTS 1100 Introduction to Human Rights (3 hours)
- MDST 2200 Ethics in the Media (3 hours)
- PHIL 2340 Bioethics (3 hours)
- PHIL 2360 Environmental Ethics (3 hours)
- PHIL 2390 Philosophy of Sex and Love (3 hours)
- PHIL 3360 Global Information Ethics (3 hours)
- PHIL 3380 Ethics in Social Research (3 hours)
- MNGT 2150 Business Ethics (3 hours)
- MNGT 5910 Ethical and Legal Issues in Management (3 hours)
- LEGL 3000 Legal Ethics (3 hours)

Students are also encouraged to engage in some appropriate practical experience. Up to 3 credit hours earned in this manner may be substituted for coursework; the director must approve substituted credit hours. Students will register their work either through the Individualized Learning Experiences program (INDZ) or PHIL 4450 (Internship).

Psychology: General

Certificate
27 Credit Hours

This program is offered by the College of Arts & Sciences/ Psychology Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs 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 under the Academic Policies and Information section of this catalog.

Program Description

More demanding than the psychology minor but less intensive than the psychology major, this certificate is well suited to students with a strong interest in psychology but who are majoring in another subject. As a stand-alone certificate, it is also appropriate for those students with a strong interest in psychology who have completed a BA or BS at another institution.

Learning Outcomes

Upon completion of the program, students will be able to:

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
- Implement the use of scientific reasoning to interpret psychological phenomena and demonstrate the ability to interpret, design and conduct basic psychological research using statistical analyses.
- Apply ethical standards to evaluate psychological science and practice and apply those standards to build and enhance interpersonal relationships locally and globally.
- Demonstrate effective writing, exhibit effective presentation skills and interact effectively with others.
- Discuss the occupational pursuits available in a variety of settings given their psychological knowledge, skills and values.

Special Requirements

In addition to the general University requirements for a certificate:

- The general psychology certificate cannot be earned by students currently majoring in psychology (BA, BA with an emphasis in mental health, BS) or psychological science (BS).
- Students who transfer any required course for the certificate (e.g., PSYC 2300) must take an additional 3 credit hour PSYC elective at Webster University. A maximum of two substitutions are permitted.

Required Courses

- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (1 hour)
- PSYC 2300 Lifespan Development (3 hours)
- PSYC 3025 Psychology and Ethics (2 hours)
- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 3325 Applied Learning Theory (3 hours)
  or PSYC 3350 Cognitive Psychology (3 hours)
- PSYC 3600 Social Psychology (3 hours)
- PSYC 3775 Personality Theory (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)
  or PSYC 4225 Introduction to the Helping Professions (3 hours)
- PSYC 4300 Health Psychology (3 hours)
- PSYC 4950 Senior Assessment (0 hours)

Spanish

Certificate
24 Credit Hours

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

A certificate requires a minimum of 24 credit hours of formal coursework in Spanish at Webster University. View course offerings in Spanish.

Special Requirements

Courses used to fulfill a major may not also be used to fulfill a requirement for a certificate. No more than 6 credit hours at the elementary level (1000-1990) may be counted toward the 24 credit hours needed for a certificate. No fewer than 6 credit hours must be at the 3000-level or above.

Transfer credits do not apply to the certificate. Only one course may have been earned with a grade of "P," and the grades for the courses must be above a "C-". Recognition credit hours can count toward a certificate. A topics course (e.g. ILC 2150) with a topic related to Spanish will be counted only once toward the certificate.

Spanish Translation

Certificate
12 Credit Hours

This program is offered by the College of Arts & Sciences/Global Languages, Cultures and Societies Department and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

Note: Students must successfully complete coursework for this certificate with a grade of B- or better.

This certificate introduces students to the basic tools, methods, resources and understanding they will need to begin professional work translating Spanish texts into English.

In our global society intercultural communication assumes an increasingly central role. Translation has become a thriving professional field in the United States and promises diverse applications of students' linguistic, technological and intercultural skills. The certificate at Webster proposes high-impact pedagogic practices. Rather than focusing solely on theory in the classroom, the majority of the courses target specific fields of practical translation and provide students with hands-on experience in these areas: legal, medical and scientific, commercial and financial, technical and literary. The resulting translations of real-world documents will become part of each student's professional portfolio.

The certificate courses are offered in the 8-week format. Students may choose to complete the four-course sequence or they may take individual courses to satisfy specific needs.

Learning Outcomes

Students will:

- Achieve at least an advanced-mid level of proficiency in Spanish, according to the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Methods for determining the proficiency level may include an oral interview, a written test and a writing sample. Contact the department chair for further details.
- Describe the history and theories of translation and be able to articulate their position in regards to the latter.
- Write in a professional manner in both English and Spanish.
- Identify grammatical, lexical and cultural differences between Spanish and English that impact the quality of translation.
- Identify and demonstrate the basic skills required of professional translators in the current market, including an understanding of popular software translation programs.

- Be proficient in using specific vocabulary, troubleshooting and understanding common documents in at least two different technical areas of translation.
- Understand the different types of accreditation available for translators in the United States and will be familiar with the testing procedures and requirements.

Admission

Students whose native language is not English must have a minimum TOEFL score of 600. The certificate also requires an entrance level of intermediate-high proficiency in Spanish (according to the American Council on the Teaching of Foreign Languages Proficiency Guidelines). Methods for determining the proficiency level may include an oral interview, a written test and a writing sample. Contact the department chair for further details or to initiate the admission procedure.

Course Requirements

Core Courses

- TRSP 4090 Introduction to Translation Studies (3 hours)
- TRSL 4000 Professional Translation Practices (3 hour)

2 courses from the following list:

- TRSP 4100 Legal Translation (3 hours)
- TRSP 4150 Medical and Scientific Translation (3 hours)
- TRSP 4170 Financial and Commercial Translation (3 hours)
- TRSP 4180 Technical Translation (3 hours)
- TRSP 4250 Literary Translation (3 hours)

Students must successfully complete coursework with a grade of B- or better.

Sports Journalism

Certificate
19 Credit Hours

This program is offered by the School of Communications/Communications and Journalism Department and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate under the Academic Policies and Information section of this catalog.

The certificate program in sports journalism provides students a basic understanding of the field of sports journalism. The program combines theoretical information with writing and production experience.

Course Requirements

- Introductory level media production class (video, audio, interactive digital media, photography) (3 hours)
- JOUR 1030 Fundamentals of Reporting (3 hours)
- JOUR 1830 Broadcast Delivery and Interpretation (3 hours)
- JOUR 1930 Sports Broadcasting (3 hours)
- JOUR 3300 Newspaper Production Workshop (4 hours)
- JOUR 3050 Sports Reporting (3 hours)

Portfolio Requirements

Students obtaining a certificate in sports journalism complete a portfolio of their work as part of the requirements of JOUR 3300 Newspaper Production Workshop, under the supervision of their professor.

ACCT - Accounting

Global Citizenship Program Knowledge Areas (....)	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

ACCT 2010 Financial Accounting (3)

Introduces accounting with an emphasis on the relationships between business events and financial statements. The primary objective is to develop students who can explain how any given business event will affect the income statement, balance sheet, and statement of cash flows. This objective also includes an understanding of the accounting cycle, accounting terminology, collection of accounting data, data entry into the accounting system, and the basic financial accounting statements.

ACCT 2025 Managerial Accounting (3)

Managerial accounting emphasizes the use of accounting information for planning, control, and decision-making purposes in all types of organizations. This course explores topics in the areas of cost behavior, cost-volume-profit analysis, relevant cost analysis, cost accumulation and assignment, activity-based costing, profit planning and control, performance evaluation, responsibility accounting, and product costing systems. **Prerequisite**: ACCT 2010.

ACCT 3025 Advanced Managerial and Cost Accounting (3)

Expands on topics developed in managerial accounting and explores the use of cost management information to determine how costs affect each phase of an organization's value chain. Covers the basic concepts in accounting for the costs of production in a manufacturing firm and develops the accumulation of cost accounting data for external financial reporting purposes. This course also explores expanded cost management topics used internally by managers and emphasizes the various types of cost management systems used in carrying out its functions of planning and controlling a firm's operations. **Prerequisite**: ACCT 2025.

ACCT 3030 Intermediate Accounting I (3)

Covers theoretical foundations of accounting with concentration on the accounting model, which includes the balance sheet, statement of cash flows, income statement, present and future values theory, accounting for cash and investments, inventory, and inventory problems. **Prerequisite**: ACCT 2025.

ACCT 3040 Intermediate Accounting II (3)

Continues study of theoretical foundations of accounting, including capital stock, retained earnings, and debt financing through bonds and other securities. **Prerequisite**: ACCT 3030.

ACCT 3050 International Tax Accounting (3)

Studies the systems, concepts, and methods utilized in international tax accounting. **Prerequisites**: ACCT 2010 and ACCT 2025.

ACCT 3075 Federal Tax Accounting: Personal (3)

Studies the U.S. federal revenue system, concepts, and methods of determining federal income tax liabilities for individuals, corporations, partnerships, proprietorships, and estates and trusts. **Prerequisite**: ACCT 2025.

ACCT 3080 Federal Tax Accounting: Corporate (3)

Continues study of federal income liabilities for partnerships, corporations, and estates and trusts. **Prerequisite**: ACCT 3075.

ACCT 3085 Federal Tax Accounting (3)

The study of the U.S. federal revenue system, concepts, and methods of determining federal income tax liabilities for individuals, corporations, partnerships, proprietorships, and estates and trusts. **Prerequisite**: ACCT 2025.

ACCT 3100 Issues in Accounting (3)

Analyzes current and significant issues in accounting. The course focuses on existing theories and practices, with emphasis given to energizing topics, problems, and possible solutions. May be repeated for credit if content differs. **Prerequisites**: ACCT 2010 and ACCT 2025.

ACCT 3800 Accounting Information Systems (3)

The student examines the development and use of accounting information systems (AIS) in business organizations and the related technologies that support those systems. This course will develop the framework for an AIS by integrating the nine content areas as defined by the American Accounting Association's Report of the AAA Committee on Contemporary Approaches to Teaching Ac-counting Information Systems. Additionally, the student's conceptual understanding of the AIS will be enhanced by several hands-on projects that will include using current database technology to build an accounting information system. **Prerequisite**: ACCT 3030.

ACCT 4010 Accounting in an ERP Environment (3)

Students examine the financial and managerial accounting aspects of ERP systems in business organizations. Through the use of hands-on projects using an ERP system, students will explore the impact that the various business processes have on an organization's financial and managerial accounting. **Prerequisite:** ACCT 2025.

ACCT 4100 Advanced Financial Accounting I (3)

Advanced development of applications of financial accounting concepts. The main emphasis is in the accounting entities: consolidations, partnerships, branch and affiliated companies, governmental units, nonprofit organizations, estates, and trusts.

Emphasizes accounting principles in relationship to installment sales, consignments, segments of business enterprises, interim reporting, S.E.C. reporting, and multinational companies. **Prerequisite**: ACCT 3040.

ACCT 4110 Advanced Financial Accounting II (3)

Focuses on the specific theories and problems related to consolidation of accounting entities. **Prerequisite**: ACCT 4100.

ACCT 4220 Financial Statement Analysis (3)

Financial report analysis, interpretation, and evaluation from the viewpoints of creditors, owners, and others concerned with business strengths and weaknesses and future outlooks of business organizations. **Prerequisite**: FINC 3210.

ACCT 4600 Business Valuation (3)

This course introduces the student to the basic concepts and methodology used to value a closely held business. It will familiarize the student with the three valuation approaches--asset, market, and income--used by business valuation professionals. The course will focus on the standards issued by the major accreditation bodies. It will familiarize the student with valuation models used on real-world valuation projects. **Prerequisites**: ACCT 3040 and FINC 3210.

ACCT 4900 Auditing (3)

Presents concepts, standards, and procedures used by independent auditors in verifying business data in order to render an opinion and report on the financial statements of the entity being examined. Includes professional and ethical relationships, study and evaluation of internal controls, audit program applications, statistical sampling concepts, and applications. **Prerequisite**: ACCT 3040.

ACCT 4910 Auditing and Professional Responsibilities (3)

Continues to introduce the present concepts, standards, and procedures used by independent auditors in verifying business data in order to render an opinion and report on the financial statements of the entity being examined. Includes professional and ethical relationships, study and evaluation of internal controls, audit program applications, statistical sampling concepts, and applications. **Prerequisite**: ACCT 4900.

ACCT 4920 Cases in Auditing (3)

This course involves the study of the academic literature related to auditing issues and ethics issues. Current research findings and their application and impact on the field of auditing will be analyzed and critiqued. The student will also be required to solve auditing problems involving real-world cases from local and national CPA firms. **Prerequisite**: ACCT 4910.

ACCT 4930 Introduction to Internal and Informational Technology Auditing (3)

This course will cover internal auditing from a broad perspective that includes information technology, business processes and accounting systems. Topics include; internal auditing standards, risk assessment, governance, audit techniques, and emerging issues. The course covers the design of business processes and the implementation of key control concepts and uses a case study approach that addresses operational and information technology auditing. *This course will be integrated with Webster University's SAP system.* **Prerequisite:** ACCT 4910.

ACCT 4950 Internship (1-6)

Prerequisite: Major in accounting.

ACCT 4990 Accounting Seminar (3)

This course serves as the capstone experience for accounting majors by incorporating accounting topics covered throughout the accounting major and applying this knowledge to the study of real-world problems.

Students will explore the variety of current issues facing the accounting profession in order to develop a big-picture perspective that integrates financial accounting and reporting, cost and managerial accounting, auditing and professional responsibilities, and other topics such as international accounting and information technology. **Prerequisites**: ACCT 4100 and ACCT 4910.

ADVT - Advertising

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

ADVT 1940 Introduction to Marketing Communications (3)

Students learn the major communications tools available to promote a product or service to target customers. In the course, students learn marketing communications definitions, concepts, and theories of promotional communications and the tools used - both traditional approaches and emerging technologies.

ADVT 2350 Introduction to Visual Communications for Advertising and Public Relations (3)

Students will be introduced to the theory and practice of crafting effective visual communication messages for a variety of media commonly used by advertising and public relations professionals. Students will create persuasive messages using relevant software tools and use industry language and terminology to evaluate and assess effective visual communication messages.

ADVT 2550 Creative Strategies for Advertising (3)

In this course, students learn the creative process by which advertising is conceived and structured, based on

communications goals and objectives. Students learn techniques for creating the "Big Idea." Students develop step-by-step strategies and refine creative thinking skills. Assignments and discussions aid in the development of advertising creative concepts for use in a portfolio and for class presentation. **Prerequisites**: MNGT 3510 or ADVT 1940.

ADVT 2910 Writing for Advertising (3)

Students learn the application of writing skills to the field of advertising. The course emphasizes adapting writing style and format to specific target audiences and a variety of advertising situations. Students produce their own advertising copy for inclusion in their portfolios. Students receive the instructor's critique of all their writing and have a chance to critique fellow students' work. **Prerequisites**: MNGT 3510, or ADVT 1940 and ADVT 2550.

ADVT 3150 Topics (1-3)

Topics courses are offered periodically to feature topics in advertising not covered by regularly offered courses. May be repeated for credit if content differs. **Prerequisites:** Vary with topic.

ADVT 3200 Sports Marketing Communications (3)

This course provides an overview and analysis of marketing, promotional strategy, and communications in the competitive field of sports marketing. In this course, students will develop the critical thinking and analytical skills necessary to develop a sports marketing communication plan. Topics include the marketing of sports teams, leagues, organizations, and sports-oriented products; sports and new media; and the use of sports marketing as a strategy. **Prerequisite:** ADVT 1940 or MNGT 3510.

ADVT 3500 Visual Communication for Advertising and Public Relations (3)

Students learn the concepts and techniques of modern design for a variety of media commonly used by advertising and public relations professionals, including posters, brochures, public relations kits, print and television advertising, sales promotions, and website/internet. Students learn the basic elements of design and their best uses. Emphasis is placed on problem/solution exercises and assignments that challenge students to use those elements of promotional design to solve communication problems in workplace settings. Project critiques are conducted regularly, and aesthetic and psychological aspects of work are analyzed. **Prerequisite**: INTM 2350 or ADVT 2350.

ADVT 3599 Independent Study (Juniors or Seniors) (1-12)

Independent study involves research work on a specialized subject of project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs. **Prerequisite**: Requires instructor permission and the filing of official form.

ADVT 3600 Social Media Content and Development (3)

This course focuses on the management and execution of the role of social media from an advertising and content management perspective. It examines marketing communications within digital marketing and online executions to support brand marketing activities. Students will explore the strategies and techniques used by marketers to drive engagement, develop communities and increase revenue. Emphasis will be on understanding the strategy of social media applications and include the development of brand content development and marketing communication executions to provide hands-on experience in extending social media strategy to support brand initiatives. Lab fee will apply.

ADVT 3910 International Advertising (3)

Students learn about the issues involved in developing multinational advertising plans/campaigns. Students learn to apply all the major components and steps in the process of advertising planning - client/agency structure, audience identification and segmentation, objective setting, media strategy, creative strategy, research, budgeting - from an international perspective. The course challenges students to address each of these steps within the political, economic, religious, social, and cultural environment of another country or region. This is also an international studies certificate course. **Prerequisite**: MNGT 3510.

ADVT 4040 Advertising Production (3)

Students learn the process, strategies, and techniques involved in advertising production. Students work in teams to develop fully integrated campaigns for internal and external clients. Content within the class focuses on strategy, design and production of advertising and marketing communications across traditional and digital media sources. May be repeated for credit with approval of advisor since the projects differ from class to class. **Prerequisites**: MNGT 3510 or ADVT 1940; ADVT 2550; INTM 2350 or ADVT 2350.

ADVT 4190 Advertising Research (3)

This course introduces the fundamentals of advertising research. Students learn basic ad research theory and put it into practice by undertaking an actual research project. They learn the roles and subject matter of ad research including secondary sources and syndicated services. They also learn to conduct both qualitative and quantitative primary research, including planning, designing, sampling, data processing, analyzing, and reporting for an actual ad case study. **Prerequisite**: MNGT 3510 or ADVT 2550; ADVT 5321 for graduate students.

ADVT 4200 Media Planning, Buying and Selling (3)

In this course, students learn the role of media planning, buying and selling to help fulfill marketing communications objectives. Students learn the components of a professional media plan for target reach; how media buying techniques differ by target audience; and how the media sales process works. The course emphasizes the media's role in the advertising process and the media's influence on current techniques used by advertising agency media departments representing consumer and business clients with national, regional, and local needs. Students prepare a professional media plan using the principles and practices mastered throughout the course. **Prerequisite**: MNGT 3510 or ADVT 2550; ADVT 5321 for graduate students, or permission of the instructor.

ADVT 4610 Readings in Advertising (3)

May be repeated for credit with instructor's permission if content differs. **Prerequisites**: Media major, junior standing, permission of the instructor, and filing of official form.

ADVT 4620 Senior Overview (3-6)

Seniors demonstrate their proficiency in advertising and marketing communications in this course. Students assume responsibility for the production of a project under the direction of a faculty member. Projects may include a plan, campaign, or a thesis. **Prerequisites**: Senior standing, acceptance into the major through portfolio review, filing of official form, and permission of the instructor.

ADVT 4700 Professional Development in Advertising and Marketing Communications (3)

Students prepare for careers in the field of advertising and marketing communications by developing their personal portfolios, attending professional organizations' meetings, fine-tuning

interviewing skills, and preparing their résumés. **Prerequisites**: Advertising and marketing communications major and senior standing.

ADVT 4910 Advertising Campaign Production (3-6)

This course serves as the culmination of the advertising and marketing communications curriculum. Advertising theories, principles, and techniques presented in the classroom are tested and refined in a "real-world" environment. Students serve as members of an advertising team, assuming the following roles: advertising agency account executive, media planner, copywriter, art director, producer, or videographer. The team undertakes an actual product/service case history assignment: analyzing the communications problem, developing a strategy, and creating and producing an integrated marketing communications campaign. Students must apply for admission to the class and the role of their choice. May be repeated once for credit (up to a total of 6 hours). **Prerequisite**: Permission of the instructor. Students should see their instructor before registering to determine the number of credit hours and what procedure to follow in registering for this course.

AFCS - Africana Studies

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

AFCS 1000 Introduction to Africana Studies (3)

Provides a broad overview of the field of Africana studies -- its unique content, core concepts and perspectives, and some major trends that have shaped and continue to shape the field. This is a survey course designed to introduce students to the field of Africana studies. Its main focus will center on the substantive content of the field, a critical study of Africa and peoples of African origin in Africa and abroad. This focus will include examining the major theoretical, methodological and epistemological questions defining the continued evolution of Africana studies. Both classic and modern studies and texts in the field of Africana studies will be covered in order to give students a grounding in the intellectual history of the field. **GCP Coding**: **(ROC)** (INTC)

AFCS 1500 Survey of African History (3)

Provides an historical survey, continent wide in scope, of the experiences of Africa and its people from pre-historic times to the present.

AFCS 2200 Globalization and Contemporary Africa (3)

This is an interdisciplinary course designed to study the various dimensions by which globalization impacts the challenges and opportunities facing the African continent in its struggle to overcome the burden of underdevelopment. This course will critically explore the ways in which the socio-economic and cultural life of Africa is affected by, and affects, the intense global integration of people, governments, economies and technologies.

AFCS 2500 African Diaspora Experiences (3)

This course provides a critical overview of the African Diaspora. Its main purpose is to give students a firm understanding of the historical, political, economic and cultural experiences of those persons of African origin who were torn away from the African homeland during the European slave trade. It also looks at the contribution of the African Diaspora to the formation of new and vibrant cultures in the Americas.

AFCS 2700 Origins and Development of Pan-Africanism (3)

This course is designed to examine the transcontinental movement among African people, those on the continent and those in the Diaspora, to unite and liberate Africa and all of its scattered people. Particular attention is paid to the originators of the Pan-African idea, along with the important events, main organizations, and the major conferences, congresses and conventions that contributed to the evolution and development of Pan-Africanism.

AFCS 3000 Topics in Africana Studies (3)

Provides a focus on a particular subject matter within the field of Africana studies. Its particular content, different from the subject matter covered in the other courses in the minor, will be based on an area of specialty around which the instructor decides to center the course.

AFCS 3200 African Women and Development (3)

This course focuses on the major roles women have played, and continue to play, in African development. It includes an examination of traditional roles of women, patterns of male dominance, and some of the contemporary obstacles preventing the full integration of African women into modern African society.

ANIM - Animation

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
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Global Citizenship Program	

Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

ANIM 1000 Animation I (3)

Students learn the basic elements of animation, with emphasis on traditional processes, techniques, and styles employed in creating the illusion of movement on motion media. This is a drawing-heavy course that will focus on the principles of animation.

ANIM 1010 Animation II (3)

Students further expand upon the foundation built in Animation I by learning the basics of syncing audio and creating soundtracks for animation. Animation principles will be reviewed and honed. This is a drawing-heavy course that will combine theory, lectures and hands-on experience. **Prerequisite**: ANIM 1000.

ANIM 1020 3D Animation Production: Core Concepts (3)

3D animation production for media and games shares a particular knowledge base and set of procedures. This class introduces students to the skill and conventions that are the foundation of a career that leverages 3D computer-generated content.

ANIM 1040 Storyboarding (3)

Scene blocking, visual character development, filmmaking, and an overall aesthetic will be applied in this class. Students apply the unique art of creating detailed storyboards for animation, including their importance in collaborating with the director, computer animators, sound designers, and talent in producing a successful production.

ANIM 1200 3D Character Sculpting (3)

Students will learn advanced sculpting techniques using the ZBrush platform for character modeling. Over the 16-week course we will explore the basics of the interface and its customization, the concepts of sculpting digitally, and advanced tricks/techniques for getting the most out of ZBrush. May be repeated once for credit. **Prerequisite**: FTVP 1400.

ANIM 2000 Advanced Animation (3)

Students learn full animation production for creating an animated short. Advanced exercises in movement and expression will be explored. This is a drawing-heavy course that will combine theory, lectures and hands-on experience. **Prerequisite**: ANIM 1010.

ANIM 2010 Experimental Animation (3)

Students learn the potential of animation as a fine art medium. Experimentation is encouraged, using a wide range of techniques toward producing individual and group projects. Current and past works are screened and discussed in class.

ANIM 2040 Cartooning (3)

Students learn the art of cartooning, comic strips and editorial cartoons, with an in-depth exploration of visual theory, tools and techniques, characters, composition, dialogue, lettering, inking, panel layout and graphic narrative. Each student explores comics history, develops a personal visual/writing approach and creates a finished comic series.

ANIM 2200 3D Modeling (3)

Students apply and incorporate the principles and techniques of animation in a comprehensive exploration of current 3D software applications. Students learn how to integrate 3D animation into storytelling contexts and practical applications. **Prerequisite**: FTVP 1400.

ANIM 3010 Voicing Your Creation (3)

Students learn the art of the voice-over for animation with an in-depth exploration of acting techniques and delivery. Additionally, students create and work with sound effects and soundtracks and how they relate to motion, timing, performance, and the composition as a whole. This class reviews the work of a wide range of voice talents and composers within several different genres.

ANIM 3020 Story Development (3)

Students create both short form and long form stories designed for animation. Understanding story development, expression of story into storyboards, and the successful collaboration among the variety of disciplines to create an engaging animation are important elements of this class.

ANIM 3030 Visual Storytelling (3)

The expression of stories, compositional psychology and film theory and practice are covered in this class. Students analyze past examples of the language of filmmaking and apply them to the art of the storyboard.

ANIM 3040 Comic Book Creation (3)

Students learn a step-by-step introduction to comic book publication. This course will address the basics of concept development, storytelling, cartooning, penciling, inking, color, layout, publishing and distribution within the comic book industry. May be repeated if content varies.

ANIM 3150 Special Topics in Animation (1-3)

This course is designed to periodically feature topics in animation not covered by regularly offered courses. Topics will be dedicated to narrow aspects of the discipline, time dependent materials, or guest lecturers. May be repeated for credit if content differs. **Prerequisites**: May vary with topic.

ANIM 3200 3D Animation and Rigging (3)

This class continues the subject matter introduced in ANIM 2200 3D Modeling. Students will be exposed to the more advanced tools and techniques used in 3D animation production for film, video, and games.

ANIM 3599 Independent Study (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs. **Prerequisite**: Requires instructor permission and the filing of official form.

ANIM 4000 Animation Seminar (3)

The Animation Seminar provides students the opportunity to work on three short form animations with emphasis on acting and scene conflict, experimental approaches to aesthetics and animating characters created by peers. **Prerequisites**: ANIM 2000 and junior standing.

Course Descriptions

ANIM 4010 Character Design (3)

Students explore an in-depth study of the character in multiple styles, genres and eras, bringing to life known, as well as, original characters onto model sheets for critique and discussion. These studies will factor in costuming, period research and artistic skills.

ANIM 4040 Concept Art (3)

Students will learn advanced painting techniques using Photoshop and other supplementary software. Over this 16-week course, we will explore basic painting techniques, process work, thumbnailing, critique, taking direction, and methods to maximize workflow productivity. May be repeated once for credit.

ANIM 4200 3D Animated Short Film (3)

This class expands upon the advanced tools and techniques introduced in ANIM 3200 3D Animation and Rigging. May be repeated twice for credit. **Prerequisites**: ANIM 3200.

ANIM 4400 Photorealistic 3D Animation (3)

Photorealistic animation provides an introduction to the tools and techniques of photogrammetry modeling, physically based shader and texture rendering, and motion capture animation used in professional 3D animation, game development and VFX production pipelines.

ANIM 4620 Senior Overview (3-6)

This course provides an opportunity for seniors to demonstrate their proficiency in a selected area of animation. The student assumes responsibility for the production of a project under the direction of a faculty member. The projects can be collaborative and must demonstrate creative strategies using 2D or 3D animation. **Prerequisites**: Senior standing, acceptance of the petition to proceed with senior overview, and permission of the instructor.

ANSO - Anthropology and Sociology

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
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ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication

** Course fulfills two skill areas

ANSO 1000 Introduction to Sociology (3)

Intended primarily for students who wish to gain a broad, general overview of the field and its area of study, methods of inquiry, and conceptions and analysis of society. Students will learn about core concepts in sociology, including sociological perspectives on culture; social structure; socialization; social institutions; personality and the self; prejudice and discrimination; the significance of race, class and gender; political and social change; demography; human ecology; and crime and deviance. **GCP Coding: (SSHB)** (WCOM)

ANSO 1050 Global Social Problems (3)

Provides an introduction to a wide range of social problems around the globe, such as homelessness, crime and poverty, and how these social problems differ by race, class, gender and country. Includes major sociological as well as anthropological perspectives on such social problems. **GCP Coding: (SSHB)** (INTC)

ANSO 1060 Introduction to Cultural Anthropology (3)

Explores the concepts of culture, universals and diversities of humanity, transmission of culture, and the role of the anthropologist in modern society. **GCP Coding: (ROC)** (INTC)

ANSO 1075 Introduction to Archaeology (3)

Archaeology, defined simply, is the study of humanity through its material manifestations. It is also about trying to understand something of our common humanity by examining the physical traces of the people of the past. These traces don't have to be old, and you don't have to dig for them; the vast majority of archaeological work, however, does involve digging up old materials people have left behind. The key, then, is the method. How do you deal with the material? What kind of conclusions can be drawn from it, and how do you arrive at them? We will examine the scope and usefulness of archaeology, as well as the ethics of doing it at all.

ANSO 1085 Human Origins (3)

Explores the evolution of humanity and culture through concepts and mechanisms of evolution, Homo sapiens' place among the primates, and human variation. **GCP Coding: (PNW)** (CRI)

ANSO 1095 Introduction to Geography: World and Regional (3)

Acquaints the student with contemporary and classic issues in geography. Offerings range from the study of demography to the evolution of humanity and culture. Intended for majors and non-majors, including students in teacher education programs.

ANSO 1800 Careers in Anthropology and Sociology (1-2)

Provides students with career information for the field of anthropology and sociology, including health care, business, nonprofit organizations, government, the military, the criminal justice system, law and others. Students create personal statements, develop a résumé and learn how to search for and apply to graduate programs, internships and find jobs with a degree in anthropology or sociology.

ANSO 2015 Issues in Society and Culture (1-4)

Acquaints the student with various social and cultural issues in contemporary societies with an emphasis on concerns of living in globalized, industrialized, urban societies. Compares complex

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societies to gain an understanding of issues that confront their members. Guides students through the application of various sociological and anthropological approaches to a special topic of interest. May be repeated for credit if content differs.

ANSO 2025 Topics in Archaeology (3)

This course is designed to allow for focused study of special topics in archaeology. Different time periods and areas of the planet will be covered in each manifestation of the course (e.g. Ancient Greece, Dynastic Egypt, Cahokian Missouri and Illinois, etc.). ANSO 1075 is recommended but not required prior to enrollment. May be repeated for credit if content differs.

ANSO 2060 Culture and Communication (3)

Begins with the concept of culture as a means of communicating with others; not only through language but with manners, etiquette, dress, rituals and ceremonials, gesture and movement -- the entire system of symbols and signs that provide meaning for human behavior. Explores a variety of issues in cross-cultural communication, language use, and symbolic systems. **GCP Coding**: **(ROC)** (INTC)

ANSO 2070 Introduction to Sex, Gender and Sexuality (3)

Provides an introduction to sociological and anthropological perspectives on sex, gender and sexuality. Includes historical and comparative trends; legislative responses to people on the basis of sex, gender and/or sexuality; social inequality and social mobility; and work and labor force participation. Includes major sociological and anthropological theoretical perspectives on sex, gender and sexuality (such as functionalism, conflict theory, symbolic interactionism, feminism, post-colonial theory and intersectionality). May be repeated for credit if content differs.

ANSO 2200 Peoples and Cultures (3)

An introduction to the ways in which diverse cultures or specific geographic regions respond to some of the stress points of the contemporary world. Issues we will examine include: violence and warfare, ethnic conflicts, environmental degradation, economic inequalities, cultural imperialism and social change, human rights and the role of governments, and the many conflicts between "traditional" values and modernity. The course is designed to broaden the student's understanding of the processes taking place in the contemporary world, utilizing the lenses provided by anthropology. May be repeated for credit if content differs. **GCP Coding**: **(GLBL)** (INTC)

ANSO 2300 Social Movements (3)

Provides an analysis of social movements and related themes. Topics include, but are not limited to, theories of movement formation, diversity and equity in movements, and examples of movements (e.g., women's rights, civil rights) both here and in global context. **GCP Coding**: **(SSHB)** (OCOM)

ANSO 2460 Good Intentions: Aid and Development (3)

What does it mean to "do good" in the wold? How do "good intentions" actually play out across different cultural contexts? This class will examine practices of aid, development and philanthropy that are intended to "do good" in different communities, but might, at times, exacerbate inequalities rather than alleviate them. In particular, we pay special attention to how these practices intersect with mechanisms of global capitalism in unexpected ways. This class is less about whether aid, development and philanthropy are good or bad, but rather explores in whose interest these global efforts are mobilized.

ANSO 2530 World Musics (3)

Music is one of the most vital of all the arts, drawing together those who share a musical culture, but also bringing us together across the varied musical cultures of the globe. But do we know enough about other people's styles of music? Ethnomusicologists study music from around the world, emphasizing that we must take a cultural approach, and that we must seek to understand music in its cultural context. This course therefore studies musics, but also the cultures in which we find them. **GCP Coding**: **(ARTS)** (INTC)

ANSO 2540 Environmental Anthropology and Sociology (3)

Examines sociological and anthropological perspectives on human ecology and environment. A variety of topics illustrating the relationship between humans and the physical environment will be presented, such as consumption and sustainability, globalization; environmental politics and law; urban systems and development; residential patterns and housing; urbanization and suburbanization; "natural" disasters; and the environmental impact of population structure, dynamics and migration.

ANSO 2610 Introduction to Social Work (3)

This course provides a broad survey of the social work profession, its history, and the values and ethics that are fundamental to the profession. An overview of social work theory, practice, policy, research, and the diversity of populations are integrated in exploring the knowledge, values, and skills base of the social work profession.

ANSO 2670 Games and Society (3)

This course explores the role that games play in our society -- why we like to play games, and what the games we play tell us about ourselves and our sense of the world around us. Looks at games from the perspective of several theoretical traditions: as rational exercises meant to impose order, as a cultural product to tell certain narratives, and as interactive exercises that create community and shared experience. Examines the rising trend in "gamification" -- the usage of games toward pro-social activities like learning and education, and in addressing social and behavioral problems. Investigates if games can -- or should be -- accurate representations of our social worlds, and how we can go about using them to tell sociologically interesting stories.

ANSO 2690 Food and Culture (3)

In this course we will discuss the history of food consumption and its connection to cultural values and attitudes, as well as issues such as power and control. We will delve into a variety of social issues and food/environment related topics, including human health.

ANSO 2720 Introduction to Measurement and Statistics (3)

Designed to aid the student in learning how to "make sense" of a body of numbers: how to summarize and extract information from numbers; how to detect, measure, and use relationships between variables; and how to use statistical aids to the decision-making process. Course covers descriptive statistics, correlation and regression, and inferential statistics such as the t-test and analysis of variance. **GCP Coding**: **(QL)**

ANSO 2760 Urban Studies (3)

The course examines space as an object of social inquiry, paying attention to the cultural, political, and economic processes that transform space into meaningful place. Building upon this theoretical foundation, it explores some central themes and concerns in the study of urban spaces, in particular, the "city" as cultural construct, the "city" as the site and object of local

Course Descriptions

and global social struggles, and the "city" as part of the cultural imagination of the social, inequality, justice, and the "good life." The "city" is an object of contention, complexly entwined with class, gender, race, ethnicity, and the "market." This course will equip students to understand, among other topics, the formations of ethnic and racialized "ghettos," suburbanization, policing of space, global cities, and urban community politics. **GCP Coding**: **(SSHB)** (CRI)

ANSO 2790 Asians in America (3)

This course examines comparatively the experiences, histories and cultural worlds of Asian communities of different national origins and identifications of the United States. "America" in this course indexes the contestations (accommodation, resistance, contradiction) around national and racial-ethnic belongings. It introduces the historical, political, cultural and economic processes that shape Asian and Asian American community and identity formation. Rather than static, discrete and bounded, Asian and Asian American identities and cultural-politics have been mutually constituted through histories of colonialism and war, economic globalization, and increasing transnational traffic, and the tightening and loosening of national borders and rules of citizenship. We will examine in this course the colonial and Cold War origins of Asian American diasporic communities; the culture and politics of racial formation; commodification of racialized and gendered bodies, emphasizing the centrality of labor politics; boundaries of citizenship; transnational movements; and struggles for power and recognition. **GCP Coding**: **(GLBL)** (CRI)

ANSO 2850 Introduction to Research Methods (3)

Research is at the heart of the behavioral and social sciences. This course will cover the basics of quantitative and qualitative research design. In addition, students will be provided with the means to critically analyze and assess the ethics of research findings. Lastly, students will be given the opportunity to develop a research proposal.

ANSO 2890 Health, Illness and Power (3)

How are health and illness experienced across different social and cultural contexts? Do they mean the same things across different communities? This class examines how our understandings and experiences of health and illness are structured by factors such as access to care, social and cultural values, local and global knowledges, availability of medicines and distribution of resources. In particular, we look at how these experiences intersect with broader structures of power and inequality. Rather than approach health and illness as strictly biomedical constructs, we analyze how they are shaped by wider political, economic, cultural and moral considerations. **GCP Coding**: **(PNW)** (ETH)

ANSO 2950 Community Practicum (3)

Students engage in service learning work at a community agency and have an opportunity to experience agency operations firsthand. Each student is expected to identify and gain admission to a field placement in consultation with their advisor prior to the beginning of the course. Classroom component will include discussion of placement experiences or issues and the ethics of service work. Reading materials, detailed learning outcomes and means of evolution to be negotiated between student and faculty member. Intended for majors. **Prerequisites**: Permission of the instructor and approval of placement proposal.

ANSO 3100 Topics in Anthropology and Sociology (3)

An advanced, in-depth analysis of issues and topics in anthropology and sociology. Topics vary by semester. May be repeated for credit if content differs.

ANSO 3110 Advanced Topics in Archaeology (3)

This advanced level course is designed to allow for focused study of special topics in archaeology. Topics may vary by semester. May be repeated for credit if content differs.

ANSO 3130 Race and Ethnicity (3)

Examines the anthropological and sociological contributions to the understandings of race and ethnicity. Compares the problems and issues surrounding racial and ethnic group status in various areas of the world. Explores the historical perspective of present issues confronting the United States and other countries.

ANSO 3340 NGOs in a Global Arena (3)

NGOs, or non-governmental organizations, have become powerful actors in the global arena. Their participation in development processes has shaped how we think about poverty and suffering, and what we do about these issues. NGOs have inspired new ways to think about the relationship between the state, citizens and globalization. As a result, we are now confronted with new forms of power and governance. This class will analyze NGO practices across global contexts, paying special attention to what these organizations do and the effects of their actions. Topics may include microfinance, disaster relief, humanitarianism, international development, gender and sexuality, human rights and global health.

ANSO 3560 Theories in Anthropology and Sociology (3)

This course will provide a history of anthropological and sociological thought. It will introduce students to key works and scholars in each discipline, as well as familiarize them with the foundational schools of theory that have been critical to shaping the discipline.

ANSO 3630 Independent Reading Course (1-6)

Designed for individual student exploration of a given body of knowledge or a specific area of interest. Selected topics agreed upon between student and a member of the departmental faculty. Topic of the course, detailed learning outcomes and means of evaluation to be negotiated between student and faculty member. Intended for majors. May be repeated for credit if content differs. **Prerequisite**: Permission of the instructor.

ANSO 3910 Social Science Lab (1-6)

Lab is designed to allow the instructor and students to work collaboratively on a research project.

ANSO 4110 Advanced Studies in Anthropology and Sociology (3)

Designed for in-depth study of a specific area or issue in anthropology/sociology. May be repeated for credit if content differs.

ANSO 4175 Globalization (3)

Provides the critical foundation to interrogate and understand the diffuse and diverse social-cultural-economic processes that constitute the "global" and "globalization." It will examine the continuing salience of nationalism, ethno-national identities, state sovereignty, and citizenship in the uneven mobility of labor, cultural forms (commodities, images, music, news, etc.) and people. Through case studies, the course will reflect upon the cultural politics of immigration, the disruption of notions of nation-bound citizenship and national belonging by transnational connections, and the formation of global imaginaries and desires.

ANSO 4250 Class, Status and Power (3)

Analyzes sociological and anthropological perspectives on social class, status, power and stratification. Includes a variety of topics, such as prejudice and discrimination, legislative responses to minorities, social inequality, social mobility, and work and labor force participation. Analyzes the strengths and weaknesses of sociological and anthropological theories to explain stratification.

ANSO 4300 Global Sex, Gender and Sexuality (3)

This course takes a cross cultural, multi-disciplinary approach to sex, gender and sexuality, examining the social-cultural construction of sex and gender; theoretical explanations for gender inequality; and gender variations in sex/gender/sexuality systems. Cross-listed with WGST 4330.

ANSO 4575 Immigration and Demography (3)

This course covers the foundational theories, concepts, measures and tools used to study the core population dynamics of mortality, fertility and migration. It will also introduce topics of interest to those interested in social network analysis (SNA) and how it can be used to study data sets of all sizes. While learning some techniques to study these topics, students will also read and discuss key theoretical and empirical contributions in these fields.

ANSO 4630 Advanced Independent Reading Course (1-5)

Designed for individual student exploration of a given body of knowledge or a specific area of interest. Selected topics agreed upon between student and a member of the departmental faculty. Topic of the course, detailed learning outcomes, and means of evaluation to be negotiated between student and faculty member. Intended for majors. May be repeated for credit if content differs.

ANSO 4700 Advanced Social Science Lab (1-6)

This course is an advanced level lab designed to prepare students to carry out research for their own senior projects. In the class, students will actively participate in conducting research, utilizing methodologies such as quantitative and qualitative methods, ethnographic fieldwork, literature review and archival research, and discourse analysis. The class is intended to teach students how to put theory into practice by engaging in all aspects of the research process: from developing a research question to refining methodologies to collect data to analyzing the literature and data. May be repeated for credit if content differs.

ANSO 4950 Senior Thesis (3)

This capstone course offers each student the opportunity to carry out a unique line of research under the guidance of a faculty member. The final product should demonstrate the sum of the student's anthropological and sociological knowledge: comprehension and application of relevant theories; appreciation of the diverse body of anthropological and sociological work done on chosen topic; and capacity to critique the methodological choices, representational strategies and ethical implications of social scientific research. **Prerequisite**: Senior status in Anthropology and Sociology or permission of the instructor.

ARHS - Art History

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding

PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

ARHS 1050 Art Appreciation (3)

An introductory course for non-art majors. Students examine a variety of visual forms, including art from the past and contemporary currents. Emphasis is on expanded awareness, enhanced understanding, and refined insight of creation influences and meanings in the visual arts. Students gain experience with active and responsive talking and writing about art. **GCP Coding**: **(ARTS)** (CRI)

ARHS 2000 Art Forum (1-3)

Introduces a structure for the development of discourse and critical inquiry. The Friday Forum lecture series and immediately current topics in art will be the basic focus of the class. Additionally, students enrolled in art survey and creative strategies courses especially will find this discussion format a supplement to those courses. May be repeated once for credit.

ARHS 2200 Current Art (3)

Surveys many of the dominant styles and theories of contemporary art. As there cannot be an accepted "received history" of the art of our own time, the content of the course will be organized along both a lineal and thematic approach, with special attention to the political and social constructs implicit in the creation of recent "avant-garde" art. Students will be introduced to the nature of the "art world," current trends in art, and the dialogues taking place both in and around its creation. **GCP Coding**: **(ROC)** (CRI)

ARHS 2210 Intercultural History of Art (3)

Covers the history of art and design from the prehistoric to the early twentieth century by looking at moments of intersection between cultures. Covers periods and styles of art history, while touching on techniques and mediums, and form and content, as an introduction to the principles of art history. Students learn about multiple cultures and how they develop through an examination of the artworks, objects, and artifacts of those cultures. Considers questions such as: how do artworks tell us about culture or engage with it? How are artworks created by culture and work to create it in turn? **GCP Coding**: **(ROC)** (WCOM)

ARHS 2230 Visual Literacy (3)

Visual input is of high complexity and is sometimes processed in enormous speed. We must be knowledgeable "readers" to decipher images and also must be familiar with the visual codes

that organize these messages. It is the aim of the course to present students with the tools to deal with visual material in a knowledgeable and critical way, to obtain insight into the making and consuming of images, and to understand their historical and theoretical basis.

ARHS 2320 Introduction to Asian Art (3)

Continues the art history sequence: introduces the arts of Asia. Offered periodically. **GCP Coding**: **(GLBL)** (INTC)

ARHS 2350 Introductory Topics in Art History (3)

Introduces basic themes and topics in art history and criticism. Topics will include various approaches and issues relating to the study of art history, the curating and collecting of art, artists' biographies, introduction to art movement, and art in corporate settings. May be repeated for credit if content differs. **Prerequisite**: ARHS 2210.

ARHS 2400 Indigenous Arts of the World (3)

Surveys the arts of non-Western cultures; topics may include the arts of Africa, Oceania, or the pre-Columbian Americas. Offered periodically. May be repeated for credit if content varies.

ARHS 2700 Introduction to Curatorial Studies (3)

This course examines what it means to be a "curator" and the topics that are influencing current curatorial strategies. Emphasis will be placed on the study of active professionals referencing local, national, and international exhibitions. Field trips to art institutions will encourage developing links with gallery and museum curators; managers and directors; writers and critics. Required for the certificate in curatorial studies. Offered periodically.

ARHS 3010 Greek and Roman Art (3)

Surveys the art and architecture of ancient Greece and the Roman Empire. Offered periodically.

ARHS 3099 Independent Study (1–6)

Independent study involves research work on a specialized subject or project, or artistic work. The emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs.

ARHS 3110 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. Offered alternating years.

ARHS 3120 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. Offered alternating years.

ARHS 3130 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. Offered alternating years.

ARHS 3150 Baroque Art (3)

Surveys the art of the seventeenth century in Europe, with a focus on its international nature and as a response to intellectual and cultural forces such as the Counter-Reformation and the Scientific Revolution. Topics include the Academy, the artist as reformist/conformist, and the power of art. Offered alternating years.

ARHS 3210 Nineteenth-Century Art (3)

Tracing intellectual and cultural currents from the Enlightenment to the fin de siècle, this course will encompass Romanticism, Realism, 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. Offered alternating years.

ARHS 3250 Modern Art (3)

This course surveys European High Modern art and other Modernities of the early twentieth century through post-WWII developments to the neo-avant-garde. Concentrating on art as related to the important political forces of the time, the Russian Revolution, World Wars, the Great Depression, and Cold War policies, topics will include German Expressionism, Cubo-Futurism, Constructivism, Abstract Expressionism, Formalism, etc. Offered alternating years.

ARHS 3270 Contemporary Art I: Late-Twentieth-Century Art (3)

Focuses on mid- to late-twentieth-century art practices. Topics include theories of contemporary art, post-modernism, post-coloniality, Global art, art as activism, and immediately new genres. Offered alternating years.

ARHS 3280 Contemporary Art II: Twenty-First-Century Art (3)

Continues course content from ARHS 3270.

ARHS 4600 Topics in Art History (3)

In-depth study of particular issues in the history and criticism/theory of art. Topics vary from semester to semester: e.g., performance art; history of prints; Renaissance visions of nature; Chinese landscape painting; the Japanese garden; Mughal architecture; art in the current decade. Offered periodically. May be repeated for credit if content differs. **Prerequisites**: ARHS 2200 and ARHS 2210.

ARHS 4610 Reading Course (1-4)

May be repeated for credit. **Prerequisites**: Permission of the instructor and filing of official form.

ARHS 4700 Cultural Organizations: Structure and Theory (3)

Studies the environment, principles, and practices of cultural organizations. Considers cultural policy issues and introduces the history and structure of museums, collecting, and curation. Students will formulate a theoretical rationale and "found" their own organizations.

ARHS 4730 Art Theory and Criticism (3)

Art theory provides the terminology and theoretical basis necessary for the scholarly investigation and elucidation of specific works of art. This course considers the theoretical issues and related historical framework that come together in the critical interpretation of art. Contemporary approaches to art criticism are a major focus. **Prerequisites**: ARHS 2200 and ARHS 2210.

ARHS 4920 Senior Thesis (3)

A student, under the direction of a faculty mentor, researches, writes, and presents to the department a substantial project demonstrating the competencies acquired in the history of art. Normally offered in the spring semester. Required for

graduation. **Prerequisites**: Senior standing and permission of the department.

ART - Art

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
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QL	Quantitative Literacy
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SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
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** Course fulfills two skill areas	

ART 1000 Introduction to Studio Art (3)

For those students (non-majors) who have not had formal experience in visual arts studio practice and would like to do some work in the visual arts; for those whose major interests are in other departments or programs but who wish to add another dimension to their experience and understanding of the visual arts. **GCP Coding**: **(ARTS)** (CRI)

ART 1010 Creative Strategies (3)

Examines the creative strategies of contemporary visual artists through selected reading, seminar-style discussions, and studio assignments in a variety of media and approaches. An emphasis is placed on critical thinking as students analyze, compare, and contrast problem-solving techniques employed by artists and adopt these strategies to self-defined tasks of creative activity.

ART 1110 Introduction to Drawing (3)

Open to all undergraduates and required of all animation majors (SOC) and all studio art majors, except those receiving advanced placement upon admission. The main goal of this course is to gain confidence in drawing by strengthening the connection between eye and hand through observational drawing and learning basic techniques of visual measurement. By working with simple forms and settings, students will build a vocabulary of forms and a set of skills essential for any style of drawing. A final objective of ART 1110 is to reinforce basic concepts of design and composition through class critiques.

ART 1120 Principles of Drawing (3)

An observational drawing class that builds on the skills and concepts begun in Introduction to Drawing. It includes a more in-depth understanding of space through linear and atmospheric perspective as well as the use of light and shadow in composition. The introduction of symbolic or emblematic meaning in subjects should deepen each student's personal involvement with their artwork. A final objective of this course is to expand the variety of drawing media used by introducing students to ink or other water-based media. **Prerequisites**: ART 1110 or advanced placement upon portfolio admission. Students without portfolio admission to the department with permission of the chair.

ART 1130 Figure Drawing for Theatre Majors (2)

Focuses on the composition of the human form. Uses human anatomy as a basis for studying a particular model. Studies composition, overlap and volume, ground-image relationships, form and shape, action line and gesture through the use of single models and groups of figures. Outside class work involves exploration of media techniques and observation drawing exercises. By the end of the course the student is expected to create from imagination the correct human proportion. May be repeated for credit. **Prerequisite**: ART 1110 or permission of the instructor. For theatre majors only.

ART 2020 Studio Seminar (1-3)

For both art majors and non-majors. Examines the contemporary context in which today's student of art creates. Topics will vary. May be repeated for credit if content differs. **Prerequisite**: Students without portfolio admission to the department with permission of the chair.

ART 2110 Figure Drawing (3)

Includes a study of human proportion and a limited introduction to the skeleton and surface muscles, but a greater emphasis is made on the observation of live models. Students also gain a more holistic understanding of the figure by drawing the models in motion and from memory. Presentations of contemporary and classical figure drawings reinforce the lessons from the model and illustrate a variety of approaches to the figure. **Prerequisites**: ART 1120. Students without portfolio admission to the department with permission of the chair.

ART 2120 Intermediate Drawing (3)

Involves the synthesis of skills and concepts learned in earlier observational drawing courses. For example, students might cast multiple figures into narrative settings of their own invention. Intermediate Drawing is a pivotal course where students explore alternatives to illusionistic perspective, such as hieratic composition and collage, to express content of personal and cultural significance. Students also explore color or non-traditional media to engage with contemporary issues in drawing. A final objective of this course is to build bridges between drawing and other media. **Prerequisites**: ART 2110. Students without portfolio admission to the department with permission of the chair.

ART 2130 Illustration (3)

An introduction to print and digital illustration as well as book illustration and graphic fiction; as such it is suited for students with majors in graphic design, animation or fine art and drawing. By looking at examples of renowned artists, students will become familiar with the functions and styles of illustrations. A series of studio projects in a variety of media are designed to strengthen skills essential to illustrators, such as clarity, spatial context, motion, time, and continuity in sequential drawing. **Prerequisites**: ART 1110 and ART 1120.

ART 2200 Introduction to Expressive Arts Therapy (3)

ART 2200 Introduction to Expressive Arts Therapy introduces students to the field of expressive arts therapy, a relatively new field of therapy that combines psychology and the diverse fine and performing arts forms (art, music, dance, drama) to promote

emotional growth and healing. **Prerequisites**: Permission of the instructor.

ART 2212 Art, Business, and Visual Culture (3)

Introduces the relationships between art and business and visual culture. Issues relating to the designing, making, commodification, and distribution of visual culture will be considered. Students will be familiarized with historical and contemporary models of patronage, sponsorship, and marketing of visual culture. **Prerequisite**: Students without portfolio admission to the department with permission of the chair.

ART 2315 Sculpture I (3)

Investigates material, process, and conceptual issues involved in sculpture while working with contemporary fabrication techniques. Guided projects include working with wood, metal, and plaster. **Prerequisites**: Must have completed 2 of the 3: ART 1010, ART 1110, DESN 1210. Students without portfolio admission to the department with permission of the chair.

ART 2410 Painting I (3)

Concentrates on the fundamentals of paint-handling skills. Most work is done in a series of exercises to develop formal pictorial principles to include: value, color, shape relationship, composition, and an understanding of archival supports. There is a strong emphasis to balance process with creative investigation in relationship to the history of painting and current art. **Prerequisites**: ART 1120 and DESN 1210. Students without portfolio admission to the department with permission of the chair.

ART 2530 Ceramics: Space (3)

Students focus on handbuilding with clay and on developing an individual approach to integrating ideas, materials, and processes. They experiment with a variety of surface and firing finishes with an emphasis in personal and cultural expression. The traditional, historical, and contemporary crossroads of ceramics are introduced. The potter's wheel is minimally used. **Prerequisites**: ART 1010 and ART 1110. Students without portfolio admission to the department with permission of the chair.

ART 2540 Ceramics: Function (3)

Students use the potter's wheel as the forming process for making work. They experiment with a variety of surface and firing finishes with an emphasis in personal and cultural expression. The traditional, historical, and contemporary crossroads of ceramics are introduced. Handbuilding is minimally used. **Prerequisites**: ART 1010 and ART 1110. Students without portfolio admission to the department with permission of the chair.

ART 2610 Printmaking Concepts and Techniques (3)

Includes relief, intaglio, and planographic. Stresses familiarity with printmaking tools, materials, techniques, and the work of important printmakers. **Prerequisites**: ART 1120 and DESN 1210. Students without portfolio admission to the department with permission of the chair.

ART 2715 Fine Art Photography (3)

Introduces conceptual, historical, and practical bases of photography as used in art practice. Students begin to understand and interpret photographic imagery, practice critical thinking, and discover the possibility of camera-made and constructed images. Lectures introduce the work of noted photographers and the evolution of aesthetics and theory associated with the history of the medium, examining the impact that the photographic image exerts in contemporary art. Through demonstration and hands-on activity, students learn the technical skills needed to use a 35mm manual camera, process black-and-white negatives, and make black-and-white prints. **Prerequisites**: ART 1010 and DESN

1210, or permission of the instructor. Students without portfolio admission to the department with permission of the chair.

ART 2720 Intermediate Photography (3)

Continues black-and-white photography. Increases the range and complexity of students' "photographic" vision, directing visual thinking toward a sophisticated photographic project, and extending knowledge of the history and theory of photographic representation. A variety of conceptual approaches and technical skills are also introduced. Students become proficient with camera use, exposure, film characteristics, print techniques, lighting, archival printing procedures, medium and large format cameras, and print finishing. **Prerequisites**: ART 2715 or PHOT 1000, or permission of the instructor. Students without portfolio admission to the department with permission of the chair.

ART 2810 Video Art (3)

Explores video as a fine art medium. Students learn about the history and theory of experimental film and video art through lectures and screenings, and develop critical skills through practice-based assignments. Topics include camera techniques, tactics for on-camera image alteration, building custom camera rigs, non-linear editing, compositing, and special effects for making video-based artworks. **Prerequisite:** Students without portfolio admission to the department with permission of the chair.

ART 2820 Sound and Noise Art (3)

Explores sound as a fine art medium. Through lectures and practice-based assignments, students learn about the history and theory of experimental music and sound art, and acquire the technical skills required for making sound and noise art. Topics include audio recording, multitrack audio editing, loop-based aural composition, radio art, sound as a sculptural medium, circuit-bending, and the fabrication of noise machines. **Prerequisite:** Students without portfolio admission to the department with permission of the chair.

ART 2900 DADAH Critique (0)

A review of student progress by DADAH faculty. All studio majors must register for ART 2900 DADAH Critique in the first semester after completing 18 studio credits. For traditional freshmen, this will occur in the Fall or Spring of their sophomore year. For transfer students, this will occur in their first semester at Webster, or when they have a combined total of 18 studio credits.

ART 3050 Topics in Studio Art (3)

Intensive studies in specialized studio topics, which may include sections dealing with any of the department's studio areas. It may also include sections that extend studio options including: glass blowing, felt making, mural painting, and collaborative production. May be repeated for credit. **Prerequisite**: Students without portfolio admission to the department with permission of the chair.

ART 3060 Text and Image (3)

Explores the ways in which text and image are used together successfully in art. Significant time is given to discussion of artists employing both text and image in their work. Students create work based on ideas and discussions in class. Critiques are held for each project, and the course culminates in an independent, student-directed work. **Prerequisites**: ART 1010 and DESN 1210, or permission of the instructor. Student without portfolio admission to the department with permission of the chair.

ART 3099 Independent Study (1-6)

Independent study involves research work on a specialized subject or project, or artistic work. The emphasis in an

independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs.

ART 3110 Conceptual Drawing (3)

Exposes students to alternatives to observation-based drawing. In this course, traditional representation becomes subordinate to image making for its conceptual or problem-solving potential. Students will be encouraged to expand the scope of drawing by working outside of the traditional frame or across a variety of media. Also integrates the studio with student interests in other departments of areas of study. **Prerequisites**: ART 2120, or permission of the instructor. Students without portfolio admission to the department with permission of the chair.

ART 3120 Narrative Figure Drawing (3)

Students continue to develop their skills with live studies of the model. Unlike Beginning Figure Drawing, this course welcomes all approaches to the figure from the traditional to "stick-figures." The main objective here is to discover the reasons for using the figure and emphasize the content of the drawings. Consequently, students are encouraged to explore the environments surrounding the figures by working through a series of projects that include portraiture, sequential drawing, and cultural commentary. In addition to traditional drawing media, students may also explore color and alternative supports and materials. **Prerequisites**: ART 1120 and ART 2110. Students without portfolio admission to the department with permission of the chair.

ART 3140 Digital Drawing (3)

For any art student hoping to explore new media in drawing practice. While former experience with drawing software and digital technology may be useful, it is not required. Students may integrate digital drawing with traditional media in varying degrees. They are introduced to new technologies as they prove relevant to individually directed projects. The main goal of this class is to develop a bridge between new media and traditional drawing. **Prerequisite**: ART 1120.

ART 3150 Anatomy Studies (3)

Builds agility and versatility into students' narrative imagination through a focused study of artistic anatomy. Resources for 2-D or 3-D modeling will include anatomy textbooks in addition to live models, skeletons, and cadavers, when available. Anatomy Studies is recommended for any student interested in figurative art, including: painters, sculptors, illustrators, and animators. **Prerequisites**: ART 2110 or permission of the instructor. Students without portfolio admission to the department with permission of the chair.

ART 3320 Sculpture II (3)

Continues the development from ART 2315 with an increased focus on individual conceptual development while working on projects that deal both with the gallery setting and public spaces. Individual material exploration is encouraged and advanced fabrication techniques are taught. **Prerequisites**: ART 2315. Students without portfolio admission to the department with permission of the chair.

ART 3330 Sculpture Workshop (3)

Deals with advanced technologies and contemporary fabrication processes in sculpture. Course focus and processes taught varies per semester, but can include beginning 3-D digital rendering, CNC milling, 3-D printing, and foundry metal pouring as it applies to fine art production. Student may repeat this course for credit, depending on content. **Prerequisites**: ART 2315 and one ART or DESN studio course.

ART 3410 Intermediate Painting I (3)

Begins the process of exploring individual ideas and approaches. Emphasis is placed on subject matter and content. Attention is directed to assist each student to gain the paint-handling skills necessary to develop and express content. **Prerequisites**: ART 2410. Students without portfolio admission to the department with permission of the chair.

ART 3420 Intermediate Painting II (3)

Continues from ART 3410 Intermediate Painting I. **Prerequisites**: ART 3410. Students without portfolio admission to the department with permission of the chair.

ART 3530 Ceramics Studio (3)

Students continue to increase both building and analytical skills. They explore various processes of art-making, including building by hand or using the potter's wheel. Students become increasingly self-directed as they develop an individual approach to integrating ideas, materials, and processes. Independent individual research is required. May be repeated once for credit. **Prerequisites**: ART 2530 or ART 2540. Students without portfolio admission to the department with permission of the chair.

ART 3540 Ceramics Materials and Technology (3)

This course focuses on clays, glaze calculation, and kiln theory. Through lectures and lab assignments, students learn the characteristics of clay and glaze materials and calculation. They learn about basic kiln types, fuels, and refractory materials. Students are encouraged to use their outcomes on personal work. **Prerequisites**: ART 2530 or ART 2540. Students without portfolio admission to the department with permission of the chair.

ART 3610 Printmaking: Silkscreen (3)

Explores traditional and new techniques, including photo silkscreen. **Prerequisites**: ART 1120 and DESN 1210. Students without portfolio admission to the department with permission of the chair.

ART 3620 Intaglio Printmaking (3)

Emphasizes the creation of intaglio prints. Encourages students to explore the processes and techniques available for their expressive potential. Includes the aesthetics of prints and the work of important printmakers. **Prerequisites**: ART 1120 and ART 2610. Students without portfolio admission to the department with permission of the chair.

ART 3630 Papermaking (3)

Demonstrates mold and deckle making, sheet forming, casting, and large sheet making (5' x 10' and larger). Emphasizes the inherent qualities and expressive potential of papermaking, although traditional hand papermaking forms the basis for the course. May be repeated for credit. **Prerequisite**: Students without portfolio admission to the department with permission of the chair.

ART 3650 Printmaking Workshop (3)

Offers students with experience in printmaking an opportunity for advanced intensive studio work. Focus varies through a range of aesthetic and technical problems. May be repeated for up to 9 credit hours. **Prerequisites**: One semester of printmaking. Students without portfolio admission to the department with permission of the chair.

ART 3680 Alternative Lithography (3)

Introduces many alternatives to the traditional stone lithography process. Students research, practice, and master a comprehensive survey of the tools, techniques, and conceptual implications of polyester plate, aluminum plate, and photo plate

lithography, along with other various image-transfer processes. May be repeated once for credit. **Prerequisites:** ART 1010 and ART 1120, or permission of the instructor. Students without portfolio admission to the department with the permission of the chair.

ART 3690 Book Arts (3)

Introduces the broad range of information and projects related to book arts. The inclusive nature of this area allows for the study of concepts and theory, historical information, and practical studio problems. As an art studio course, it should serve as a springboard to a wealth of creative options, the critical thinking, qualitative decision-making, and sequencing of information of value to students of various disciplines. May be repeated once for credit. **Prerequisites:** ART 1120 and ART 2610 or permission of the instructor. Students without portfolio admission to the department with permission of the chair.

ART 3730 Color Photographics (3)

Provides students with an introduction to the images, techniques, and history of color photography. Emphasis is placed on the growth of each student's aesthetic and critical abilities as it applies to color photography, technical control during shooting and printing, and understanding past and current aesthetic concerns in the field. Through work/review sessions, students are encouraged to evaluate their own ideas and judgments in the pursuit of a well-communicated photographic work. Among the topics to be covered are: learning to see in color; recognizing differences between color in the world and color in a photograph; the effects of changing light on color; and color that reinforces or contradicts the subject of a photograph.

ART 3750 Alternative Photography (3)

Investigates the relationship between critical concepts and alternative processes, by addressing contemporary issues and photographic theories as they relate to studio practices. Students will learn to create images using alternative non-silver photographic processes including cyanotypes, Van Dyke Brown printing, the salted paper process, image transfers, cliché-verre, photograms, and a combination of mixed media. Emphasis is placed upon developing advanced concepts while promoting experimental strategies for creating and manipulating images. **Prerequisites**: ART 2715 and ART 2720, or PHOT 1000 and PHOT 2000, or permission of the instructor.

ART 3820 Performance Art (3)

Examines performance art as an integral element in the development of the visual arts. Students challenge the traditional role of the art object by creating multimedia performance works that include the artist's own body, the element of time, and audience participation. Particular emphasis is on contemporary performance art and its relationship to politics, media, and the performing arts. May be repeated for credit. **Prerequisites**: Junior status and permission of the instructor.

ART 3830 Time Studio (3)

Examines the concepts and processes involved in time-based art mediums. Study includes lectures, reading, and student production in several time-based media including moving images, sound, digital networks, and installations. Evaluation based on level of participation, critiques, and exams based on readings. May be repeated for credit.

ART 3900 BFA Review (0)

Graduating with a bachelor of fine arts (BFA) major is achieved in part by presenting a selection of work that demonstrates a studio specialization, technical facility and conceptual sophistication. Students must enroll in this review one year prior to graduation. A passing grade is required for completion of the BFA program.

Prerequisites: Junior status and a minimum of 6 credit hours in studio emphasis.

ART 3910 Art for the Elementary Grades (3)

Emphasizes the creative as well as cognitive development of children in the primary and middle grades. Students explore a variety of art media and develop projects for the elementary classroom that are sensitive to art as a tool for learning as well as visual expression. **Prerequisites**: ART 2900 and eligible for admission to Teacher Certification Program, or permission of the instructor.

ART 4020 Visual Arts Seminar (3)

This seminar course investigates historical and contemporary concepts of art-making, concentrating on the individual development of the artists. It examines issues and practices that relate to managing an artist's studio and career, including: both critical and proposal writing, documenting work, personal promotion and legal issues of the profession. This course emphasizes theoretical readings and critical inquiry regarding the individual's art practice as it relates to issues of politics, identities, technology, commodity, etc. Required of all BFA and BA in studio art students, open as an elective to senior level art history and art education majors with permission of instructor. Offered Fall semesters. **Prerequisites**: Junior or senior standing, minimum 18 credit hours taken at Webster University, successful passing of Art Major Acceptance Review (ART 2900).

ART 4050 Reading Course (1-4)

Assigned readings on specific topics related to individual students' interest and research. May be repeated for credit. **Prerequisites**: Permission of the instructor and filing of official form.

ART 4110 Advanced Drawing (3-6)

Open to all art majors who have completed ART 2120. It promotes individual directions in drawing, regardless of style or drawing media. All students are encouraged to strengthen the bridges between drawing and other media; for students pursuing an emphasis in Drawing, ART 4110 should be a platform for creating a cohesive body of work leading to the BFA exhibition. Throughout the semester, students are engaged with contemporary issues in drawing through discussions, critiques, and visits to regional galleries and museums. May be repeated twice for credit. **Prerequisites**: ART 2120. Students without portfolio admission to the department with permission of the chair.

ART 4130 Professional Practice for Illustrators (3)

Helps students fine-tune their illustration techniques through a series of conceptual and problem solving projects. Students will build a professional portfolio while they learn about ways to market and brand their work for careers in illustration.

ART 4310 Advanced Sculpture (3)

Further developing on ART 3310, students are expected to create a coherent body of work and produce more research in supports of their projects. Advanced material and fabrication techniques are covered depending on individual project needs in addition to presentations and critiques. May be repeated for credit. **Prerequisite:** ART 3320. Students without portfolio admission to the department with permission of the chair.

ART 4410 Advanced Painting (3)

Emphasizes the refinement of technical skills in direct correlation to conceptual development. Students are challenged to sharpen perceptual and intuitive skills, to practice critical thinking during regular progress critiques, practice written analysis, and work toward the preparation of a cohesive body of work**.** May be

repeated for credit. **Prerequisites**: ART 3420. Students without portfolio admission to the department with permission of the chair.

ART 4530 Ceramics: Special Studies (3)

Students select a focus of individualized creative experimentation with the materials and techniques learned in earlier courses. Invention, imagination, experimentation, and risk-taking are valued approaches. Independent individual research is required. Emphasis is placed on developing a contemporary artist's practice. May be repeated for credit. **Prerequisites**: ART 3530 (6 hours). Students without portfolio admission to the department with permission of the chair.

ART 4540 Ceramics: Molds (3)

The complex production of making molds is explored for use with vessels and sculpture. It allows students to design ware made for use, tiles for architecture and installation, and create multiples for sculptural and creative use. May be repeated for credit. **Prerequisites**: ART 3530 (3 hours). Students without portfolio admission to the department with permission of the chair.

ART 4630 Printmaking Studio (3)

Provides a workshop situation for students interested in advancing their printmaking knowledge and skills through the study and practice of advanced techniques, the growth and refinement of their own imagery, and creative options within the printmaking studio. May be repeated for credit. **Prerequisites**: 6 credit hours of printmaking. Students without portfolio admission to the department with permission of the chair.

ART 4710 Advanced Photography (3)

Allows students to strengthen their individual directions as photographers, while introducing them to a variety of new techniques and ideas. The primary function of this course is to allow the advanced student working time to identify personal interests, working trends, and/or alternative materials, which can be expanded into a personal, creative visual direction. Emphasis is placed on the growth of each student's aesthetic and critical abilities as it applies to photography, technical control during shooting and printing, the ability to fully realize an idea from beginning to end, and understand past and current aesthetic concerns in photography. May be repeated for credit. **Prerequisites**: 6 credit hours in photography, ART 2900, and permission of the instructor. Students without portfolio admission to the department with permission of the chair.

ART 4800 Practicum (1-6)

Practical professional experiences in art, design, or art history under the supervision of a practicing professional or within a functioning studio, gallery, or museum. Required for the certificate in curatorial studies. **Prerequisites**: Advanced standing art or art history majors and permission of the instructor.

ART 4810 Expressive Arts Therapy Project (3)

ART 4810 Expressive Arts Therapy Project is the final course required for the completion of the expressive arts therapy certificate. This course provides students an opportunity to integrate the knowledge and skills acquired through the requirements of the certificate in expressive arts therapy into their individual goals within their academic major and degree choice. This course also offers and opportunity for students who share interest in the healing potential of the expressive arts to work with other students towards a final project for a public audience. **Prerequisites**: ART 2200, PSYC 1100; PSYC 3900 or PSYC 3125; and 6 credit hours of recommended LGCFA courses as specified in the expressive arts therapy certificate.

ART 4910 BA Senior Overview/Exhibition (1)

Participation in the organization and planning of a representative group exhibition of BA studio emphasis candidates. Required for graduation. **Prerequisites**: Completion of departmental and University requirements.

ART 4920 Seminar in Visual Culture (Overview) (3)

The course structure, readings, and assignments are designed to stimulate an examination of concepts and theories that help one understand the production, circulation, and reception of contemporary cultural objects. They provide a common framework for class discussion and critique. Students also choose from a set of supplementary readings to engage these issues in greater depth and to follow up on their own areas of interest. **Prerequisite**: Students without portfolio admission to the department with permission of the chair.

ART 4930 Secondary Art Methods (3)

Prepares students to develop and present an art curriculum on the middle or secondary level through observation in various schools, workshops on curriculum planning and evaluation, and reading and discussion of current topics and trends. **Prerequisites**: ART 2900 and eligible for admission to Teacher Certification Program, or permission of the instructor.

ART 4950 BFA Senior Thesis (3)

All students pursuing the BFA must complete the following requirements:

1. Directed inquiry into individual research that is content driven. The result will be a significant written document in a style and format consistent with the student's research goals.
2. Collaborate to arrange a public exhibition, consisting of work accomplished by each BFA candidate, in an appropriate "gallery" setting. BFA candidates will assume responsibility for making all planning and preparation for the installation and reception of the exhibition.
3. A digital portfolio of the BFA candidates work demonstrating relevant concepts and process in culmination of the BFA degree.

Prerequisites: ART 3900 and completion of art program requirements.

AUDI - Audio Production

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking

ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

AUDI 1000 Audio Production for Non-Majors (3)

The student examines the basics of audio recording, editing, sound mixing and special effects. The student is expected to work independently in the software Adobe Audition.

AUDI 1050 Introductory Topics in Audio (1-3)

Offered periodically to deal with topics in audio not covered by regularly offered courses. May be repeated for credit if content differs.

AUDI 1061 Steal This Music (3)

Through case study of controversies in the music industry, students learn about the cultures and institutions of music and the ethical considerations applied to creation, distribution, and consumption of music. Students learn to analyze both the context and the specifics of the ethical dilemmas facing music industry professionals, as well as the average person. Students learn to advocate for ethical individual and societal responses to resolve or address these dilemmas. **GCP Coding**: **(SSHB)** (ETH)

AUDI 1062 Songs of Protest: Words and Music in the Struggle for Change (3)

This course will survey the development of the "protest song" from the 19th century to the beginning of the 21st. The course will take an interdisciplinary approach to explore the synergy of words and music into a powerful communication tool in the struggle for change. It is not a course in music history or composition. Students will examine examples of protest songs and consider the song's socio/political impact, the life of its composer/performer, the ethical values expressed, and the song's place in history. Songs from social struggles including slavery, racial equality, the rise of labor unions, LGBTQ rights and anti-war protests will form the core of the course content. Although the course will focus on the protest song in America, it will also touch on its global role in other countries such as South Africa and Russia. The central question to be considered is "How have songs been used as a tool to effect social and political change and have they been effective?"

Course work includes weekly lectures, reading and listening assignments; participation in a discussion group; and writing projects that focus on analysis of songs and their role in social struggles in America and beyond. Course may be repeated if content varies. Content for this course does not vary significantly from term to term. **GCP Coding**: **(SSHB)** (WCOM)

AUDI 1063 Introduction to Podcasting (3)

Through the examination and analysis of podcasts, students explore the contexts and contents of this communication medium from both historical and contemporary perspectives. Students will learn introductory production techniques and develop skills necessary for successful podcast creation and distribution. In this course, each student will individually create and release a series of podcasts. **GCP Coding**: **(ARTS)** (OCOM)

AUDI 1064 Cinema Sound: From Talkies to THX (3)

Through the viewing and discussion of films, students learn about the technical history of film sound, and explore how the technologies available have changed directors' and sound engineers' creative choices, and ability to affect the overall experience, both historically and in contemporary film. Students will learn to analyze the soundtracks of film through discussion and independent viewing. Students will present their own analyses of the audio component of scenes from film and use relevant content to develop and explore ideas regarding the aesthetic choices or the soundtrack. **GCP Coding**: **(ARTS)** (WCOM)

AUDI 1110 Audio Technology Lecture (2)

The course provides an introduction to the technology, techniques and science employed in audio production, in a lecture format. Topics include basic acoustics, transducers (microphones and loudspeakers), mixing console function and operation, gain structure, signal path, fundamentals of digital audio, hearing preservation and jobs in the industry. **Co-requisites**: AUDI 1120 and AUDI 1130.

AUDI 1111 Two-Channel Recording (3)

The course begins the intermediate-level study of audio technology, integrating a deeper conversation into the aesthetic choices and techniques available to a sound engineer. Topics include stereo microphone technique, concert and location recording, subjective aesthetics and an introduction to critical listening. **Prerequisite**: C- or better in AUDI 1110.

AUDI 1120 Audio Technology Lab (2)

This course provides students with the opportunity to apply the concepts learned in AUDI 1110 to hands-on production work. Students are expected to work independently and in small groups both in the recording studio and in the field. **Co-requisites**: AUDI 1110 and AUDI 1130.

AUDI 1121 Signals and Systems (3)

This intermediate-level course provides students with an intensive investigation of audio signals and systems. Topics including audio signals, audio levels, gain structure, console layout and signal path will be reinforced through the study of the operation and architectural layout of a variety of mixing consoles. **Prerequisite**: C- or better in AUDI 1120.

AUDI 1130 Audio Technology Practicum (2)

This course introduces students to Digital Audio Workstations (DAWs), as used in professional audio production. Building alongside the information learned in AUDI 1110 and AUDI 1120, this course provides students with the opportunity to develop skills in the use of DAWs, as well as skills used in setting up and mixing audio projects. **Co-requisites**: AUDI 1110 and AUDI 1120.

AUDI 1131 Digital Audio Workstations (3)

This intermediate-level course provides students with an intensive exploration into Digital Audio Workstations (DAWs) and their use in multitrack mixing. Topics include intermediate DAW techniques such as routing, editing and manipulation, as well as developing students' abilities to subjectively evaluate results, and to assert individual creativity through mixing and the use of effects and enhancements. **Prerequisite**: C- or better in AUDI 1130.

AUDI 1630 Sound Design for Media (3)

This course provides and introduction to the techniques and principles used in the creation of sound designs for media-based projects. Emphasis will be placed on examining the individual elements within a sound design. Topics include types of sound effects, music sourcing and creation, deliverables and aesthetic

analysis. **Prerequisite**: C- or better in AUDI 1000 or AUDI 1110, or concurrent enrollment in AUDI 1110.

AUDI 2110 Professional Development 1 (3)

This is the first in a series of two courses designed to help students develop professional skills and will address topics including familiarity with jobs in the audio field, portfolio development, business practices and tools for independent contractors. Additionally, through the process of building portfolios, students will reexamine work from previous classes. Through group discussion, students will learn ways to improve their projects and will implement these improvements for presentation at a portfolio review. **Prerequisite**: C- or better in AUDI 1131.

AUDI 2230 Introduction to Music Recording (3)

This course provides students with an introduction to modern studio multitrack recording techniques and practices. First, students will examine individual instruments and various microphone techniques in the studio setting. Later, students will work with groups of instruments, expanding to deal with issues of isolation and ensemble. Additional topics include subjective analysis of microphone techniques, blending and balancing various instrument combinations and familiarity with musical genres. **Prerequisites**: C- or better in AUDI 1121 and AUDI 1131.

AUDI 2410 On-Set and Field Recording (3)

In this class, students learn about the equipment and techniques used in recording audio for picture both on a soundstage and in the field. Students will learn to record to portable devices using shotgun microphones as well as wireless technology. Topics include live mixing, microphone technique, microphone concealment, working with talent, frequency coordination and pre-production. **Prerequisite**: C- or better in AUDI 1120 or AUDI 1630.

AUDI 2411 Foley and Effects Creation (3)

In this class, students learn techniques for creating and synchronizing sound effects to visual media projects. Students will record sound effects in the field and in the studio, as well as study the art of sound effect performance (Foley). **Prerequisite**: C- or better in AUDI 1121 or AUDI 1630.

AUDI 2412 Dialog and Voice-Over Recording (3)

This intermediate level course focuses on post-production recording while working with spoken-word in a modern voice-over/ADR production environment. Students will engage in documenting, recording, editing and re-recording dialog for forms of visual and non-visual media including live action motion picture, animation, game design and radio production. Topics include vocal recording and editing, collaborating with talent and automated dialog replacement. **Prerequisite**: C- or better in AUDI 1131 or AUDI 1630.

AUDI 2710 Introduction to Acoustics (3)

This course provides students with an intermediate-level exploration of acoustics, focusing on musical acoustics and its application to audio production. Topics include periodic motion, vibration, general room acoustics, resonance, musical acoustics, spectral analysis, and brass, stringed and percussion instruments. **Prerequisites**: C- or better, or concurrent enrollment, in both AUDI 1110 and MUSC 1005.

AUDI 2840 Technical Ear Training 1 (2)

This course will, through a sequence of specific interactive listening exercises, develop and improve the student's aural sensitivity to small changes in sound quality. Students will train to identify spectral variables in sound, develop a stable reference in sound quality and spectral content, and develop his or her set of skills for identifying and discriminating between the spectral characteristics of musical instruments. In addition to the 1-hour mentoring session each week, the student will be required to individually complete training assignments in the technical ear training lab, averaging 3 to 4 hours of training per week. **Prerequisite**: C- or better in AUDI 1110.

AUDI 2841 Technical Ear Training 2 (2)

This course is the second in the sequence of technical ear training (TET) courses. The course builds on the timbral recognition and reference skills developed in AUDI 2840 Technical Ear Training 1, expanding to cover multiple concurrent filters and peak/dip differentiation. In addition to the 1-hour mentoring session each week, the student will be required to individually complete training assignments in the technical ear training lab, averaging 3 to 4 hours of training per week. **Prerequisite**: C- or better in AUDI 2840.

AUDI 3150 Topics (1-3)

Offered periodically to deal with topics in audio not covered by regularly offered courses. May be repeated for credit if content differs. **Prerequisite**: May vary with topic.

AUDI 3210 Audio Facility Management and Operations (3)

Students learn about the entrepreneurial side of owning and running a recording studio business. Topics include booking time, establishing rates, hiring and firing, billing, equipment procurement, and relationships between owners, management, staff and engineers.

AUDI 3220 Analog Recording and Technology (3)

This course introduces the student to the world of analog audio recording, analog signal processing, direct-to-two-track and multitrack analog recording. The course combines technical material with hands-on experience, listening sessions, and discussion of the relationship between the technical and expressive realms. **Prerequisite**: C- or better in AUDI 2230.

AUDI 3230 Music Recording (3)

This is an upper-level course in multitrack music recording, performed in a studio setting, which builds upon the work done in AUDI 2230. Students learn to perform the jobs of the various members of the recording team, including the role of engineer, assistant engineer, producer and tape operator. Emphasis is placed on advanced-level mixing and subjective evaluation of recordings. **Prerequisite**: C- or better in AUDI 2230.

AUDI 3310 Live Audio Production 1 (3)

This course provides an introduction to live audio production and gives students the opportunity to apply many of the skills learned in AUDI 1121. Topics include sound system design, front-of-house mixing, system troubleshooting, wireless device coordination and an introduction to system measurement and optimization. Additionally, students in this class will assist students in AUDI 3311 with live sound reinforcement for a variety of events across campus. **Prerequisite**: C- or better in AUDI 1121.

AUDI 3311 Live Audio Production 2 (3)

In this course, students will perform the duties of lead audio engineer for a variety of events across campus. To prepare students for these activities, class meetings will focus on intermediate-to-advanced live sound applications and techniques, event coordination, team leadership, and the design of systems for music reinforcement. Additional topics include system optimization, mixing monitors and mixing for music reinforcement. **Prerequisite**: C- or better in AUDI 3310.

AUDI 3410 Post Production and Mixing (3)

This course focuses on the assembly and mixing of the audio component of a visual media project. Students work with pre-recorded materials to assemble, blend and synchronize mixes for both stereo and surround formats. Topics include balancing and blending audio for 2-channel and 5.1-channel reproduction, broadcast standards and practices and intermediate sound design skills. **Prerequisites**: C- or better in AUDI 2410 and AUDI 2411.

AUDI 3599 Independent Study (Juniors or Seniors) (1-12)

Independent Study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs. **Prerequisite**: Departmental permission and filing of official form.

AUDI 3710 Acoustics (3)

Students learn advanced principles of acoustics and their application to audio production. Topics include wavefront propagation, sound fields, small vs. large room acoustics, reflections, reverberation, noise, absorption, diffusion, isolation, subjective aesthetics, electroacoustic measurement and an introduction to psychoacoustics. Measurement, visualization and rendering of the acoustical properties of several physical spaces and acoustical phenomena are incorporated. **Prerequisite**: C- or better in AUDI 2710.

AUDI 3720 Testing and Troubleshooting (3)

This course introduces students to intermediate-level testing and troubleshooting methods and practices. Topics include familiarity with test and measurement equipment, measurement techniques and diagnostic procedures, impulse response and frequency response measurements, system calibration and calibration standards, soldering and basic repair skills. **Prerequisites**: C- or better in AUDI 1111 and AUDI 1121.

AUDI 3840 Technical Ear Training 3 (2)

This course expands upon the full year of technical ear training (TET). The course builds on the timbral recognition and reference skills developed in TET, adding further complexity and resolution. Topics include expanding to cover multiple concurrent filters with multiple gain possibilities, very-low gain filters, 1/3-octave resolution with multiple filters, and vocal/speech performance. In addition to the 1-hour mentoring session each week, the student will be required to individually complete training assignments in either of the technical ear training labs, averaging 4 hours of training per week. **Prerequisite**: B- or better in AUDI 2841.

AUDI 4110 Professional Development 2 (3)

This is the second in a series of two courses designed to help students develop professional skills in preparation for careers in an audio field. Topics include portfolio development and presentation, professional organizations, networking, job searching, interviewing skills, and résumé preparation. **Prerequisites**: C- or better in AUDI 2110 and senior standing.

AUDI 4230 Studio Engineering 1 (3)

Students in this course will learn about the operation of a recording facility as they perform the role of engineer in various recording studios on campus. Engineers will be expected to facilitate recording sessions while leading assistant engineers, perform regular studio maintenance, attend weekly engineer meetings and perform other duties as needed in the operation of the studios. **Prerequisites**: C- or better in AUDI 2230 and senior standing.

AUDI 4231 Studio Engineering 2 (3)

Students in this course will gain an advanced understanding of the operation of a recording facility as they perform the role of a chief engineer/studio manager in various recording studios on campus. Students assume responsibility for the administration of the recording studios, including the maintenance, scheduling and operation of the audio facilities. Students will also be expected to facilitate recording sessions while leading engineers and assistant engineers and coordinate regular studio maintenance. **Prerequisite**: B- or better in AUDI 4230.

AUDI 4610 Readings in Audio (3)

May be repeated for credit if content differs. **Prerequisites**: Departmental permission and filing of official form.

AUDI 4930 Sound Recording and Engineering Capstone (1)

This course represents the culmination of the sound recording and engineering program curriculum. Students will apply elements from all of the program-level learning outcomes in the major on a large-scale production project. Class meetings will focus on seminar-style group discussions on the progress of students' projects, choices made throughout the projects and challenges faced in the production process. Final deliverables include a hardcopy of the project media as well as a written paper documenting the process. **Prerequisites**: C- or better in AUDI 4230 and senior standing.

AUDI 4931 Audio in Media Arts Capstone (1)

This course represents the culmination of the audio in media arts program curriculum. Students will apply elements from all of the program-level learning outcomes in the major to a large-scale production project. Class meetings will focus on seminar-style group discussions on the progress of students' projects, choices made throughout the projects and challenges faced in the production process. Final deliverables include a hardcopy of the project media as well as a written paper documenting the process. **Prerequisite**: C- or better in AUDI 3410. **Co-requisite**: FTVP 3500.

BIOL - Biology

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication

WCOM	Written Communication
** Course fulfills two skill areas	

BIOL 1010 Human Biology (4)

The "biology" of humans is a study of the organization of the human body, how it works, and what the human needs to stay alive and reproduce. Throughout the course, the focus is on various topics of interest to the college student: e.g., fitness, stress, current discoveries, AIDS. Intended for non-majors. Laboratory is included. Offered in the fall semester. **GCP Coding**: **(PNW)** (CRI)

BIOL 1020 Biology of Animals (3)
BIOL 1021 Biology of Animals: Lab (1)

Introduces the fascinating world of animals, from the tiny water flea to the elephant. Examines the challenges in their lives and the ways they meet them, including the search for food sources and shelter, reproduction, and internal stability. Laboratory required. Intended for non-majors. Offered in the fall semester. **Co-requisites**: BIOL 1020 and BIOL 1021 must be taken concurrently. **GCP Coding for BIOL 1020**: **(PNW)** (CRI)

BIOL 1030 Biology of Plants (3)
BIOL 1031 Biology of Plants: Lab (1)

Examines plant growth and development, from seed to flower. Plant diversity and ancient and modern uses will be studied, along with care of common garden and household plants. Laboratory required. Intended for non-majors. Offered in the spring semester. **Co-requisites**: BIOL 1030 and BIOL 1031 must be taken concurrently. **GCP Coding for BIOL 1030**: **(PNW)** (OCOM)

BIOL 1040 Human Genetics (3)

Introduces DNA, along with the structure and function of human chromosomes and how hereditary traits are passed on. Emphasis on new findings and technologies. Intended for non-majors. Laboratory included. Offered in the spring semester. **GCP Coding**: **(PNW)** (ETH)

BIOL 1050 Biology of Disease (3)

This course focuses on the physiological changes associated with diseases of the major organ systems of the human body. Each system is presented from the perspective of the function of the organ system and how alterations in that organ system function lead to a lack of integration with other organ systems and untimely disease. **GCP Coding**: **(PNW)** (WCOM)

BIOL 1200 Stream Ecology (4)

This course is an in-depth study and experiential exploration of various freshwater aquatic habitats, as well as the interdisciplinary literature that is associated with each habitat and ecosystem. Pond, wetland, stream, river, and basin – each habitat is explored, studied, and experienced. Water chemistry, EPA standardized water testing, sampling and evaluating of aquatic invertebrates; analysis of water, watershed, and ecosystem health; reporting our findings to private and state agencies – these are all vital and important parts of this course. Students will be certified in Missouri Stream Team standards at the end of the course and will be able to start their own Stream Team. There will be multiple field trips, some overnight, to local and regional streams, rivers, and watersheds. Laboratory is included.

BIOL 1318 Issues I Biology (1-3)

Deals with biological issues of general interest. May be repeated for credit if content differs. **Prerequisite**: May vary with section.

BIOL 1350 Phage Discovery (4)

This is the first semester of a year-long research-based course that immerses students in authentic and accessible research. Students will work toward finding new bacterial viruses and characterizing them. Students make significant contributions to the field of genomics as they learn how to think like scientists. Laboratory is included. **GCP Coding**: **(PNW)** (CRI)

BIOL 1550 Essentials of Biology I (4)
BIOL 1551 Essentials of Biology I: Lab (1)

An introduction to basic principles of biochemistry, genetics, molecular biology, cellular biology, and evolution. Students will learn how to apply these basic principles to critically think about and communicate current scientific issues. Laboratory is required. Limited to majors in the sciences or by permission of the instructor. **Co-requisites**: BIOL 1550 and BIOL 1551 must be taken concurrently. **GCP Coding for BIOL 1550**: **(PNW)** (CRI)

BIOL 1560 Essentials of Biology II (4)
BIOL 1561 Essentials of Biology II: Lab (1)

A survey of living organisms and ecology. Structure, function and biological processes will be covered. Laboratory required. **Prerequisites**: BIOL 1550. Limited to majors in the sciences or by permission of the instructor. **Co-requisites**: BIOL 1560 and BIOL 1561 must be taken concurrently.

BIOL 1610 Anatomy and Physiology I (3)
BIOL 1611 Anatomy and Physiology I: Lab (1)

Introduces the structure and function of the human body. Topics include biochemistry, cell biology, skeletal systems (histology, immunology, muscle tissues), neurobiology, and nervous systems. Includes laboratory sections involving mitosis, tissues, and bones. Laboratory is required. Offered only at Lutheran School of Nursing. **Co-requisites**: BIOL 1610 and BIOL 1611 must be taken concurrently.

BIOL 1620 Anatomy and Physiology II (3)
BIOL 1621 Anatomy and Physiology II: Lab (1)

Continues BIOL 1610 and includes the remaining major organ systems (cardiovascular, urinary, respiratory, digestive, and endocrine systems). Includes laboratory sections involving cat dissection. Laboratory is required. Offered only at Lutheran School of Nursing. **Co-requisites**: BIOL 1620 and BIOL 1621 must be taken concurrently.

BIOL 2000 Introduction to Computational Biology (3)

This course demonstrates the rationale and uses for large biological datasets and engages students in DNA sequence analyses using several types of biological databases. Students learn the strengths and weaknesses of the various types of data that provide insight into biology and work with computational methods to analyze novel genomes. Students will use DNA analysis software programs and/or programming language at an introductory level. **Prerequisite**: BIOL 1560.

BIOL 2010 Evolution (3)

This course covers the development of evolutionary theory, examines the genetic basis of evolution, explores mechanisms of speciation and the construction of phylogeny, and studies various data that contribute to the current understanding of biological evolution that yields the present day diversity of life. Students perform an investigation on an evolutionary topic of choice, and present a critical analysis of the findings. **Prerequisites**: BIOL 1550 and BIOL 1560, or permission of the instructor.

Course Descriptions

BIOL 2011 Evolution: Lab (2)

This course provides a general assessment of the different disciplines in the evolutionary field and helps students develop an understanding of the principles used by evolutionary biologist to create new knowledge. Students will examine mechanisms of evolution and speciation, the development of evolutionary theory and study various data that contribute to our current understanding of biological evolution. Students will learn first-hand how evolution drives patterns of biodiversity through a required short-term study abroad trip to the Galápagos Islands, Ecuador. They will develop skills in hypothesis-driven science and perform an investigation on an evolutionary topic of choice. They will use basic experimental design and statistical tests used in evolutionary biology and present a critical analysis of the findings. Study Abroad fee will vary. **Prerequisites**: BIOL 1550 and BIOL 1560, or permission of the instructor.

BIOL 2200 Biological Basis of Animal Behavior (3)

Presents the key processes that affect animal behavior (internal mechanisms, development, social interactions, ecology, and evolution) and their significance.

BIOL 2400 Zoology (3)

This course will delve into the evolutionary and ecological perspectives of the group of organisms we call "animals." Structure function relationships, physiological processes, and the role animals play in our ecosystem will be explored. **Prerequisites**: BIOL 1550, BIOL 1551, BIOL 1560 and BIOL 1561.

BIOL 3010 Human Anatomy & Physiology (3)
BIOL 3011 Human Anatomy & Physiology I: Lab (1)

An upper division course designed for biology majors familiar with the general principles of biological and chemical sciences. Initial discussions involve the relationships between macromolecules, metabolism, cytology, and histology. This is followed by examinations of the integumentary system, skeletal system, muscular system, and nervous system. Homeostatic regulation is presented as a function of the nervous system. Laboratory sessions involve microscopic examinations of cells and tissues and bones. Laboratory required. Offered in the fall semester. **Prerequisites**: BIOL 1550, BIOL 1551 and CHEM 1100, CHEM 1101 or permission of the instructor. **Co-requisites**: BIOL 3010 and BIOL 3011 must be taken concurrently.

BIOL 3020 Human Anatomy & Physiology II (3)
BIOL 3021 Human Anatomy & Physiology II: Lab (1)

An upper division course which follows BIOL 3010. Lecture discussions involve detailed examination of cardiovascular, pulmonary, renal, digestive, endocrine, and gastrointestinal systems. Labs will involve feline dissections of these systems and examination of the musculature. Labs can also involve viewing of dissected human cadavers. Laboratory required. Offered in the spring semester. **Prerequisites**: BIOL 3010 and BIOL 3011 or permission of the instructor. **Co-requisites**: BIOL 3020 and BIOL 3021 must be taken concurrently.

BIOL 3050 Genetics (3)
BIOL 3051 Genetics: Lab (1)

This course establishes an understanding of genetic analyses in prokaryotic cells, eukaryotic systems and model organisms, with an emphasis on Mendelian genetics. Topics include transmission genetics, molecular genetics, and population genetics, with a focus on problem solving. Laboratory required. Offered in the spring semester. **Prerequisites**: BIOL 1550, BIOL 1551 and BIOL 1560, BIOL 1561, or permission of the instructor.

Co-requisites: BIOL 3050 and BIOL 3051 must be taken concurrently.

BIOL 3060 Genetics II Lecture (3)

This course centers around molecular genetics and genomics, with an emphasis on genotypes, gene editing/modification, comparative genomics, population genetics and bioinformatics. This is a hybrid lecture-based course with an experimental component; sessions may include lectures, journal club-like literature studies, activities or lab experiments. **Prerequisites**: BIOL 3050 and BIOL 3051.

BIOL 3061 Genetics II Lab (1)

When offered, this course should be taken concurrently with BIOL 3060, and centers around molecular genetics and genomics, with an emphasis on genotypes, gene editing/modification, comparative genomics, population genetics and bioinformatics. **Prerequisites**: BIOL 3050 and BIOL 3051.

BIOL 3080 Cell Biology (3)
BIOL 3081 Cell Biology: Lab (1)

Examines cellular structure and function in both eukaryotic and prokaryotic cells. This course provides the foundation for understanding modes of cellular communication, such as channels, receptors, messenger systems, and cell cycle processes. Energy production, storage, and utilization are also discussed. Offered in the spring semester. **Prerequisites**: BIOL 3080, BIOL 3081 and CHEM 3100 taken concurrently, or permission of the instructor.

BIOL 3120 Microbiology (3)
BIOL 3121 Microbiology: Lab (1)

A study of bacteria, viruses, fungi, and protists with respect to microbial structure and function, growth, metabolism, pathogenesis, and methods of disinfection and sterilization. **Prerequisites**: CHEM 2100, BIOL 1550, BIOL 1560 or equivalent. **Co-requisites**: BIOL 3120 and BIOL 3121 must be taken concurrently.

BIOL 3150 Nutrition (3)

Examines the physiologic importance of all major nutrients on an individual's health. Effects of both deficiencies and excesses of the nutrients will be studied. The relationship between energy balance (calories) and weight control is emphasized. **Prerequisites**: Junior standing or permission of the instructor.

BIOL 3200 Ecology (3)
BIOL 3201 Ecology: Lab (1)

Defines ecosystems, examines how they function, and how human intervention changes that function. Emphasizes world ecosystems. Laboratory required. Offered in the fall semester. **Prerequisites**: BIOL 1550 and BIOL 1560, or permission of the instructor. **Co-requisites**: BIOL 3200 and BIOL 3201 must be taken concurrently.

BIOL 3400 Cell Culture (3)

This course takes an in-depth look at the techniques and equipment used in cell and tissue culture. This course provides the student with hands-on experience. Laboratory exercises will be preceded by lectures to provide the rationale behind the methodology. **Prerequisites**: BIOL 1550, BIOL 1551, BIOL 1560, BIOL 1561, BIOL 3050 and BIOL 3051. Junior standing in BA biology or BS biological sciences, or permissions of the instructor.

BIOL 3600 Topics in Biology (1-4)

Provides for in-depth analysis of issues and topics of specialized interest to advanced students in the life sciences. May be

repeated for credit if content differs. **Prerequisite**: Junior standing or permission of the instructor.

BIOL 3700 Plant Physiology (3)
BIOL 3701 Plant Physiology: Lab (1)

Plant physiology is the study of how plants function and grow. This course aims to broaden students' understanding of how physical, chemical, and biotic factors affect the life of a plant. Emphasis will be placed on water relations, metabolism, and regulation of plant growth and development. Students will be expected to read, present, and discuss research from current scientific articles about plant physiology. Laboratory required. **Prerequisites**: BIOL 1560 and CHEM 1110, or permission of the instructor. **Co-requisites**: BIOL 3700 and BIOL 3701 must be taken concurrently.

BIOL 3800 Medical Terminology (3)

This course provides the student with the building blocks of basic medical terminology. Such information will facilitate learning of scientific and medical principles as they relate to the physiological processes in the human body. The relationship of word parts to their anatomical counterparts will be studied. Rules for combining word parts into complete medical terms will be stressed. Accurate pronunciation and spelling of word parts and complete terms will be emphasized throughout the course. Offered in online format.

BIOL 3900 Journal Club (3)

Keeping up with current scientific knowledge requires reading the latest scientific publications. This journal club course will focus on a specific area of research and delve into recent progress made in this field. Students will gain an in-depth understanding of the principles, techniques, and context of the subject while developing their skills in oral communication. This course can be repeated for credit, as the topics and research papers will differ each time. However, the course can only count one time toward the major. **Prerequisites**: BIOL 1550 and BIOL 1560, or permission of the instructor.

BIOL 4050 Gene Expression (3)

Reviews the structure and function of chromosomes, the regulation of gene expression, and the molecular basis of gene mutation. Special topics will include gene regulation during development, the genetic basis of cancer, and the use of transgenic model systems. **Prerequisites**: BIOL 3050, BIOL 3051 and BIOL 3080, or permission of the instructor.

BIOL 4300 Immunology (3)

Provides the student with a detailed understanding of the mechanisms involved in protecting the body from infections and other potential sources of tissue damage. It examines the workings of the immune system and the interrelationships among its cell types. **Prerequisite**: BIOL 3080, or permission of the instructor.

BIOL 4400 Research Methods (3)

Lecture and discussion of the research process from question formulation to planning, design, methodology analysis, and preparation of a research proposal. **Prerequisites**: BIOL 1550, BIOL 1551, BIOL 1560, BIOL 1561, BIOL 2010, BIOL 3050, BIOL 3051, CHEM 1100, CHEM 1101, CHEM 1110, CHEM 1111, CHEM 2100 and CHEM 2101. Senior status in BA biology or BS biological sciences, or permission of the instructor.

BIOL 4420 Senior Thesis for BA in Biology (4)

Students working toward a BA in biology will enroll in this course to complete their senior research project in the laboratory or field. Completion of the project will culminate with a scientific write-up and oral presentation of research results at a formal meeting of faculty and peers. Student must complete all required coursework for the major, including BIOL 4400 Research Methods, or receive permission of the instructor.

BIOL 4430 Senior Thesis for BS in Biological Sciences (4)

Students working toward a BS in biological sciences will enroll in this courses to complete their senior research project in the laboratory or field. Completion of the project will culminate with a scientific write-up in publishable format. Research results will be presented at a formal meeting with faculty and peers. Student must complete all required coursework for the major, including BIOL 4400 Research Methods, or receive permission of the instructor.

BIOL 4500 Virology (3)

Investigates the fundamental processes of viral evolution, classification, infection of host, pathogenesis, and viral replication. The use of viruses in biomedical research will be presented in order to understand the methodologies for the isolation, identification, and detection of viruses. **Prerequisites**: BIOL 3050, BIOL 3051, BIOL 3080, BIOL 3081 and CHEM 3100, or permission of the instructor.

BIOL 4610 Reading Course (1-4)

May be repeated for credit if content differs. **Prerequisites**: Permission of the department chair and filing of the official form.

BIOL 4700 Independent Research in Biology I (1-4)

A specialized course for students working on an independent, research-oriented project in a topic of current interest. Students should select among the equivalent courses BIOL 4700/CHEM 4700/PHYS 4700 for the one that is most consistent with their chosen project. For BIOL 4700, the topic should have a primary basis in biology. Also offered during the summer term. May be repeated once for credit if content differs. **Prerequisite**: Permission of the instructor.

BIOL 4710 Independent Research in Biology II (1-4)

A specialized course for students working on an independent, research-oriented project in a topic of current interest. Students should select among the equivalent courses BIOL 4710/CHEM 4710/PHYS 4710 for the one that is most consistent with their chosen project. For BIOL 4710, the topic should have a primary basis in biology. Also offered during the summer term. May be repeated once for credit if content differs. **Prerequisite**: Permission of the instructor.

BIOL 4750 Laboratory Teaching Assistant (1-3)

Teaching assistantships benefit students by providing a basic understanding of both the science and logistics of running different types of biology and chemistry labs. The students gain experience in experimental techniques, some pedagogy and overall classroom organization. These skills are useful for those who plan to pursue science teaching professional and are translatable to other types of jobs. Second, teaching assistants are part of a team effort within the biological sciences department to offer meaningful hands on laboratory components of critical courses and develop relationships with faculty members. These faculty-student interactions can lead to letters of recommendation or more long-term mentoring relationships. **Prerequisites**: Students will have taken the laboratory course they will be assisting in with a grade of B or better. Submit laboratory teaching assistant application for department approval.

BIOL 4900 Internship in Biological Sciences (1-3)

This course awards credit for approved research experiences with a business or not-for-profit organization that affords students an

Course Descriptions

opportunity to apply and integrate the knowledge and skills they have gained in the classroom to the real world. **Prerequisite**: Students will submit an application for internship credit to the department chair for approval and determination of credit hours awarded.

BUSN - Business

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

BUSN 1000 Business Spreadsheets (1)

Excel spreadsheets applications used in business plans, analysis of financial statements, and other business applications. May be repeated for credit if content differs.

BUSN 1200 Introduction to Business (3)

Surveys fundamental aspects of American business, including the private enterprise system, forms of business, financing, marketing, personnel, production, quantitative analysis, and government regulations.

BUSN 2037 Introduction to Sports and Entertainment Management (3)

The course introduces the organizational and business foundations of sports and entertainment management segments. The students will study a wide variety of issues related to, and gain an understanding of, the key departments and their functions within sports and entertainment organizations plus event and facility management. The similarities of sports and entertainment organizations particularly related to attracting customers (ticket sales). Organizations range from professional sports leagues and teams, collegiate sports teams, conferences and associations like the NCAA plus entertainment organizations (e.g. AEG, Live Nation), sports and entertainment venues and also organizations that focus on delivering economic impact to communities through event acquisition efforts including Convention and Visitors Bureaus, Tourism Boards and Sports Commissions. **Prerequisite**: MNGT 2100.

BUSN 2100 Business Communications (3)

This course develops the communication abilities in the areas of business formats, presentations, formal presentation of business data, and oral communications related to business applications.

BUSN 2210 Personal Finance (3)

Studies principles of managing individual and family income, expenditures, and savings to meet present and future needs. Includes budgeting, investments, insurance, real estate, credit, and taxation.

BUSN 2750 Introduction to Statistics (3)

Studies the logic of empirical research and statistical tools: correlational techniques, chi square, critical ration, "t" test, and analysis of variance. **Prerequisite**: MATH 1430 or equivalent.

BUSN 2825 Introduction to Research Design and Methods (3)

This course will introduce students to the research design and methods of business and management research and also help them develop a research project. Students will learn about all stages of the scientific research process, from formulation of research questions to presentation of results. The course will cover both qualitative and quantitative methodologies. Students will have the opportunity to put what they learn into practice by developing their own research project. **Prerequisite**: BUSN 2750.

BUSN 3100 Issues in Business (1-3)

Analyzes current and significant issues in business. The course focuses on existing theories and practices, with emphasis given to energizing topics, problems, and possible solutions. Case studies are utilized in discussing each issue. May be repeated for credit if content differs.

BUSN 3457 Sports and Entertainment Marketing (3)

This course is an introduction to the concepts and theories unique to sports and entertainment marketing. The course seeks to cover all the relevant issues in designing and integrated marketing strategy. This course covers key topics in the sports and entertainment marketing curriculum including consumer behavior, market research, promotions, pricing, sponsorship, business ethics, technology and e-marketing. It surveys the rapidly-changing international sports and entertainment environment. Information systems, pricing strategies, media relations, promotional methods and endorsements as they relate to marketing theories, practical applications and principles. **Prerequisites**: BUSN 2037, MNGT 2100 and MNGT 2500.

BUSN 3500 Business and Global Issues (1)

The objective of this course is to connect business management to analyzing problems and situations considering a global perspective. It intends to demonstrate the importance of applying business competencies in dealing with global issues that affect the long-term viability of business such as global agreements, politics, geo-economics and culture. **Prerequisites**: ISTL 1000 or POLT 1050, and PHIL 2360 or PHIL 2110 or PHIL 2320.

BUSN 3710 Entrepreneurial Financial Management (3)

This course will focus on the process an entrepreneur goes through to produce, understand, interpret, and use basic financial information to start, manage, or grow their entrepreneurial organization. As an entrepreneur and small business owner, each decision you make has financial implications. Entrepreneurs must be able to generate and understand their financial information in order to evaluate their organization's financial performance, to communicate clearly with their employees, bankers, and stakeholders, as well as to incorporate financial information into their day-to-day operations and decision-making process.

BUSN 3750 Quantitative Methods (3)

This course introduces the student to the basics of decision making and common errors in decision making. It will also familiarize the student with a number of decision-making techniques that can be used on real-world problems as well as in other courses in the program. **Prerequisites**: ACCT 2025, ECON 2000 and BUSN 2750.

BUSN 3850 Enterprise Systems (3)

This course helps students understand enterprise systems in today's organizations. The contents includes the evolution of enterprise systems, the components of an enterprise system, and the process of implementing enterprise systems to increase the overall success of the organization. In addition to emphasize the strategic role of enterprise systems in providing a platform for improved business operations and productivity, students also gain hands on experience with SAP systems. **Prerequisites**: MGNT 2100 and ACCT 2010.

BUSN 4110 Operations Management (3)

The course introduces a series of areas of management concern and the tools and techniques to analyze them and to make good decisions based on the analysis. The focus of the course is on recognizing the tools that are appropriate for each situation and on mastering the use of the tools for analytical purposes. **Prerequisites**: ACCT 2025, ECON 2000, BUSN 2750, MGNT 2100 and FINC 3210.

BUSN 4120 Integrated Business Processes and ERP (3)

This course provides students a comprehensive understanding of how Enterprise Resource Planning (ERP) Systems foster the integration of the fundamental business processes in today's business organizations. This course also examines the evolution of ERP and the components of a modern ERP system. There is a significant technology component to this class. Students directly practice real business functions and transactions in an ERP system to gain hands on experience.

BUSN 4130 Global Supply Chain Management (3)

This course is designed to increase the understanding of the management of flows of materials/goods, information, and resources in a Global Logistics and Supply Chain (GLSC). The topics covered include supplier selection, procurement, production/outsourcing, transportation, warehousing, material handling, distribution, risk management, information and technology, financial management, sustainability, reverse logistics etc. in the context of global supply chain environment, Import/export as well as third party logistics (3PL), documentation, customs procedures, government regulations, and free trade zones (FTZ) are also reviewed

BUSN 4140 Configuration of ERP Systems (3)

Students will examine the configuration of ERP systems in organizations. Through the use of hands-on projects using an ERP system, students will explore the steps necessary to configure various business processes for the purpose of furthering the objectives of the organization. In addition, not only will students in this course become familiar with configuration, but their knowledge of the important business processes of organizations will also be reinforced. **Prerequisite**: ACCT 3800 or ACCT 4010 or BUSN 4120.

BUSN 4500 Ethical Issues in Business (1)

This course examines the foundations of moral reasoning and the analysis of ethical issues that arise in a wide range of contemporary business practices, both domestically and globally. This course is designed to inform and stimulate thinking on

ethical issues, corporate social responsibility and professional challenges encountered in business. Ethics is not meant to be a stand-alone topic, but should be integrated into all aspects of business. The course relates to issues in organizational behavior and management, strategy, marketing, accounting, operations and international business. **Prerequisite**: BUSN 3500.

BUSN 4610 Reading Course (1-4)

Prerequisite: Filing of an official form.

BUSN 4650 International Business (3)

A survey of international business operations, including organization structure, finance, taxation, marketing, cultural differences, global trade, capital markets and economic growth, the impact of regional trading blocs, corporate global competitiveness, and global strategies. **Prerequisite**: MNGT 2100.

BUSN 4717 Sports Finance (3)

This course explores contemporary examples from marketing, sponsorship, television, facility construction and sports law to illustrate the crucial role that money plays in any team sports business. Emphasis in placed on understanding how the receipt, disbursement and utilization of funds can foster future growth in team sports businesses.

The course will explore such issues as venue, team, league and conference financial analysis, capital structuring and capital budgeting, profitable distribution systems and the management of financial risk. Understanding how sports teams both compete and cooperate with each other will be examined. We'll do in-depth analyses of regional sports team and spots even financial components from revenue streams unique to the business of sports to sports event, team and stadium economic impact. A class team project is central to this course. **Prerequisites**: BUSN 2037 and FINC 3210.

BUSN 4747 Sports Operations and Logistics (3)

Students will examine and learn (1) key aspects associated with the day-to-day operation of a professional sports team, (2) the basics associated with facility and event operations, (3) key aspects associated with the day-to-day operations of a major collegiate athletics program, (4) the essentials of sports law including contract law, (5) the essentials of sports media operations including TV, radio, and Internet productions, (6) key aspects of public relations in sports including use of social media in marketing and crisis resolution, and (7) focal elements of golf course operations and logistics including pricing strategies and maintenance. **Prerequisite**: BUSN 2037 or approval of the instructor.

BUSN 4757 Live Entertainment Management (3)

This course focuses on the process of planning live and performing arts programs, series and seasons, selecting facilities, scheduling and budgeting, booking, negotiating contracts, marketing, pro forma settlements and professional ethics. Both profit-making and non-profit performance sectors are covered. **Prerequisites**: BUSN 2037, BUSN 3457, BUSN 4717 and BUSN 4747.

BUSN 4827 Sports and Entertainment Internship (3)

The students will have the opportunity to apply the knowledge gained from the degree program to real world applications. The communication skills and interpersonal relations of the students will be enhanced through their participation in activities of an organization in the sports or entertainment industry. **Prerequisites**: BUSN 4747 and junior standing.

BUSN 4950 Internship (1-6)

Prerequisite: Major in Business Department.

BUSN 4990 Business Policy (3)

This course focuses on providing students the opportunity to develop experience and competence in using the theories, tools, and concepts that they have learned during the program to analyze and solve organizational problems typical of those they are likely to encounter in their first few years in management. The course will use cases and/or a simulation as the primary learning device(s). The simulation, covering decisions over multiple decision periods, will emphasize the dynamic nature of management decisions. There is an additional course fee of $135. **Prerequisites**: All of the required courses in the program and be within 15 credit hours of graduation.

CHEM - Chemistry

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

CHEM 1040 Applied Chemistry for Technology Based Business (3)

Students will be taught basic principles in chemistry and apply that knowledge by analyzing chemical products used in industry and everyday life. They will be required to practice critical thinking through the analysis of business structures and how those organizations utilize chemical applications for product development. **GCP Coding**: **(PNW)** (CRI)

CHEM 1050 Concepts in Chemistry (3)

Concepts in Chemistry explores fundamental concepts within chemistry and will discuss issues that have a chemical basis. Included within the course are topics such as the scientific method, scientific measurements, laws of conservation, chemical bonding, chemical reactions, stoichiometry, acid-based chemistry, oxidation-reduction reactions, and food chemistry. The class will demonstrate how chemistry principles can be used to understand processes encountered in everyday life and the environment around us. **GCP Coding**: **(PNW)** (CRI)

CHEM 1100 General Chemistry I (3)

An introduction to the general principles of modern chemistry. The major topics discussed include atomic and molecular structure, chemical bonding, stoichiometry, gases, solutions, and thermochemistry. In addition, the important classes of solution-phase reactions (acid-base, precipitation, and oxidation-reduction) are also treated. Laboratory required. Offered in the fall semester. **Prerequisites**: MATH 1430, College Algebra, concurrently or equivalent, or permission of the instructor. **Co-requisite**: CHEM 1101.

CHEM 1101 General Chemistry I: Lab (1)

This course is taken in conjunction with CHEM 1100. Laboratory experiments focus on such topics as scientific measurement, chemical separations, chemical laws, stoichiometry, light absorption, and atomic and molecular structure. A variety of laboratory techniques are emphasized including volumetric, gravimetric and spectroscopic. Students will also utilize a number of chemical software packages. **Co-requisite**: CHEM 1100.

CHEM 1110 General Chemistry II (3)

A continuation of CHEM 1100. Major topics include kinetics, chemical equilibrium, electrochemistry, and the properties of solids, liquids, and solutions. Laboratory required. Offered in the spring semester. **Prerequisite:** CHEM 1100 or permission of the instructor. **Co-requisite**: CHEM 1111.

CHEM 1111 General Chemistry II: Lab (1)

This course is taken in conjunction with CHEM 1110. Experimental topics include thermochemistry, chemical kinetics, acid-base equilibrium and redox titrations. These experiments employ a number of electronic instruments including spectrophotometers, pH meters and conductivity meters. **Co-requisite**: CHEM 1110.

CHEM 2100 Organic Chemistry I (3)

Organic Chemistry I is the study of the structure, nomenclature, properties, and reactions of hydrocarbons such as alkyl halides, alkenes, alkynes, and alcohols. Additional topics include the mechanism of substitution and elimination reactions as well as the stereochemistry of organic molecules. **Prerequisites**: CHEM 1100, CHEM 1101, CHEM 1110 and CHEM 1111, or permission of the instructor. **Co-requisite**: CHEM 2101.

CHEM 2101 Organic Chemistry I: Lab (1)

A laboratory class that introduces techniques that are used in modern organic synthesis such as extraction, heating under reflux, filtration, and distillation. The complete synthesis, purification, and analysis of various functional organic molecules will be performed. **Prerequisites**: CHEM 1100, CHEM 1101, CHEM 1110 and CHEM 1111, or permission of the instructor. **Co-requisite**: CHEM 2100.

CHEM 2110 Organic Chemistry II (3)

Organic Chemistry II is a continuation of Organic Chemistry I with emphasis on the structure and reactivity of thiols, ethers, epoxides, ketones, aldehydes, amines, carboxylic acids, and aromatic hydrocarbons. Additional topics included structural determination of organic molecules by utilizing spectroscopic and spectrometric methods. **Prerequisite**: CHEM 2100 and CHEM 2101, or permission of the instructor. **Co-requisite**: CHEM 2111.

CHEM 2111 Organic Chemistry II: Lab (1)

A laboratory class that is centered around the synthesis, purification, and analysis of various aromatic compounds.

Additional topics included the use of Infrared, Nuclear Magnetic Resonance, and Ultraviolet spectroscopy as a means of characterization of organic molecules. **Prerequisites**: CHEM 2100 and CHEM 2101, or permission of the instructor. **Co-requisite**: CHEM 2110.

CHEM 3100 Biochemistry I (3)
CHEM 3101 Biochemistry I: Lab (1)

Studies the structure and function of proteins, enzyme kinetics, carbohydrates, lipids, amino acids, and nucleic acids. Molecular physiology is also reviewed. Laboratory required. Offered in the fall semester. **Prerequisite**: CHEM 2100 or permission of the instructor. **Co-requisites**: CHEM 3100 and CHEM 3101 must be taken concurrently.

CHEM 3110 Biochemistry II (3)
CHEM 3111 Biochemistry II: Lab (1)

Studies metabolism and the techniques and principles of molecular genetics. Offered in the spring semester. **Prerequisites**: CHEM 2100 and CHEM 3100, or permission of the instructor. **Co-requisites**: CHEM 3110 and CHEM 3111 must be taken concurrently.

CHEM 3250 Environmental Chemistry (3)
CHEM 3251 Environmental Chemistry: Lab (1)

Covers an advanced study of the chemistry of Earth's atmosphere, soil, and natural waters. Both the natural chemistry and the anthropogenic effects on this chemistry are studied. An emphasis is placed on detailed chemical mechanisms, perturbed equilibrium kinetics, and the physico-chemical properties of gases, solutions, and solids. The laboratory is applied analytical chemistry of air, soil, and water, and includes fundamental instrumentation. Laboratory required. **Prerequisites**: CHEM 2100 and CHEM 2101. **Co-requisites**: CHEM 3250 and CHEM 3251 must be taken concurrently.

CHEM 3300 Analytical Chemistry (3)

An introduction to the general principles of classical quantitative analysis. Topics include sample handling, data treatment, error analysis, standards and calibration, gravimetric, titrimetric and electrochemical methods. Laboratory required. **Prerequisites**: CHEM 1100, CHEM 1101, CHEM 1110 and CHEM 1111. **Co-requisite**: CHEM 3301.

CHEM 3301 Analytical Chemistry: Lab (1)

An introduction to quantitative analytical laboratory techniques. Emphasis is placed on the development of the appropriate skills for precise chemical analysis. Experiments include gravimetric, electrochemical and a variety of titrimetric studies. Error propagation and data handing are also emphasized. **Prerequisites**: CHEM 1100, CHEM 1101, CHEM 1110 and CHEM 1111. **Co-requisite**: CHEM 3300.

CHEM 3500 Physical Chemistry I (3)

This course focuses on the laws of thermodynamics and their application to a variety of chemical systems. Special emphasis is placed on chemical equilibrium and solution chemistry. **Prerequisites:** MATH 1610 and MATH 1620, or permission of the instructor. **Co-requisite**: CHEM 3501.

CHEM 3501 Physical Chemistry I: Lab (1)

Laboratory experiments focus on a variety of thermodynamic topics including heat capacities, reaction enthalpies and gas laws. Computer simulations are also employed to examine the molecular foundation for a number of chemical properties. **Co-requisite**: CHEM 3500.

CHEM 3510 Physical Chemistry II (3)

This course centers on quantum mechanics and its application to chemical systems. Topics include the general principles of quantum mechanics, the particle in a box, rigid rotor, harmonic oscillator, atoms, molecules, approximation methods, and spectroscopy. **Prerequisites:** MATH 1610 and MATH 1620, or permission of the instructor. Note that it is not necessary to take CHEM 3500 and CHEM 3501 prior to taking this course. **Co-requisite**: CHEM 3511.

CHEM 3511 Physical Chemistry II: Lab (1)

This course illustrates and explores in more detail topics covered in CHEM 3510. Significant emphasis is given to spectroscopic methods including atomic emission, ultraviolet-visible absorption and infrared absorption. In addition, extensive use is made of computational methods including electronic structure calculations. **Co-requisite**: CHEM 3510.

CHEM 3600 Topics in Chemistry (1-4)

Provides for an in-depth analysis of issues and topics of specialized interest to advanced students in chemistry-related topics. May be repeated for credit if content differs. **Prerequisite**: Junior standing or permission of the instructor.

CHEM 4100 Inorganic Chemistry (3)

Introduction to modern chemistry that will emphasize how structure and bonding relate to the chemical and physical properties of compounds. Sections on acid-base, oxidation-reduction, solid state, and transition metal chemistry will be discussed. **Prerequisites**: CHEM 1100, CHEM 1101, CHEM 1110 and CHEM 1111, or permission of the instructor.

CHEM 4300 Instrumental Analysis (3)

An introduction to the general principles of modern instrumental analysis. Topics include basic electronics, signal and noise processing and the components of scientific instruments. A variety of spectroscopic techniques will be included such as ultraviolet, infrared, NMR, atomic absorbance and mass spectroscopy. Chromatographic techniques will also be addressed. **Prerequisite**: CHEM 3300 and CHEM 3301. **Co-requisite**: CHEM 4301.

CHEM 4301 Instrumental Analysis: Lab (1)

This course provides the student with hands on experience with a variety of modern chemical instruments. Measurements are performed on a number of chemical systems using ultraviolet-visible, infrared, nmr, fluorescence, HPLC and various other instruments. **Prerequisite**: CHEM 3300 and CHEM 3301. **Co-requisite**: CHEM 4300.

CHEM 4400 Research Methods (3)

Provides students with a thorough examination of the research process from hypothesis formulation to planning, design, methodology, and analysis of experimental data and preparing the data for publication.

CHEM 4430 Bachelor of Science Senior Thesis (4)

Students working toward a bachelor of science in chemistry will enroll to complete their senior research project in the laboratory. Completion of the project will culminate with a scientific paper and oral presentation of research results at a formal lecture to faculty and peers. **Prerequisite**: BIOL 4400 or CHEM 4400.

CHEM 4700 Independent Research in Chemistry I (1-4)

A specialized course for students working on an independent, research-oriented project in a topic of current interest. Students should select among the equivalent courses BIOL 4700/CHEM 4700/PHYS 4700 for the one that is most consistent with their

chosen project. For CHEM 4700, the topic should have a primary basis in chemistry. Also offered during the summer term. May be repeated once for credit if content differs. **Prerequisite**: Permission of the instructor.

CHEM 4710 Independent Research in Chemistry II (1-4)

A specialized course for students working on an independent, research-oriented project in a topic of current interest. Students should select among the equivalent courses BIOL 4710/CHEM 4710/PHYS 4710 for the one that is most consistent with their chosen project. For CHEM 4710, the topic should have a primary basis in chemistry. Also offered during the summer term. May be repeated once for credit if content differs. **Prerequisite**: Permission of the instructor.

CHIN - Chinese

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

CHIN 1070 Intensive Introduction to Chinese Language: Level I (3)

This course is for students who have had no prior experience with the Chinese language and are interested in learning the basics of Chinese as well as culture. Throughout the course, students will develop their listening, speaking, reading and writing skills. However, the emphasis will be on building up students' communicative competence in oral and listening skills. Reading and writing will be adequately introduced along with speaking and listening skills. This course will also introduce Chinese culture through class video watching, class discussion, traditional Chinese festival celebrations and other activities. **GCP Coding**: **(GLBL)** (INTC)

CHIN 1090 Elementary Chinese Level 1 (3)

This course will introduce the students to Chinese phonetics, characters and some basic grammar. Students will practice Chinese listening and speaking through classroom discussions and drills, and reading and writing by studying the textbook and doing workbook exercises. Students will learn about Chinese culture through the study of festival celebrations and Chinese cinema. **GCP Coding**: **(GLBL)** (INTC)

CHIN 1100 Elementary Chinese Level 2 (3)

This course is a continuation of CHIN 1090. It teaches Chinese listening comprehension, speaking, reading and writing, with emphasis on listening and speaking. The goal is fluency in basic linguistic structures needed for everyday situations, being able to read and write short messages in Chinese and an understanding of the origin of specific cultural differences. **Prerequisite**: CHIN 1090 or ILC 1090 (Chinese) or the equivalent.

CHIN 2090 Intermediate Chinese Level 1 (3)

This course aims to strengthen listening comprehension, speaking, reading and writing skills in Mandarin Chinese. Students progress from the concrete basic language of everyday situations to expressions of ideas and opinions in complete paragraphs. Students will achieve intermediate low-level fluency and greater intercultural competence. **Prerequisite**: CHIN 1100 or ILC 1100 (Chinese) or the equivalent.

CHIN 2100 Intermediate Chinese Level 2 (3)

Conducted mainly in Mandarin Chinese, this course is designed for students who have completed Intermediate Chinese Level 1 or the equivalent. Students develop their skills in written Chinese and make the transition from reading pedagogically prepared materials to more authentic materials. Rigorous practice of spoken and written Chinese in complex communicative activities will be complemented by intensive practice sessions to fine-tune pronunciation, expand vocabulary and internalize more complex grammatical constructions. Students will also do intensive reading of expository writings on a variety of cultural topics and be able to identify and explain key differences and key similarities between Chinese cultures and their own. **Prerequisite**: CHIN 2090 or ILC 2090 (Chinese) or the equivalent.

COAP - Computer Applications

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
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Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication

> ** Course fulfills two skill areas

COAP 1020 Introduction to Computer Applications (3)

This course is appropriate for any student interested in using computer applications in an academic, professional, or personal setting. It provides an introduction to word processing, electronic spreadsheet, and database management software.

COAP 2000 Introduction to Web Programming (3)

This course covers the most current markup language used for developing web pages. Students will also be introduced to the various methods of styling page content.

COAP 2010 Applications Topics (3)

Covers a variety of computer applications and web topics appropriate for students with some computer experience. May be repeated for credit when content differs. **Prerequisites**: Vary by topic.

COAP 2100 Web Technology Principles (3)

This course will focus on the core technologies students need to know in order to start designing professional webpages. The course will cover basic web development principles and serve as an introduction to the technologies required in client-side web design and programming concepts and practices. **Prerequisite**: COAP 2000 or HTML proficiency.

COAP 2110 Web Animation (3)

This course covers animation techniques used in the creation of webpages. Students will use a current animation tool for webpage design and Animation development. **Prerequisite**: COAP 2000 (or concurrently) or HTML proficiency.

COAP 2120 Web Editors (3)

In this course students will learn how to build, maintain, and support a website using various web editing tools. Topics will include incorporating traditional page components including video and social media, creating flexible layouts, and publishing to a web server. Students will also follow a defined web design process of planning, design, development, launch, and post-launch. **Prerequisite**: COAP 2000 or XHTML proficiency.

COAP 2130 Web Scripting (3)

This course teaches web scripting and programming techniques needed to develop dynamic webpages and interactive website. Students will learn how to use a client-side scripting language such as JavaScript to work with well-formed webpages. Basic scripting language concepts such as functions, arrays and object-oriented programming are covered and applied. **Prerequisite**: COAP 2000 or HTML proficiency.

COAP 2145 Web Usability (3)

This course introduces students to the field of web usability. Students will learn how to design usable websites based on human-centered design principles. Students will also learn how to make sites accessible. **Prerequisite**: COAP 2000 or HTML proficiency.

COAP 2150 Design Principles I (3)

This course covers the agile development process for the creation of successful responsive websites. Students will learn the basics of information architecture, methods of website navigation, the creation of user personas, and other artifacts common in the design process. Students will also be introduced to SEO principles. **Prerequisites**: COAP 2000 or HTML proficiency and COAP 2145.

COAP 2160 Advanced Web Animation (3)

This course is a study of web publishing with an emphasis on mastery of animation using Flash and the internal scripting capabilities of Flash, ActionScript. Animation on websites will be studied via splash opening home pages, animated navigation graphics, and interactive animations developed as the primary content of websites. Students will learn the basic commands, functions, and operators used in ActionScript, building on their introductory knowledge of Flash to work with code that extends the boundaries of Flash's built-in tools, objects and properties. **Prerequisites**: COAP 2000, COAP 2110 and COAP 2130.

COAP 2180 Introduction to XML (3)

This course is designed to introduce students to the building blocks of XML, a markup language that is used to structure documents for delivery on the web. Students will learn how to structure data with XML, how to validate data with data type definitions (DTDs) and schemas, and how to create and apply namespaces. Students will also learn how to create both CSS and XSLT style sheets to display the XML documents. **Prerequisite**: COAP 2000 or HTML proficiency.

COAP 2190 Mobile Web Design (3)

Students in this course will be introduced to the design concepts associated with mobile websites. Students will be introduced to the technologies necessary for programming the mobile web. Students will learn how to design and implement website(s) that are de-signed specifically for mobile devices. **Prerequisite**: COAP 2000.

COAP 2560 Electronic Spreadsheet (3)

Students learn to use a commercial spreadsheet software package. In addition to the commands and uses of the software, this course emphasizes the principles and concepts involved in designing spreadsheets.

COAP 3000 Advanced Web Scripting (3)

This course provides students with a comprehensive understanding of topics in HTML, XHTML and dynamic HTML (DHTML). Students will learn and apply advanced concepts in DHTML to expand their knowledge and skills in creating dynamic and interactive webpages and sites. This course discusses the structure of Dynamic HTML and emphasizes the main areas of innovation in web development technology. **Prerequisite**: COAP 2130.

COAP 3010 Advanced Applications Topics (3)

Covers a variety of computer applications topics appropriate for students with considerable computer experience. May be repeated for credit if content differs. **Prerequisites:** Vary by topic.

COAP 3110 Interactive Site Development (3)

This course provides an introduction to website development and server-side programming technologies. Students will learn how to integrate server technologies to produce web applications that not only interact with users, but also integrate other computer applications. It is designed for students who want to create and maintain webpages as well as manipulate database information. Students will learn how to incorporate database in their websites, as well as how to update and query those databases. **Prerequisite**: COAP 3000.

COAP 3120 Cascading Style Sheets (CSS) (3)

This course covers the styling of web pages as defined in the latest CSS specification. Students will develop style sheets in real-world exercises and master the skills to create effective style sheets for the web. **Prerequisite**: COAP 2000 or permission of instructor.

COAP 3150 Design Principles II (3)

This course is a continuation of COAP 2150. Students will continue the design process, which began in COAP 2150 by implementing their designs. Students will also be introduced to digital graphic techniques, such as the use of layers, masks, filters and special effects. **Prerequisites**: COAP 2150 and COAP 3120 (or concurrently).

COAP 3180 Web Databases (3)

Students will learn how to create database-driven websites, implementing the latest technologies to integrate databases with web applications. Students will also learn the basic database concepts with special emphasis on hands-on learning skills necessary to implement XML databases on the web. **Prerequisites**: COAP 3110.

COAP 3200 Advanced Web Programming (3)

Students will learn advanced programming skills and gain knowledge to successfully implement responsive and more usable websites. **Prerequisites**: COAP 2000 and COAP 3120.

COAP 4910 Senior Applications Project (3)

Students will develop an advanced application that uses and synthesizes previous learning. **Prerequisite**: Permission of department.

CONS - Conservatory Theatre Arts

Global Citizenship Program Knowledge Areas (....)	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

CONS 1010 Conservatory I (8)

Performance: Fundamental course in theatre skills: teaches acting and movement to develop sensitivity and concentration; voice and speech to develop the speaking voice; and stagecraft to investigate theatre structure and organization. Requires production work. **Prerequisite**: Acceptance by audition.

Stage Management: Introduces entering students to drafting, technical production and staff management problems. Seminar studies theatre organization. Assigns production activities according to skills and utilizes them to support those activities reviewed in stage management seminar. **Prerequisite**: Acceptance by interview.

Design and Technical Production: The department offers emphases in scene design, scene painting, costume design, lighting design, sound design, technical direction, costume construction and wig and makeup design, which have individual programs for the four years of Conservatory study.

In the first year all areas of emphasis share the same curriculum, which aims to develop foundation skills in drafting, scenography, technical production, visual history and text analysis. Portfolio review at the end of each semester. **Prerequisite**: Acceptance by portfolio.

CONS 1020 Conservatory I (8)

Continues experiences described in CONS 1010. **Prerequisite**: CONS 1010.

CONS 2010 Conservatory II (6-8)

Performance: Continues basic scene study, characterization, movement and neutral mask work. Voice and speech introduces phonetic language and continues to develop vocal instrument. Stresses importance of fundamental makeup. **Prerequisite**: CONS 1020.

Stage Management: Continues CONS 1020, along with scenography, lighting design and costume construction. Schedule designed in consultation with advisor. **Prerequisite**: CONS 1020.

Design and Technical Production: Scene design, costume design, lighting design, sound design, scene painting, technical production, costume construction and wig and makeup design. Students begin first-level classes and production assignments in their areas of emphasis, with additional classes and production assignments according to individual program and development. Portfolio review each semester. **Prerequisite**: CONS 1020.

CONS 2020 Conservatory II (6-8)

Continues the previous semester for all areas of study. Auditions and portfolio reviews are scheduled. **Prerequisite**: CONS 2010.

CONS 3010 Conservatory III (6-10)

Concentrates on specific needs in each area: acting, stage management, design, technical production or management.

Acting: concentrates on major periods of acting styles, with advanced training in specific movement skills: combat, t'ai chi ch'uan, clowning, period dance. Also specific work with dialects and non-regional speech.

Stage Management: participate in seminars and the practical application of the studies in production. **Prerequisite**: CONS 2010.

Design and Technical Production: concentrate on emphasis in advanced-level classes and production assignments with continuing work in other areas. Students in wig and makeup design will take classes in cosmetology leading to licensure. Portfolio review each semester.

CONS 3020 Conservatory III (6-10)

Continues CONS 3010. **Prerequisite**: CONS 3010.

CONS 4010 Conservatory IV (8-10)

Final year of the training sequence. Training in all areas will include advanced theatrical styles and performance needs, preparation for the audition and portfolio review process and performance and production work suited to meet the needs of the student. Particular attention will be paid to preparation for the job market. Portfolio review each semester. **Prerequisite**: CONS 3020.

CONS 4020 Conservatory IV (6-10)

Continuation of CONS 4010. **Prerequisite**: CONS 4010.

COSC - Computer Science

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

COSC 1520 Computer Programming Concepts (3)

Students will learn the basic concepts of computer programming. At the end of this course, students will be able to plan, code, and run simple computer programs. This course is intended for non-computer science (COSC) majors.

COSC 1540 Emerging Technologies (3)

This course introduces general concepts and vocabulary of information systems. It also addresses the issues and impact of powerful information tools.

COSC 1550 Computer Programming I (3)

Introduces students to the C++ language in order to teach programming as a systematic discipline and as a problem-solving tool. Acquaints students with fundamental concepts of computers, information processing, algorithms, and programs. Only offered in a 16-week format. May be repeated once for credit.

COSC 1560 Computer Programming II (3)

This course uses the C++ language to introduce students to programming concepts such as abstract data types, use of classes and objects, pointers, and advanced file operations.

Only offered in a 16-week format. May be repeated once for credit. **Prerequisite**: COSC 1550 with grade of B- or better.

COSC 1570 Mathematics for Computer Science (3)

Topics covered include number systems, computer arithmetic, binary, octal, hexadecimal, floating point operations, sets, and Boolean algebra.

COSC 1580 Logic for Computer Science (3)

Covers all fundamental topics in deductive logic and is a thorough introduction to propositional and predicate logic. Cross-listed with MATH 1580 and PHIL 2020.

COSC 2010 Computer Topics (3)

Introduces a variety of computer topics under different subtitles. May be repeated for credit if content differs. **Prerequisites**: Vary by topic.

COSC 2050 Java Programming (3)

This course covers the principles of programming and core Java features. A step-by-step approach first lays a sound foundation on programming elements, control statements, and methods; then introduces object-oriented programming; moves on to graphics programming; and concludes with advanced features that prepare students to develop more comprehensive programs. **Prerequisite**: COSC 1560.

COSC 2060 Advanced Java (3)

This course expands on the beginning Java course with in-depth discussion of advanced topics, including Java applications and distributed systems. The course introduces students to technologies such as JDBC, servlets, JavaBeans, and Java XML. **Prerequisite**: COSC 2050.

COSC 2070 Introduction to Mobile Technology (3)

This course studies the fundamentals of mobile technology. It focuses on emerging mobile technology, the potential of the mobile application market, and the technological and marketing challenges that make mobile applications difficult to commercialize. This course will also discuss the various tools available to build powerful mobile applications.

COSC 2110 Computer Languages (3)

Investigates different computer languages, offered under different subtitles. May be repeated for credit if content differs.

COSC 2610 Operating Systems (3)

An overview of the concepts and theories of operating systems. Examines the major components found in all operating systems including the memory, process manager, and device and file managers. **Prerequisites**: COSC 1550 and COSC 1570.

COSC 2660 Network Management (3)

Emphasizes local area networks in the study of their hardware and software components. The configuration, installation, and management of networks and appropriate applied software are studied. **Prerequisite**: COSC 1550.

COSC 2670 Network Principles (3)

This course is an introduction to computer networks and covers wired, wireless and internet architectures. Students will gain an understanding of network terminology and the various related technologies and protocols. The course provides an analysis of the current and future trends in networking technologies and services and includes an overview of the industry and associated management and strategy issues. **Prerequisite**: COSC 1550 or permission of the department.

COSC 2710 Social Engineering and Society (3)

This course provides the student with current information defining the many methods of deception hackers use in order to gather information with the intent of executing identity theft, fraud, or gaining computer system access; discusses activities toward preventing social engineering threats ranging from elicitation, pretexting, influence and manipulation. The elements of social engineering are presented, discussed and explained by using real-world examples, and the science behind them to unravel the mystery in social engineering.

This course also explores technological, social and philosophical issues to include the ramifications of automation, the ethical obligations of computer specialists, and the threats to privacy that come with increased computerization. Combining the criminal-centric role of social engineering with the ethical, legal and moral impacts of technology upon individuals results in a course that provides the student a comprehensive overview of the challenges, threats and issues of everyday life in the digital age.

COSC 2810 Systems Analysis and Design (3)

Covers the basic concepts involved in systems analysis, including effective communication, analysis tools, and phases of the systems development life cycle. **Prerequisite**: COSC 1560 or permission of the department.

COSC 3050 Data Structures I (3)

Studies the design and implementation of the most common algorithms associated with the basic data types and with some elementary data structures using C++. The relationship of algorithm design to problem solving in general is studied. The course also covers algorithms to improve the robustness and user friendliness of programs. **Prerequisites**: COSC 1560 with a grade of B- or better, COSC 2610 and COSC 2810.

COSC 3100 Data Structures II (3)

This is a continuation of COSC 3050 Data Structures I. Students will program the data structures and algorithms using C++. **Prerequisite**: COSC 3050.

COSC 3230 Human-Computer Interaction (3)

Human-computer interaction (HCI) is a field of study that focuses on designing the interactions between humans and computer systems and software. Students in this course will be introduced to user-centered design concepts and how these activities fit into the software development process. Students will also be introduced to usability testing, interactive technologies, and human factors and security. **Prerequisites**: COSC 1560 and COSC 2810.

COSC 3340 Mobile Computing I (3)

This course will study the leading-edge mobile computing technologies for professional software developers. The course will be hands-on and project-based. The central focus of the course is to enable the understanding and critical evaluation of mobile applications. **Prerequisites**: COSC 1560 and COSC 2070.

COSC 3350 Mobile Computing II (3)

This course will study the leading-edge mobile development technologies for professional software developers. The course will be hands-on and project-based. In addition to mobile development, this course will focus on more advanced mobile computing techniques and mobile application development schemes. The central focus of the course is to further enhance the knowledge and critical evaluation of mobile applications and the mobile development process. **Prerequisite**: COSC 3340.

COSC 3410 Computer Security (3)

Students in this course will study the techniques for protecting data within a computer and protecting data as it moves through a network. Data and system security and reliability will be considered in a distributed environment. Topics will include encryption, authentication and digital signatures, threats to the computer system, and system reliability. **Prerequisites**: COSC 1560 and junior standing.

COSC 3500 IT Project Management (3)

This course provides students a holistic and integrative view of project management. The course covers concepts and skills that are used by IT professionals to propose, plan, secure resources, budget, and lead IT project teams to a successful completion of their projects. **Prerequisites**: COSC 1560 and junior standing.

COSC 3510 Computer Architecture (3)

This course will explore the concept of the modern computer based on layers of virtual machines. While computers may become quite complex, they may be more easily understood as virtual machines that perform a well-defined set of functions. **Prerequisites**: COSC 1560, COSC 2610 and junior standing.

COSC 3610 Operating Systems Concepts (3)

This course examines the components that make up a modern operating system. The student will have an opportunity to explore some of the strategies used and the performance trade-offs for single user and multi-user operating systems. Topics will include: CPU scheduling, memory management, disk organization, disk access scheduling, input/output management, the user interface, and system security. **Prerequisites**: COSC 1560, COSC 2610 and junior standing.

COSC 3660 Network Concepts (3)

Explores the basic concepts of computer networks. This course examines and compares network topologies, protocols, and national and international standards. It examines the similarities and differences in local area networks and wide area networks. **Prerequisites**: COSC 1560 and junior standing.

COSC 3810 Principles of Programming Languages (3)

This course is a study of the design, evaluation, and implementation of programming languages. It focuses on the principles of design and evaluation and their relationship to the syntax, semantics, and pragmatics of programming languages. **Prerequisites**: COSC 1560 and junior standing.

COSC 3900 Practicum (1-12)

(Note: This course a maximum of 3 credit hours toward a computer science major without an emphasis. This course may not count toward a computer science a minor.) May be repeated for credit up to a maximum of 18 credits. **Prerequisite**: Permission of the department.

COSC 3910 Project (1-8)

(Note: This course does not count toward a computer science major without an emphasis or toward a minor.) **Prerequisites**: COSC 1560, junior standing and permission of the department.

COSC 4110 Database Concepts (3)

Students in this course will study database design using the relational model and the Entity-Relationship model. Students will study and use the SQL query language. Database design considerations will include data integrity, relational integrity, redundancy, and security. Students will develop a logical design for a database that will be implemented in COSC 4120. **Prerequisites**: COSC 1560, COSC 2810 and junior standing.

COSC 4120 Database Applications (3)

Continuation of COSC 4110. Students develop the logical design from COSC 4110 into a complete computer application with documentation. Focuses on specific applications that are important in a variety of computer information systems. Applications are examined from the perspective of user needs and program design. Students study program design using a database management system. This course carries an additional fee of $27. **Prerequisite**: COSC 4110.

COSC 4250 Object-Oriented Analysis and Design (3)

Designed to teach the student the fundamentals of object-oriented software analysis and design. Presents the theoretical aspects of object-oriented software design but focuses on the practical issues surrounding object-oriented software analysis and design and the format of the design process as it exists in an industrial setting. The student gains experience in the design aspect of the systems development life cycle. **Prerequisites**: COSC 2810 and COSC 3100.

COSC 4260 Object-Oriented Programming (3)

Continuation of COSC 4250 using C++. **Prerequisite**: COSC 4250.

COSC 4510 Mobile Development I (3)

This course aims to provide a greater depth of knowledge in mobile device computing. Topics include available tools, mobile development paradigms, device limitations, mobile app feasibility and economics, and future trends. **Prerequisite**: COSC 3350.

COSC 4520 Mobile Development II (3)

This course studies mobile development from three perspectives: mobile technology, application development, and user interaction. The course first overviews various mobile applications, technologies and wireless communication. Next, students will learn about common paradigms in mobile development, such as computing in an environment with limited resources. Lastly, the course will study some current research in mobile development. **Prerequisite**: COSC 4510.

COSC 4810 Information Systems I (3)

Using systems analysis and design techniques, students look at the software and hardware requirements needed to create an information system. **Prerequisites**: COSC 1560, COSC 2810 and junior standing.

COSC 4820 Information Systems II (3)

Continuation of Information Systems I, with an emphasis on solving an organization's information system problems. This course provides the opportunity to apply the theory in a substantial project. **Prerequisite**: COSC 4810.

COSC 4910 Senior Overview (3)

Prerequisites: COSC 1560, senior standing and permission of the department.

CRIM - Criminology

Global Citizenship Program Knowledge Areas **(....)**	
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Global Citizenship Program Skill Areas (....)	
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WCOM	Written Communication
** Course fulfills two skill areas	

CRIM 1100 Introduction to Criminology and Criminal Justice (3)

This course will introduce students to criminology and the criminal justice system. The course will cover a wide range of criminological topics, including descriptions of crimes and criminals, the major elements and functions of the criminal justice system, and explanations of criminal behavior and ways of reducing crime. The course is taught from a sociological perspective and, as such, will examine the aspects of crime, law, and justice that reflect social institutions; display the functioning (or dys-functioning) of social systems; and examine how social factors, such as population demographics, ecological factors, questions of deviance, power, and social forces impact and alter out understandings of crime and how we structure our criminal justice system. In addition, we will explore a number of topical issues that are currently of great interest to criminologists, with an eye toward debating the relative merits and deficits of how the public, policy makers, researchers, and media outlets present and attempt to resolve these issues. **GCP Coding**: **(SSHB)** (OCOM)

CRIM 1800 Careers in Criminology and Crime Prevention (1)

Provides students with career information for the subfields of criminology such as national and international security, business, government, the military, the criminal justice system, or law. Students are given guidance on how to search for and apply to graduate programs and internships, create personal statements, develop a résumé, and find jobs within the field of criminology.

CRIM 2000 Issues in Criminology (3)

Introductory level course designed to provide a brief, intensive overview of specific areas of contemporary criminology. Uses a number of approaches to explore how criminology principles are applied to a specific topic or area of interest. Topics vary each semester. May be repeated for credit if content differs.

CRIM 2200 Introduction to Forensic Science (3)

Forensic science has become a staple of modern law enforcement, and this course introduces students to some of the more common methods and techniques used by forensic scientists to identify trace evidence left behind at a scene. We will focus on using the scientific method and how to gather, analyze, and report on physical evidence. A variety of techniques will be explored, including but not limited to fingerprinting, firearms residue, human remain identifications, chemical trace analysis, and proper crime scene management. **Prerequisite**: CRIM 1100.

CRIM 2250 Introduction to Crime Control Systems (3)

A survey of current theory and practices of the various institutions (police, courts, corrections) that constitute the foundation of the criminal justice system, including an examination of the problems and adequacy of the system, and a comparison to international crime systems.

CRIM 2380 White Collar Crime (3)

White-collar crime generally involves the use of a violator's position of significant power, influence, or trust in the "legitimate" order for the purpose of illegal gain. The prosecution and defense of white-collar crime differ significantly from the prosecution and defense of street crime at every point - including investigation, litigation, and consequences. This course is the study of contemporary forms of white-collar crime and its explanations, theories, and accounts along with its investigation, adjudication, and regulation.

CRIM 2450 Victimology (3)

Takes a scientific approach to the study of victimization, including the relationship between the victims and the offenders, the interactions between victims and the criminal justice system, and the connections between victims and other societal groups and institutions such as the media, businesses, and social movements.

CRIM 3000 Topics in Criminology (3)

In-depth study of a specific area or issue in criminology. Topics vary each semester. May be repeated for credit if content differs.

CRIM 3250 Police and Policing (3)

Explores the institution of modern policing from a social scientific perspective, including the history and development of social control agencies and the role of social control agents in society. Examines modern trends in policing such as unionization, Constitutional rights, policing practices and techniques, and the organization of modern police departments.

CRIM 3300 Criminology Theory (3)

Analyzes sociological perspectives on criminology, criminal justice, and juvenile delinquency. Course addresses the nature and extent of crime nationally and internationally, evaluating the strengths and limitations of criminological theories developed to explain crime.

CRIM 3350 Gang and Small Group Deviance (3)

This course focuses on how groups like gangs can become deviant and engage in collective criminal activity. We primarily examine four topics -- social influence, social control, collective identity, and in-group dynamics -- playing particular attention to race, adolescence, gender, and street gang membership nationally, internationally, and trans-nationally.

CRIM 3380 Transnational Crime (3)

The primary purpose of this course is to provide an in-depth look at several pressing issue related to transnational criminal behavior and how nations, NGOs, and private corporation are involved in both facilitating and preventing it. Topics for discussion include: international trafficking of people, arms, and drugs; money laundering; syndicated or organized crime; terrorism; the illicit trade in counterfeit goods; intellectual and digital theft; and cybercrime.

CRIM 3500 Criminal Procedure and the Constitution (3)

This course examines the relationship between the US Constitution and criminal law. Particular attention is paid the role the Constitution plays in routine police activity such as traffic stops and the search of suspects. Additionally we examine how Constitutional Laws affect such areas as the gathering of evidence, pre-trail preparations, the rights of the accused, and the punishments available to the criminal justice system. Students will gain a firm foundation in how Constitutional principles undergird modern law enforcement, legal, and corrections paradigms.

CRIM 3610 Independent Reading Course (1-5)

Designed for individual student exploration of a given body of knowledge or a specific area of interest. Selected topics agreed upon between student and a member of the department faculty. Topic of the course, detailed learning outcomes, and means of evaluation to be negotiated between student and faculty member. Intended for criminology majors. May be repeated for credit if content differs.

CRIM 3750 GIS and Crime Mapping (3)

An introduction to the methods and application of computer aided mapping (primarily Geographic Information Systems) to analyze and interpret patterns and ecological trends in national and international crime data.

CRIM 3875 Criminology Lab (1-3)

Lab is designed to complement a 3000-level course, allowing the instructor and student to work collaboratively toward development of a course-related project. May be repeated for credit if content differs.

CRIM 4000 Advanced Studies in Criminology (3)

An advanced, in-depth analysis of a specific area or issue in a Criminology topic, leading to an independent research project. May be repeated for credit if content differs.

CRIM 4250 Corrections and Prisons (3)

This course will present basic theoretical constructs about the correctional experience and reentry, with special emphasis on evidence-based practices. This course explores historical and emerging developments in the correctional field, analyzing the strengths and weaknesses of correctional systems and the social environment within correctional institutions.

CRIM 4300 Radical Violent Extremism (3)

A consensus definition of violent extremism is hard to come by. Academics, law enforcement, and policy makers all have often widely different definitions of terrorism and violent extremism, and different reasons for why it occurs. This course is not intended to answer the question of what is and is not terrorism and extremism and what causes it. However, we will give time to all of the current major theories, typologies, and major movements in terrorism, hate, and extremism to gain a better understanding of what it is, and why it is important that we pay attention to it.

CRIM 4610 Independent Reading Course (1-5)

Designed for individual student exploration of a given body of knowledge or a specific ares of interest. Selected topics agreed upon between student and a member of the departmental faculty. Topic of the course, detailed learning outcomes, and means of evaluation to be negotiated between student and faculty member. Intended for majors. May be repeated for credit if content differs.

CRIM 4875 Advanced Criminology Lab (1-3)

Lab is designed to complement a 4000-level course, allowing the instructor and student to work collaboratively toward the development of a course related project. May be repeated for credit if content differs.

CRIM 4900 Senior Capstone in Criminology (3)

This course provides a culminating experience for criminology majors, allowing students to synthesize and apply criminological knowledge in preparation for a career. Students will use their criminology skills and knowledge to become familiar with the research, theories, and methods associated with an area of personal interest.

CSIS - Computer Information Systems

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

CSIS 1500 Introduction to Business Technologies (3)

Business organizations operate in competitive environments and constantly redefine their business strategies to create competitive advantages. Information technology plays an important role in daily business activities by supporting and implementing enterprise-wide initiatives and global business strategies. This course will provide a broad overview of the close correlation between business and technology. The course will explore various information technologies and how they fit into business operations as a key enabler to help business success.

CSIS 2300 Electronic Commerce (3)

More and more business is conducted over the internet. Electronic commerce (e-commerce) is expanding across the globe. The course provides students with opportunities to gain an understanding of electronic commerce with its major driving forces in information technology. The study covers features of electronic commerce, technology foundations, business strategies, and electronic commerce environment. **Prerequisite**: CSIS 1500.

CSIS 2500 Introduction to Data Science (3)

This course serves as an introduction to data science, which incorporates theories and techniques from many areas, such as statistics and data mining, to extract valuable knowledge from data. The course provides an overview of fundamental principles about how data science can provide solutions to business problems, techniques for extracting meaning from data, and general approaches of data analytical thinking.

CSIS 3300 R Programming for Data Analytics (3)

R is a programming language used for data analytics and visualization. R offers powerful data analytic techniques that can be used to tackle challenges in data processing, data management and presentation. This class will provide students with fundamentals of the language and how to apply it effectively to various data analytics tasks. **Prerequisites**: STAT 1100, CSIS 2500 and junior standing.

CSIS 3410 Information Analysis (3)

This course teaches the use of spreadsheets and databases to use data effectively for better decision making. **Prerequisites**: COAP 2560, STAT 1100 and junior standing.

CSIS 3500 Service-Oriented Architecture (3)

This course will serve as an introduction to Service-Oriented Architecture (SOA) which is a set of principles and methodologies for designing and developing software in the form of interoperable services. The course provides a broad overview of new technologies that are involved in the implementation of SOA, and examines the protocols and software components of SOA. **Prerequisite**: COAP 2100.

CSIS 3700 Data Analytics Methods (3)

Data analytics is the science of examining raw data with the purpose of drawing conclusions about that data. Data analytics is used in many industries to allow companies and organizations to make better business decisions and in the sciences to verify or disprove existing models or theories. Data analytics focuses on inference; the process of deriving a conclusion based solely on what is already known by the researcher. This course will introduce students to many techniques used in data analytics. **Prerequisites**: STAT 1100, COAP 2560 and junior standing.

CSIS 3810 Management Information Systems (3)

This course covers the organizational foundations of systems, their strategic role, and the organizational and management changes driving electronic commerce, electronic business, and digital firms. The course also covers technical foundations of information systems and the roles of information systems in capturing and enhancing management decision making across the enterprise. **Prerequisite**: Junior standing.

CSIS 4300 Database Systems (3)

This course will provide a foundation for understanding database technology by examining the way databases are used, designed and managed. The course will introduce fundamental concepts related to databases with an emphasis on the relational model. The course will cover the principles of designing databases and provide students with introductory experience in developing and using database applications. Management of databases in the workplace and the responsibilities of database administrators will be covered. This course uses a database management system (DBMS) for hands-on activities. **Prerequisite**: Junior standing.

CSIS 4310 Decision Support Systems (3)

This course will teach fundamental concepts of information as well as decision support systems. The course will study management support systems' terminologies, decision-making process, problem modeling for analysis and solution design, data management, access, visualizations, and constructing simple decision support systems. The course will briefly discuss business

intelligence and the role of networks in implementing and using decision support systems. **Prerequisite**: Junior standing.

CSIS 4320 Data Warehousing (3)

This course will provide a foundation to understand data warehouse technology by examining the way they are designed, managed, and used. The course will explore the fundamental concepts related to data warehouses. Some of the topics of interest that are covered in this course are the business justification of a data warehouse, management of a data warehouse project, the design, construction, and operation of a data warehouse, issues of data quality and performance, and using the data warehouse. **Prerequisite**: CSIS 4300.

CSIS 4330 Data Mining (3)

Many businesses are discovering that stored within their corporate data repositories are the elements to understanding and controlling the components of their business processes. Data mining is the process of finding useful patterns in data. The objective of data mining is to use discovered patterns to help explain current behavior or to predict future outcomes. This course will provide a foundation to understand data mining methods and data visualization techniques by examining how these technologies provide useful knowledge that supports critical business decisions. This course will introduce data mining techniques and have the student experiment with data mining applications. Additionally, the course will explain how data visualization can allow managers to quickly access large data repositories and make clear decisions based on integrated information structures. **Prerequisite**: CSIS 3300.

CSSS - Cybersecurity

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

CSSS 2410 Cybersecurity and Internet Architecture (3)

This course will introduce students to the field of cybersecurity and internet architecture. The application, physical, link, network and transport layers of the protocol stack are presented. Students will study technologies, processes and practices designed to protect networks, computers, programs, and data from attacks. Cybersecurity issues such as malware (worms, phishing, trojans and viruses) and other vulnerabilities will be presented. There is an additional course fee of $250. **Prerequisites:** COSC 2610 and COSC 2670.

CSSS 2510 Cyber Attacks and Defense (3)

This course provides students with insight on common cyber-attacks and the techniques for identifying, detecting and defending against cybersecurity threats. The course will cover firewalls, intrusion detection/prevention, authentication, ciphers, cryptography, etc. The course presents emerging technologies such as virtualization, cloud computing and multimedia protocols. This course also discusses critical infrastructures and how to protect them. There is an additional course fee of $350. **Prerequisite:** CSSS 2410.

CSSS 3510 Writing Secure Code (3)

This course will provide an overview of some of the key issues of secure coding. Students will learn the basics of building secure software that prevents security vulnerabilities that are often exploited by hackers. Topics covered include buffer overflows, un-validated input, race conditions, access-control problems, authentication or authorization weaknesses, and cryptographic practices. Students will also learn best practices that, if followed, will help avoid most security vulnerabilities. The course explores the good and bad security traits of many of the top programming languages such as C, C++, C#, Java, Python, PHP, and Ruby. **Prerequisites:** CSSS 2510 and COSC 3100.

CSSS 3520 Cybersecurity Programs, Policies and Ethics (3)

This course presents an overview of cybersecurity policies, programs and ethical standards for the cybersecurity career field. To achieve these goals, the course content includes discussions of governance, risk and asset management, physical security, human and environmental security, as well as an overview of the practices of communications and operational security, information systems acquisition, regulatory and legal aspects of the discipline. Additionally, the course presents the ethical and moral responsibilities of cybersecurity practitioners as they use the methods and tools of the discipline. **Prerequisite**: CSSS 2510.

CSSS 4510 Cybersecurity Capstone Project (3)

Project-based instruction and teamwork will be utilized to reinforce cybersecurity skills. Students will complete an assigned project as a comprehensive assessment of knowledge and skills in cybersecurity. The project activities include research into security problems and planning and designing and implementing security solutions for a user organization. **Prerequisites**: CSSS 3510 and CSSS 3520.

DANC - Dance

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy

ROC	Roots of Cultures
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Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

DANC 1010 Ballet I (2)

Analyzes and practices fundamental laws of ballet, principles of correct placement for stability, action, and movement of the body. May be repeated once for credit.

DANC 1020 Ballet I (2)

Continues DANC 1010. May be repeated once for credit. **Prerequisite**: DANC 1010 or permission of the instructor.

DANC 1030 Dance As An Artform (3)

Students experience the basics of ballet, modern and jazz dance techniques, as well as elements of composition and improvisation. The course provides a focus on the movement experience, with some theory and history that can lead the participant to confident, comfortable aesthetic discussions of dance. The course develops future audiences, critics, administrators and supporters of dance. **GCP Coding**: **(ARTS)** (CRI)

DANC 1040 International Dance (3)

Provide students with an international dance experience from countries such as Ghana, China, India, Thailand or Spain. The course is theoretical and experiential, with students receiving information on all that might relate to the understanding of a particular dance, such as its relationship to its history, culture, or music. May be repeated for credit. **GCP Coding**: **(GLBL)** (INTC)

DANC 1050 Black Choreographers in American Concert Dance (3)

In this course, students will survey black choreographers who have made a significant impact on American concert dance from the 1920's to the present. Students will focus on the characteristics of modern dance that gave rise to black participation and innovation, and the critical response to that work. Students will analyze and interpret dances crafted by black choreographers through a cultural and historical context.

DANC 1090 Jazz I (1-2)

Introduces techniques of jazz dance for contemporary and musical theatre. May be repeated once for credit.

DANC 1100 Jazz I (1-2)

Continues DANC 1090. May be repeated once for credit. **Prerequisite**: DANC 1090 or permission of the instructor.

DANC 1110 Modern Dance I (1-2)

Fundamental course studies such as Graham, Humphries, or Limon philosophies in studio situation. May be repeated once for credit.

DANC 1120 Modern Dance I (1-2)

May be repeated once for credit. **Prerequisite**: DANC 1110 or permission of the instructor.

DANC 1220 Improvisation (2)

Explores space, time, weight, energy, contact, props, games, grids, scores, relationships, and group dynamics. Appropriate for dance majors and non-dance majors. Class members are expected to invent their own approaches to their work. May be repeated for credit.

DANC 1230 Tap Dance I (2)

Studies fundamental steps and techniques necessary for rhythmic coordination of simple tap routines. May be repeated once for credit.

DANC 1240 Tap Dance I (2)

Continues DANC 1230. May be repeated once for credit. **Prerequisite**: DANC 1230 or permission of the instructor.

DANC 1310 Composition I (1-3)

Explores basic elements of space, time, and dynamics through experiences in class and assigned studies. Explores motivations, phrasing, gesture, and utilization of thematic material, as well as working with music. Develops critical faculties for viewing dance. **Prerequisites**: DANC 1220 and MUSC 1000, or by permission of the instructor.

DANC 1320 Composition I (1-3)

Continues DANC 1310. **Prerequisite**: DANC 1310.

DANC 1410 Introduction to Professional Dance I (1-2)

This course introduces the serious dance student to the aesthetics of a concert dancer. Several aspects necessary for a dancer's successful career are explored, including nutrition, cross training, the psychology of dance, injury prevention and training.

DANC 1420 Introduction to Professional Dance II (1-2)

This course focuses on the BFA candidate and continues to develop the knowledge of the serious dance student in the aesthetics of a concert dancer. Dance philosophy and criticism are introduced. Continues DANC 1410. **Prerequisites:** DANC 1410 or permission of the instructor.

DANC 1550 Stagecraft for Dance I (1-2)

Dance students will experience various applications, and work on technical crews, learning the basics of behind the scenes preparations for productions. Lighting, sound and costuming are some of the possible areas for experience. May be repeated for credit.

DANC 1560 Stagecraft for Dance II (1-2)

Dance students will continue to experience various applications, and work on technical crews, learning the behind the scenes preparations for productions. Lighting, sound and costuming are some of the possible areas for experience. May be repeated for credit.

DANC 1600 Introduction to Global Dance (3)

In this on-line course, students will explore a diverse range of dance traditions from around the world and throughout history

Course Descriptions

to gain a greater understanding of the role of dance in different cultures. Students will play an active role in defining "what is dance" by contributing video examples of their favorite styles of dance, creating their own dances, and discussing their selections and projects with fellow classmates. **GCP Coding**: **(ARTS)** (INTC)

DANC 2000 Topics in Dance (1-3)

Intermediate studies in a specialized area of dance, such as: technique, improvisation, choreography, repertory, history, anatomy/kinesiology, technical theatre, criticism, arts administration, therapy, or other related issues. May be repeated for credit.

DANC 2010 Ballet II (1-3)

Aims to reinforce the still-growing beginning skills. Adds these skills to a combination of exercises designed to explore a more evolved style of ballet. May be repeated once for credit. **Prerequisite**: DANC 1020 or permission of the instructor.

DANC 2020 Ballet II (1-3)

Continues DANC 2010. May be repeated once for credit. **Prerequisite**: DANC 2010 or permission of the instructor.

DANC 2050 Pointe and Variations (1-2)

This intermediate class gives students an understanding of the role of pointe work in the study and performance of classical ballet. Students gain a physical and cognitive understanding of pointe technique through the direct practice of barre and center exercises. Emphasis is placed on the comprehension of correct body placement, coordination of the upper and lower body, and the use of rhythym and phrasing. Additionally, students learn variations from a variety of ballets. The dancers explore both the technical and artistic elements required while gaining an understanding of the historical context and/or methodology behind each work. May be repeated for credit.

DANC 2060 Performance of Masculinity in Ballet (1-2)

This class gives students an understanding of the traditional role of the male dancer in the world of ballet and dance in general yet works to expand and push the lens of that role. There is a focus on jumps, beats and turns to enhance technical performance. The student learns and preforms specific variations/choreography from a variety of renowned ballets. May be repeated for credit.

DANC 2090 Jazz II (1-3)

Studies contemporary jazz dance techniques using an approach toward concert jazz dance. May be repeated once for credit. **Prerequisite**: DANC 1100 or permission of the instructor.

DANC 2100 Jazz II (1-3)

Continues DANC 2090. May be repeated once for credit. **Prerequisite**: DANC 2090 or permission of the instructor.

DANC 2110 Modern Dance II (1-3)

Continues basic modern dance techniques. Student continues to develop skills leading to performance quality. May be repeated once for credit. **Prerequisite**: DANC 1120 or permission of the instructor.

DANC 2120 Modern Dance II (1-3)

Continues DANC 2110. May be repeated once for credit. **Prerequisite**: DANC 2110 or permission of the instructor.

DANC 2210 Dance History: Lineage Based to 20th Century (3)

Studies and analyzes a series of aesthetic revolutions that have led to the art of dance as we know it today. Students study

development of classical ballet and beginnings of modern dance in America, beginning with social, ethnic, religious, and ritualistic roots, and following the widening distance between audience and performer. **Prerequisite**: 9 credit hours of dance or permission of the instructor.

DANC 2230 Tap Dance II (1-3)

This course is designed to go beyond the fundamentals necessary for rhythmic coordination in tap combinations. Emphasis is on musicality and phrasing as well as rhythmic improvisation. May be repeated for credit. **Prerequisite**: DANC 1240.

DANC 2240 Tap Dance II (1-3)

This course is designed to go beyond the fundamentals necessary for rhythmic coordination in tap combinations. Emphasis is on musicality and phrasing as well as rhythmic improvisation. May be repeated for credit. **Prerequisite**: DANC 2230.

DANC 2250 Cross Training (1-2)

Focus of the class is on learning and performing exercises to enhance dance perfjoamcne; improve balance, physical power, flexibility, core strength and symmetry. The student will discover and work to change imbalance in his/her individual body. Good for prevention and treatment of injuries. Techniques such as pilates, gyrokinesis, water and land conditioning are possible offerings. May be repeated for credit.

DANC 2310 Composition II (1-3)

Continues Composition I. Emphasizes phrasing, form, content, the utilization of music, props, and other visual effects, and manipulation of larger groups. **Prerequisite**: DANC 1320 or permission of the instructor.

DANC 2320 Composition II (1-3)

Continues DANC 2310. **Prerequisite**: DANC 2310 or permission of the instructor.

DANC 2400 Aerial Dance (3)

The aerial dance course is designed for students who are interested in studying aerial circus art and contemporary dance concepts. The class will combine both techniques to help students understand how movements flow whether on the ground or in the air. We encourage all students to work on their upper body strength every day to increase their learning potential in class.

DANC 2520 Living Anatomy and Movement (3)

Musculoskeletal anatomy and physiology course is for dancers and non-science majors. Class members learn to feel and understand each part studied in their own bodies. Mechanisms of coordination, balance, and breathing are discussed. Muscle testing and toning techniques are used to demonstrate physiology of motion and kinesiology. **Prerequisite**: Permission of the instructor.

DANC 3000 Topics in Dance (1-3)

Intensive studies in a specialized area of dance, such as: ballet, modern, jazz, tap, improvisation, choreography, repertory, history, anatomy/kinesiology, technical theatre, criticism, arts administration, therapy. May be repeated for credit. **Prerequisite**: Permission of the instructor.

DANC 3010 Ballet III (1-3)

Develops intermediate skills into unified forms. Students build on technique by increasing strength, flexibility, balance, and precision. Students will expand upon ballet vocabulary and increase skill and artistry, including turns, jumps and beats. May be repeated for credit. **Prerequisite**: DANC 2020 or permission of the instructor.

DANC 3020 Ballet III (1-3)

Continues DANC 3010. May be repeated for credit. **Prerequisite**: DANC 3010 or permission of the instructor.

DANC 3050 Partnering (1-2)

In this class, the student develops an awareness of the mutual respect needed between the partners working in a particular duet, be it classical or modern, or being danced by one male and one female, two males or two females. Student grasp the myriad of possibilities that exist in the art of choreography when they understand the relationship between two dancers and how to develop the pas de deux into a work. May be repeated for credit.

DANC 3090 Jazz III (1-3)

Studies contemporary jazz dance techniques using an approach toward concert jazz dance. Expand upon Jazz II by understanding more complicated rhythms and movement vocabulary. May be repeated for credit. **Prerequisite**: DANC 2100 or permission of the instructor.

DANC 3099 Practicum (1-3)

On-the-job experience, an internship, fieldwork, an apprenticeship, and direct participation in community or professional activity are all possible within the framework of a practicum. Evaluation is usually based on the quality of the student's performance in the chosen practicum setting and on reflective analysis of the experiential learning. **Prerequisite**: Permission of the department chair.

DANC 3100 Jazz III (1-3)

May be repeated for credit. **Prerequisite**: DANC 3090 or permission of the instructor.

DANC 3110 Modern Dance III (1-3)

Develops intermediate skills into unified forms. Students continue to gain strength, articulation, flexibility, and alignment while working on longer movement phrases demanding wide range of qualities, off-balance turns, elevations, and falls. May be repeated for credit. **Prerequisite**: DANC 2120 or permission of the instructor.

DANC 3120 Modern Dance III (1-3)

Continues DANC 3110. May be repeated for credit. **Prerequisite**: DANC 3110 or permission of the instructor.

DANC 3150 Performance Techniques I (1-2)

Create a dance lecture demonstration; this includes writing and performing the text, choreographing the movement, conducting rehearsals and performing the dance lecture demonstration. May be repeated for credit.

DANC 3160 Performance Techniques II (1-2)

Performance skills are developed and deepened through rehearsal and performance of the Webster University Dance Ensemble and the Dance Lecture Demonstration Touring opportunities.

DANC 3210 Dance History: 20th Century to the Present (3)

Studies and analyzes a series of aesthetic revolutions that have led to the art of dance as we know it today. Students study dance in the 20th century to the present day. **Prerequisite:** DANC 2210 or permission of the instructor. **GCP Coding: (ROC)** (CRI)

DANC 3220 Improvisation II (1-2)

Explores advanced techniques in the exploration of space, time, weight, energy, contact, props, games, grids, scores, relationships and group dynamics. Class members expected to invest their own approaches to work. May be repeated for credit. **Prerequisite**: DANC 1220 or permission of the instructor.

DANC 3250 Somatics (1-2)

Develop greater awareness, an ability to sense oneself, to discover ways for self-organization in movement and its connection to ways of feeling, thinking and learning. Often provides fresh ways of approaching movement and assists in breaking old movement patterns. Good for prevention and treatment of injuries. Techniques such as Taiji, Feldendrais, Yoga and Alexander are possible offerings. May be repeated for credit.

DANC 3410 Research Methodologies & Techniques (1)

This course concentrates on the process for scholarly dance research. Various methodologies and techniques are presented for the gathering of knowledge and the synthesis of investigated information. A thesis statement, bibliography and proposal are created, preparing the student for the BA Dance Capstone. **Prerequisite**: Permission from the Department of Dance.

DANC 3550 Lighting & Costume Design for Dance I (1-2)

This course has a theoretical design focus on dance lighting and costuming, also stage management instruction and experience are explored in this course.

DANC 3560 Lighting & Costume Design for Dance II (1-2)

An experiential design focus on dance lighting and costuming, also continued stage management instruction and experience, with crew/design experience on both costumes and lighting comprise this course.

DANC 3599 Independent Study (1-3)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. **Prerequisite**: Permission of the department chair.

DANC 4010 Ballet IV (3)

Advanced training in the classic skills of ballet leading to performance. May be repeated for credit. **Prerequisite**: DANC 3020 or permission of the instructor.

DANC 4020 Ballet IV (3)

Continues DANC 4010. Advanced training in the classic skills of ballet leading to performance. May be repeated for credit. **Prerequisite**: DANC 4010 or permission of the instructor.

DANC 4110 Modern IV (1-3)

Advanced training in the contemporary skills of modern technique leading to performance. May be repeated for credit. **Prerequisite**: DANC 3120 or permission of the instructor.

DANC 4120 Modern IV (1-3)

Continues DANC 4110. Advanced training in the contemporary skills of modern technique leading to performance. May be repeated for credit. **Prerequisite**: DANC 4110 or permission of the instructor.

DANC 4210 BA Capstone (3)

This is the BA Capstone: It can include a thesis or paper, creative project, or internship. All include in-depth research on a topic of the students' choice. **Prerequisite**: DANC 3410 or approval of the Department of Dance.

DANC 4310 Choreographic Project (3)

Requires a written proposal for choreography, including music to be used, number of dancers, length, and brief description of intended choreographic approach. Viewings and feedback of the work occurs several times during the semester. Public performance of the work constitutes satisfactory completion of course requirements. **Prerequisite**: Student must be in senior year or permission of the instructor.

DANC 4320 Choreographic Project (1-3)

Prerequisite: Permission of the instructor.

DANC 4400 Dance Pedagogy (3)

Student learns to teach dance, to create and execute lesson plans, and develops an understanding of how to create curriculums for various populations and dance forms. This is both a theoretical and an experiential course recommended for students accomplished in at least an intermediate level of modern or ballet technique.

DANC 4410 Webster University Dance Ensemble (0-2)

This course is required for all Dance Majors each semester. The content of the course may include opportunities such as: community based learning, guest artists, master classes, showings of student works-in-progress. May be repeated for credit.

DANC 4610 Reading Course (1-3)

Prerequisite: Filing of the official form.

DANC 4900 Senior Seminar (1-2)

Integrate knowledge and focus on the development of self-marketing skills, creating materials such as promos, résumés, websites to assist in the job search and sustainability of one's career. Research prospective job market. May be repeated for credit. **Prerequisite**: Student must be in senior year or permission of the instructor.

DESN - Design

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
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PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication

** Course fulfills two skill areas

DESN 1210 Design Concepts (3)

Presents students with the tools to deal with visual materials in a knowledgeable and critical way and to obtain insight into the making and consuming of images. Students will use problem-solving and critical thinking skills to develop artistic solutions based on their understanding of basic concepts and principles of 2-D design, in actual and digital formats. Students will also use experimentation and evaluation to develop awareness of their personal methodology and style within the paradigm of contemporary art concepts. Through critiques and oral presentations, this class will focus on improving oral communication skills using the art terminology that students learn throughout the semester. **GCP Coding**: **(ARTS)** (OCOM)

DESN 1220 Design: 3-D (3)

Emphasizes fundamental principles and elements of organization in the visual art as they relate directly to volumetric and spatial forms. **Prerequisite**: Students without portfolio admission to the department with permission of the chair.

DESN 1500 Digital Visualization (3)

Introduces students to the critical digital tools and concepts of making visually based work across multiple platforms and working methods. Projects engage with graphics, photo editing, and desktop publishing software. Topics include scanning, printing, photo retouching, digital type, building print-design layouts, and working across different platforms. **Prerequisite**: Students without portfolio admission to the department with permission of the chair.

DESN 2200 Design Play (3)

Challenges students to seek communicative potentials in the formats of graphic design, advertising, products, or installations. Students are encouraged to leave design assumptions and stereotypes behind in order to promote human wonder and engage the audience on an emotional level. May be repeated once for credit. **Prerequisites**: DESN 1500. Students without portfolio admission to the department with permission of the chair.

DESN 2300 Type Dialogues (3)

Introduces the formal and conceptual fundamentals of typography as a communicative medium that conveys personal, aesthetic, and social meaning. By understanding the contextual history of typography, students will become able to make informed typographic decisions, allowing for more thoughtful and compelling design solutions. May be repeated once for credit. **Prerequisites**: DESN 1500 or permission of the instructor. Students without portfolio admission to the department with permission of the chair.

DESN 2500 Design for Digital Portfolios (3)

Investigates how to design and build website, mobile, and ebook portfolios for artists and graphic designers. Students will learn web authoring, mobile and electronic book tools and techniques specific to portfolio design. At the conclusion of the course students will have a finished digital portfolio that they can use professionally. May be repeated once for credit. **Prerequisites**: DESN 2200 or permission of the instructor. Students without portfolio admission to the department with permission of the chair.

DESN 3050 Topics in Design (1-3)

In-depth study of particular issues in the field of graphic design. Topics vary from semester to semester, e.g., UX, product, or typeface design, or design for appetite, apps, music, exhibition,

publication, packaging, motion, toys, advertising, etc. May be repeated for credit if content differs. **Prerequisites:** DESN 2300 and DESN 2500. Students without portfolio admission to the department with permission of the chair.

DESN 3099 Independent Study (1-6)

Independent study involves research work on a specialized subject or project, or artistic work. The emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs.

DESN 3200 Design Theory and Methods (3)

Introduces methodologies for graphic design and inspiring new ideas for the design process. Researching, inventing, and conveying messages are involved in the practice. Exercises include collaborative approaches as well as techniques to assist students in expanding their individual creative voices. May be repeated twice for credit. **Prerequisite**: DESN 2300 and DESN 2500, or permission of the instructor. Students without portfolio admission to the department with permission of the chair.

DESN 3800 Professional Practice in Graphic Design (3)

Prepares students for post-graduation entrance into the field. Focuses on development of a portfolio and presentation skills. Students will have opportunities to interact with professional designers in design studio visits, and in other venues. May be repeated once for credit. **Prerequisites**: DESN 3050 and DESN 3200. Students without portfolio admission to the department with permission of the chair.

DESN 4200 Design for Good (3)

Examines the social responsibilities for graphic designers. Projects demonstrate the power of design to communities, business leaders, and the public. Investigates a platform to build and sustain the implementation of design thinking for social change. May be repeated once for credit. **Prerequisite**: ART 3900. Students without portfolio admission to the department with permission of the chair.

ECON - Economics

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication

** Course fulfills two skill areas

ECON 2000 Survey of Economics (3)

This course provides students a broad survey of the discipline of economics. The emphasis is on the acquisition of a broad conceptual understanding of how academic and professional economists "view" the world. Given the importance of understanding "markets" to both business and public policy, the heaviest emphasis is on how markets function and a smaller emphasis on the business cycle and macroeconomic policy.

ECON 2020 Principles of Microeconomics (3)

Studies institutions and process of market specialization and exchange, pricing and output, competition and monopoly, government regulation, current economic problems, and international economic developments.

ECON 2030 Principles of Macroeconomics (3)

Covers economic activity and growth, determination of income, employment, output, inflation, aggregate demand and supply, money and banking, monetary and fiscal policies, and international economic issues.

ECON 3000 Basic Economic Modelling (3)

This course builds on the concepts developed in Survey of Economics. The student is introduced to economic modeling used in both microeconomics and macroeconomics. The purpose of the course is to act as a bridge between the more topical approach to introducing economic concepts used in Survey of Economics and the more rigorous modeling used in Intermediate Microeconomics and Intermediate Macroeconomics. The course also is used as a pre-assessment point for students seeking to earn a degree in economics. **Prerequisite**: ECON 2000.

ECON 3020 Intermediate Microeconomics (3)

This course covers advanced theory and applications in microeconomics. Topics include utility theory, consumer and firm choice, optimization, goods and services markets, resource markets, strategic behavior, and market equilibrium. **Prerequisite**: ECON 2000 and ECON 3000.

ECON 3030 Intermediate Macroeconomics (3)

This course covers advanced theory and applications in macroeconomics. Topics include growth, determination of income, employment and output, aggregate demand and supply, the business cycle, monetary and fiscal policies, and international macroeconomic modeling. **Prerequisite**: ECON 2000 and ECON 3000.

ECON 3100 Issues in Economics (3)

Analyzes current economic issues in terms of historical background, present status, and possible solutions. May be repeated for credit if content differs. **Prerequisite**: ECON 2000.

ECON 3150 Digital Economy (3)

The digital economy has generated the creation of a large range of significant dedicated businesses. But, it has also forced traditional businesses to revise their own approach and their own value chains. The pervasiveness can be observable in commerce, marketing, distribution and sales, but also in supply logistics, energy management, finance and human resources. This class introduces the main actors, the ecosystem in which they operate, the new rules of this game, the impacts on existing structures and the required expertise in those areas. It also looks at implementation. **Prerequisite**: ECON 2000.

ECON 3200 Money and Banking (3)

Studies the forms and functions of money, the commercial banks, the Federal Reserve system, and monetary theory and policy used as a tool to achieve economic goals. Includes banking and other financial institutions. **Prerequisite**: ECON 2000.

ECON 3410 Labor Economics (3)

Studies the labor market, compensations, labor unions, management and labor strategies, collective bargaining and labor legislation. **Prerequisite**: ECON 2000.

ECON 3700 Economics of Development (3)

An analysis of issues and problems pertaining to natural resources management, manpower, capital accumulation, technological progress, and sociocultural-institutional factors. **Prerequisite**: ECON 2000.

ECON 3720 International Trade and Finance (3)

Students examine the theories, policies, and instruments (e.g., tariffs, quotas, V.E.R.'s) of international trade and consider trade integration. Course content also focuses on the foreign exchange market and balance of payments in international trade. Macropolicies in open economies, such as flexible exchange rates and the nature of world money, are examined. Theories and policies of foreign direct investment are considered. **Prerequisite**: ECON 2000.

ECON 3737 The Business of Sports (3)

Students will examine and learn (1) the primary revenues and expenditures encountered by professional sports teams and collegiate athletic departments, (2) the evolution of collective bargaining agreements in sports and how these agreements impact the economics of sports leagues, (3) the economic marketplace for sports media rights, (4) the supply and demand factors that influence the dynamics associated with facility financing levels and methods, (5) the essential characteristics that impact the market for sport sponsorships and athlete endorsements, (6) the role that local and regional sports commissions play within communities, and (7) current events impacting the growth and evolution of the sports business industry. **Prerequisite**: MNGT 2700 or permission of the instructor.

ECON 4000 Assessment Exam (0)

This course is required for all Webster students completing a minor, emphasis or major in economics. Successful completion will require the student to take the exam(s) application to their chosen economics program. **Prerequisite**: All program-specific requirements for the applicable program.

ECON 4300 Public Finance (3)

Covers the growth and impact of the public sector. This includes revenue generation and the impact of public expenditures on the allocation of wealth in society. Topics include welfare economics, cost benefit analysis, public choice theory, the theory of optimal taxation, and selected public-sector issues. **Prerequisite**: ECON 2000.

ECON 4600 Comparative Economic Systems (3)

Examines and compares the concepts and techniques of systems, ranging from those that rely heavily on market mechanisms to allocate the resources to those that rely on central command or planning for resource allocation, and the systems that are a mixture of market and command. **Prerequisite**: ECON 2000.

ECON 4610 Reading Course (1-4)

Prerequisite: Filing of official form.

ECON 4800 Industrial Organizational Economics (3)

Analyzes the structure, performance, and antitrust policies of industries. Includes major economic theories of the firm's objectives and decision making, pricing and output policies, market structures, industrial policies, and the role of multinational corporations in international markets. **Prerequisite**: ECON 2000.

ECON 4900 History of Economic Thought (3)

This course provides the student a context for understanding the modern economic paradigm. This is accomplished by introducing the student to the development of economic thought from its earliest formation through its current manifestation. Care is taken to demonstrate the interdependence of this development of thought and the historical social context. **Prerequisite**: ECON 2000.

ECON 4910 Comparative Economic Problems (3)

Analyzes economic issues confronting the world in achieving economic and social goals, the influence of market and public policies on attainment of goals, distribution of income, business cycle fluctuations, growth, inflation, technological progress, and concentration of economic power. **Prerequisite**: Senior standing.

ECON 4950 Internship in Economics (1-6)

Prerequisite: Major in Business Department.

EDEX - Educational Experiences

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
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SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

EDEX 1000 Educational Program Analysis (3)

Many adult students have gained the equivalent of college-level learning through their work experiences, training on the job, volunteer activities, civic involvement, travel or other nonacademic settings. In this independent course, students learn to document their college-level learning into a portfolio that can then be

assessed for college credit. Permission from the Coordinator for Experiential Learning required for enrollment. **Prerequisite**: Permission from Academic Advising.

EDEX 1001 Prior Learning Portfolio Assessment (0)

Students submitting portfolios for Prior Learning Assessment without taking EDEX 1000 or submitting additional portfolios after EDEX 1000 must register for this course. There is an additional course fee of $350. This course may be repeated up to the maximum allowable credits earned by prior learning assessment (PLA), which is 30 credit hours. **Prerequisite**: Permission from Academic Advising.

EDEX 1500 Webster 101 (1)

Webster 101 is designed as an introduction to college life and is intended for first year students. This course will help the first year student make the most of his/her career at Webster University. Using various assessments and exercises, each student will develop a deeper understanding of him/herself and use that understanding to learn adaptation strategies, such as goal setting, values clarification, time management, money management, and stress management skills that will work for each student in and out of the classroom. Each student will also learn how to use the many resources Webster provides to support students in meeting both academic and social challenges. All freshmen are invited but not required to enroll. See also: Student Affairs. **Prerequisite**: First time freshman status.

EDEX 1510 Major and Career Explorations (1)

This class is designed to provide students with the opportunity to explore major and career interests. Students will take several self-evaluation assessments that will allow them to understand their values, interest, personality characteristics and skills in relation to a variety of majors. Students will also learn resources for obtaining accurate major and career related information. The course will include one-on-one meeting with career counselors to create individualized career development plans and career-related group outings. The skills and strategies learned in this class will enable students to make informed decisions about choosing majors and careers.

EDEX 1520 Certified Peer Educator (1)

The Certified Peer Educator (CPE) course will help to develop leadership skills in our students in their growth to be able to become successful Peer Educators. The course will include eight modules, covering the role of peer education, helping peers make a behavior change, listening skills, response and referral skills, how to take action and intervene, recognizing the role of diversity and inclusivity, programming and presentation skills, self-care and group dynamics. The course is driven through the Certified Peer Educator (CPE) Training material offered through a BACCHUS Initiative of NASPA.

EDEX 2750 Student Leadership Development (1-12)

A semester-long course in leadership skills assessment, leadership theory, interpersonal communications, leading in a diverse community, teamwork, ethical decision making, motivation, organizational dynamics, goal setting, and promotion. May be taken as part of the leadership certificate program or separately. **Prerequisite**: Permission of the coordinator of the leadership program, Student Affairs Office, 314-968-6980. See also: Special Study Opportunities.

EDEX 3001 Chess for Beginners (1)

In today's world that focuses on the importance of networking in almost any profession, and especially in business, playing chess joins the ranks of tennis and golf as a conduit. Chess players are often considered to be intelligent, strategic, studious and good employers. Learning how to play chess, and/or how to improve your chess game, is a perfect way to enhance your marketability and widen your networking circles. This class will teach you the basics of the game of chess through instruction and play.

EDEX 3002 Chess Lab 2 (1)

Stronger chess players are the ones who train more and learn different aspects of the game. This has tremendous similarities to what is expected in the work force. This class will build on prior basic knowledge of the game of chess through instruction and play. Importantly, this class will focus on Chess Openings. Learning one's "style" is important both on and off the board. **Prerequisite**: EDEX 3001 or USCF Chess rating of 1000+.

EDEX 3003 Chess Lab 3 (1)

Success, both on and off the board, is often marked by how you finish a meeting, bid or competition. Closing the deal is something that most people have to learn how to do. This class will build on prior basic knowledge of the game of chess through instruction and play. Importantly, this class will focus on Chess Endgames. Learning how to win a "winning" game or saving a difficult position is a very important skill to have. **Prerequisite**: EDEX 3001 or USCF Chess rating of 1000+.

EDEX 3004 Chess Lab 4 (1)

The hardest part of a game, an interview, a job and just about anything else that humans do is the Middle part. With all of the beginning options finished, and so many paths to choose next, there is much room for errors. Chess, like life, has a complex middle game filled with potential pitfalls. Learning how to safely take risks and how to rely on the knowledge you have is important for chess and otherwise. This class will build on prior basic knowledge of the game of chess and increase knowledge of Middlegame aspects that work well on and off the board. **Prerequisite**: EDEX 3001 or USCF Chess rating of 1000+.

EDEX 3300 Special Topics in Educational Experience (1-3)

Topics involve inquiry or action around current education or service-learning related activities. May be repeated for credit if content differs.

EDUC - Education

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
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Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
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INTC	Intercultural Competence
OCOM	Oral Communication

WCOM	Written Communication
** Course fulfills two skill areas	

EDUC 1050 Outdoor Education (2-3)

An introduction to environmental education that includes environmental living skills, curriculum enrichment through outdoor activities, stress challenge, group dynamics, environmental education and global sustainability.

EDUC 1100 Math Tutoring (1)

This course identifies basic tutoring techniques that encourage a child to think about, verbalize, and solve problems. It will also identify some common K-5 math problem areas, provide video examples of good tutoring techniques and materials, and address classroom etiquette. Successful completion of the course is a requirement for participation in the Webster Math Tutoring Program. **Prerequisite:** Approval of the instructor.

EDUC 2000 Beginning Practicum in Education (1-2)

This practicum provides supervised field experience for students who are beginning their education studies. The focus of this practicum is observation of teachers and students in a specific classroom setting. Taken concurrently with EDUC 2800 Foundations in Education. Must be completed with a grade of B or better. **Co-requisite**: EDUC 2800.

EDUC 2110 Communication in Education (3)

Students in this introductory communications course focus on learning about communication models and the affective domain. Students work on developing self-awareness and interpersonal communication skills. **GCP Coding**: **(SSHB)** (OCOM)

EDUC 2140 Writing for Teachers (3)

This course is designed to help prospective teachers develop a sense of themselves as writers as they experience the components of writers' workshop. Through self-evaluation, peer response and teacher evaluation, candidates will strengthen the clarity, efficacy and intentionality of their writing. **GCP Coding**: (WCOM)

EDUC 2180 International Children's Literature (3)

This course is designed to provide students an opportunity to become acquainted with the great wealth of trade books and other media forms available for today's children, preschool through grade eight. Students will utilize literature as a lens for understanding the child's historical and contemporary roles in U.S. and global societies. Extensive and intensive reading and analysis of children's literature will be required. This is a writing intensive course. **GCP Coding**: **(GLBL)** (INTC)

EDUC 2240 Middle School Philosophy and History (3)

Students examine the history of the middle school movement from the 18th century through the 21st century and its evolving philosophy. Implications for teacher professionalism, school and classroom design, and teaching methodologies are also studied.

EDUC 2300 Child and Adolescent Development (3)

Students in this course are presented with theories of physical, cognitive, emotional, and social development. The emphasis is on developmental processes beginning in early childhood through the teenage years. Theories of development are interrelated and integrated with observations of children and adolescents and discussions of educational applications. Development is studied in the context of family, school, community and society. Intracultural and intercultural variations in development are examined. **GCP Coding: (SSHB)** (INTC)

EDUC 2550 Student Literacy Corps (1-3)

Students in this course learn from tutoring experiences in the greater St. Louis area about the problems caused by and associated with illiteracy. Students receive literacy training during class meetings. Students learn strategies to support literacy as well as become aware of cultural and ethnic differences within their own community. Students are introduced to various reading strategies for tutoring. Students provide 20 hours of tutoring experience per credit hour throughout the semester at community settings within the St. Louis area. May be repeated for credit up to 6 credit hours.

EDUC 2800 Foundations in Education (3)

This course enables teacher candidates to explore diverse values and beliefs about learning and teaching. Candidates will investigate the historical, philosophical, social, political and legal aspects of education and to further their understanding of the various issues that shape and impact the U.S. system of education. This course is designed to challenge candidates to promote individual and group responsibility for education in a democratic and diverse society. Must be completed with a grade of B or better in order to continue in the BA in education and be admitted to teacher certification. **Prerequisite**: EDUC 2140, WRIT 1010, or WRIT 2000 with a B- or better. **Co-requisite**: EDUC 2000. **GCP Coding**: **(SSHB)** (CRI)

EDUC 2850 Foundations of Early Childhood Education (3)

Students in this course examine the historical, philosophical, psychological, and social foundations in order to understand and define best practices in early childhood education. By studying various models and approaches to this field, students gain an understanding of the state of the art of early childhood education and the forces shaping its future underscoring legal and ethical responsibilities to children, families, and colleagues with their communities. Topics such as administrative planning of programs, environments, personnel policies, management, maintenance and budget are discussed. Field observation and participation with children and adults in a variety of different local types of programs are required.

EDUC 2900 Education of Students with Exceptionalities (3)

This course is intended for students in education and others interested in the education and counseling of individuals with exceptional and/or disabling conditions. The focus is on the definition, identification, education, and vocational preparation of students with special needs, with specific reference to those disabilities set forth in the Individuals with Disabilities Act (IDEA).

EDUC 3000 Practicum: Elementary (1-3)

This practicum is in an elementary setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of appropriate form by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3001 Practicum: MDSC Language Arts (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3002 Practicum: MDSC Math (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3003 Practicum: MDSC Science (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3004 Practicum: MDSC Social Science (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3005 Practicum: Secondary English (1-3)

This practicum is in a high school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3006 Practicum: Secondary Mathematics (1-3)

This practicum is in a high school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3007 Practicum: Secondary Social Science (1-3)

This practicum is in a high school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3008 Practicum: Secondary Biology (1-3)

This practicum is in a high school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3009 Practicum: Art K-12 (1-3)

This practicum is in a P-12 setting classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3010 Practicum: K-12 Choral Music (1-3)

This practicum is in a P-12 setting classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline.

EDUC 3011 Practicum: K-12 Instrumental Music (1-3)

This practicum is in a P-12 setting classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline.

EDUC 3012 Practicum: K-12 French (1-3)

This practicum is in a P-12 setting classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Prerequisites:** Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3013 Practicum: K-12 German (1-3)

This practicum is in a P-12 setting classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3014 Practicum: K-12 Spanish (1-3)

This practicum is in a P-12 setting classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3015 Practicum: K-12 Special Education (1-3)

This practicum is in a P-12 setting classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3016 Practicum: Secondary Chemistry (1-3)

This practicum is in a high school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3070 Intro to Sign Language and Deaf Culture (1-3)

This course is designed as an introductory conversational ASL class. Students will learn sign vocabulary, ASL syntax, non-verbal grammatical features, fingerspelling and numbers, with both receptive and expressive activities. In addition, Deaf culture, which is an integral part of learning ASL will be included. Signs will be organized into conversational themes and will be reinforced through various interactive activities that may include interaction with signing Deaf guests and out of class experiences with members of the Deaf community.

EDUC 3099 Practicum Seminar (1)

This seminar corresponds to the teacher certification practicum experience. It is designed for teacher candidates and focuses on their attainment of highly effective teaching practices. These include teacher presence, classroom organization and structure, lesson planning and student assessment based on sound data analysis. The course is designed to prepare each teacher candidate to process the activities of the field-based classroom practicum. An overarching goal is the documentation and attainment of Missouri Teacher Standards as measured by the Missouri Educator Evaluation System (MEES). **Prerequisite**: Eligible for admission to teacher certification and filing of appropriate form by the posted deadline. **Co-requisite**: EDUC 3000 or EDUC 3001 or EDUC 3002 or EDUC 3003 or EDUC 3004 or EDUC 3005 or EDUC 3006 or EDUC 3007 or EDUC 3008 or EDUC 3009 or EDUC 3012 or EDUC 3013 or EDUC 3014 or EDUC 3015 or EDUC 3016.

EDUC 3100 Learning, Teaching and Assessment (3)

This course is an in depth study of fundamental concepts and principles that have broad applicability to classroom practice and support the preparation of candidates in education. The course not only emphasizes major concepts of learning theories but also covers relevant topics such as developmental characteristics and milestones of children and adolescents, student differences and diversity, motivation, instructional approaches and assessment.

EDUC 3120 Classroom Assessment (1)

This course prepares students for the demands of assessment, building on the constructs of educational psychology. It covers types of assessments, characteristics of quality assessments, developing scoring guides, asking questions and documenting student learning.

EDUC 3125 Technology in the Classroom (2)

This is a hands-on project based course designed to help educators use technology creatively and effectively to support curriculum in PK-12 classrooms. Emphasis is on learning how to use software and the internet in the classroom. The focus is not on the tool, but rather on the pedagogy and how to effectively implement the tools in the classroom to instruct and assess students.

EDUC 3126 Web 2.0 Technologies in the Classroom (1)

This is a hands-on project based course designed to help educators use technology creatively and effectively to support curriculum in PK-12 classrooms. Students will learn the use of the Inspiration family of software and contribute to a course wiki site based on the SOE goals.

EDUC 3127 Interactive Technologies in the Classroom (1)

This is a hands-on project based course designed to help educators use technology creatively and effectively to support curriculum in PK-12 classrooms. Students will learn how to use United Streaming, Tablet PCs, Clickers and SmartBoards.

EDUC 3128 Multimedia in the Classroom (1)

This is a hands-on project based course designed to help educators use technology creatively and effectively to support curriculum in PK-12 classrooms. Students will learn how to use web cameras, podcasting, PDAs and iMovie software.

EDUC 3129 Assistive Technologies (1)

This course focuses on hardware and software designed for persons with disabilities. Students will carry out a hands-on project designed to provide educators with the tools needed to evaluate a learner characteristics-feature match in order to provide individualized supports.

EDUC 3130 Adventure Education Program (2-6)

Students in this field practicum in adventure education are involved in curriculum development, instruction, and evaluation. The practicum typically involves K-12 students. May be repeated for credit. **Prerequisite**: EDUC 1050 or permission of the instructor.

EDUC 3140 Introduction to Global Education (3)

This course provides students from all academic backgrounds the opportunity to explore educational systems in a global context. Students will examine both the foundations of education and human development. They will gain a solid understanding of the similarity and differences in education across culture, class, and ability as well as the impact of political, social and economic factors that impact educational systems.

EDUC 3150 Education in a Diverse Society (3)

Students in this course explore values and beliefs about learning and teaching in a multicultural setting. Typically held in a local K-12 school, the course has a concurrent 1-credit-hour field experience at the site, EDUC 3155. Must be completed with a grade of B or better. **Prerequisites**: College level composition course with a B or better; EDUC 2110. **Co-requisite**: EDUC 3155. **GCP Coding**: **(SSHB)** (CRI)

EDUC 3155 Early Diversity Practicum (1)

Students in this early practicum are placed in the diverse PK-12 school settings. This early Practicum is designed to accompany EDUC 3150 Education in a Diverse Society and will take place in the diverse school setting in which the course is offered. Students will be assessed using the School of Education Dispositions. Must be completed with a grade of B or better. **Co-requisite**: EDUC 3150.

EDUC 3160 Multimodal Literacies (3)

This course develops future educators' abilities to utilize verbal, visual, musical, and kinesthetic activities in classroom settings. As students explore the potential of specific and integrated modalities they learn how to utilize the visual, performing, and language

arts to cultivate executive function, problem-solving in media and literacy skills.

EDUC 3190 Young Adult Literature (3)

Students will explore the transitional aspects of adolescence (physical, cognitive, social, and emotional) through reading texts written for and about young adults. These multi-ethnic and international texts represent the genres and formats of traditional fantasy, modern fantasy, historical fiction, contemporary realistic fiction, nonfiction, poetry, and graphic novels. These readings will support students' understanding of the impact of historical, gender, socio-economic and cultural status on the adolescent journey. **GCP Coding**: **(SSHB)** (INTC)

EDUC 3225 Education Passport 1 (0)

The Department of Teacher Education Passport is an integral element in the assessment system for initial teacher certification programs. This system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age. Using a self-directed approach, pre-service teachers will upload artifacts in the digital passports. Completion of Passport 1 is required for admission to teacher certification. Admission is granted when candidates successfully submit the four assignments accompanied by highlights, annotations, and/or short reflections and have met the other admissions criteria.

EDUC 3275 Education Passport 2 (0)

The Department of Teacher Education Passport system is an integral element in the assessment system for initial teacher certification programs. This system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age. Using a self-directed approach, pre-service teachers will upload artifacts in the digital passports. Completion of Passport 2 is required prior to apprentice teaching. Candidates must successfully submit the nine assignments accompanied by highlights, annotations, and/or short reflections and have met the other teacher certification criteria.

EDUC 3300 Topics in Education (1-3)

A variety of topics are presented dealing with specialized areas of interest in the field of education. May be repeated for credit if content differs.

EDUC 3375 Behavior Management (3)

Students in this course study the principles and techniques of behavioral management. The purpose of this course is to provide prospective teachers and other professionals with a basic understanding of the social, cultural, emotional, motivational, and environmental factors that influence human behavior and development, and strategies that promote self-esteem, autonomy and self-regulation. **Prerequisites**: Eligible for admission to Teacher Certification and concurrently registered in a practicum.

EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (1-3)

This course utilizes hands-on and project-based activities to teach instructional technology use and integration to students. In the course, students engage with using classroom technologies for teaching learners from prek-12. The use of technologies for instructional planning and design, data gathering and assessment as well as Universal Design for Learning will be demonstrated and practiced. The course explores technology integration based on student engagement with productivity applications, interactive and cloud-based platforms as well as assistive technologies.

EDUC 3500 Methods of Teaching Secondary School (3)

Students in this course explore activities and interactions of teachers and pupils in the development of conditions for learning in secondary schools. Candidates learn the fundamentals of teacher-centered and student-centered instructional and assessment techniques and apply these in developing standards-based lessons and curricular units based on subject specific competencies. **Prerequisite**: Eligible for admission to Teacher Certification.

EDUC 3650 Instructional Design (3)

In this course, students will examine the use of instructional systems design to create instructional experiences across different learning environments. Practical application of models and theories that employ digital and rich multimedia instruction are emphasized. Focus areas will include learning and design, the ADDIE model and approaches to Design Implementation. Students in this course will acquire the knowledge, skills, and capabilities to design and develop instruction for formal as well as informal learning environments. Using ID in the areas of mobile, e-learning and onsite deployments will be examined.

EDUC 4000 Apprentice Teaching Seminar (1)

This seminar is designed to assist apprentice teachers to focus on multiple factors affecting their classroom experiences, student interactions and curriculum through the creation of an electronic Teacher Work Sample. Through this process each teacher candidate demonstrates knowledge and skills in meeting the MoSPE standards. **Prerequisite**: Concurrent enrollment in apprentice teaching.

EDUC 4020 Health, Nutrition, and Safety (3)

Students in this course learn about the basic factors that affect the health, nutrition, and safety of the young child. Nutritional needs, feeding, health routines, safety hygiene, childhood illnesses, socio-emotional needs and first aid for young children will be examined. This course also addresses program, curriculum for young children, and parent education as it relates to these areas. **Prerequisites**: EDUC 2850, EDUC 2800 and EDUC 2000.

EDUC 4105 Methods of Teaching Middle School Language Arts (3)

Students in this course examine issues, attitudes, and trends in teaching Middle School Language Arts as well as the essential subject matter of the discipline. Strategies, canons, management and philosophy concerning instruction are covered. Methods used to teach and evaluate speaking and listening, writing and reading, and visually representing and viewing are discussed. Assignments similar to those used in typical middle school language arts classrooms are included. **Prerequisites:** EDUC 2240 and eligibility for admission to Teacher Certification.

EDUC 4110 Methods of Teaching Secondary English (3)

Students in this course examine issues, attitudes, and trends in teaching English as well as the essential subject matter of the discipline. Strategies, canons, management and philosophy concerning instruction are covered. Methods used to teach and evaluate speaking and listening, writing and reading, and visually representing and viewing are discussed. Assignments similar to those used in typical English classrooms are included. **Prerequisites**: EDUC 3500 and eligible for admission to Teacher Certification.

EDUC 4115 Methods of Teaching Middle School Social Studies (3)

This course focuses on materials, techniques, and resources for teaching social studies to students in middle school settings. It also explores instructional strategies to help middle school students develop historical, political, geographical, social and cultural understanding. Students will be prepared to work with middle school students from a variety of multicultural groups as well as teachers In other subject areas to support the Integration of social studies across the curriculum. **Prerequisites:** EDUC 2240 and eligibility for admission to Teacher Certification.

EDUC 4120 Methods of Teaching Secondary Social Studies (3)

This course studies curricular and instructional objectives for teaching social studies to students in secondary school. It also explores instructional strategies to help secondary students develop historical, political, social and cultural understanding. This includes working with students from a variety of multicultural groups as well as learning how to work with teachers in other subject areas in order to integrate curriculum. Social Science Standards for social studies are also of particular importance. Emphasizes materials, techniques, and resources. **Prerequisites**: EDUC 3500 and eligible for admission to Teacher Certification.

EDUC 4130 Writing Instruction (3)

Students examine current theories and practices for writing instruction. Students discuss elements such as the history of rhetoric, writing traits, writing forms and writing for different purposes as well as audiences. Based on contemporary theories and digital applications used in today's classrooms, students practice designing writing assignments. Other key topic areas include multimodal writing, creating writing curriculum and assessment of writing. Students practice the composition process by designing a digital writing process project. **Prerequisite**: Eligible for admission to Teacher Certification.

EDUC 4180 Elementary Arts and Humanities Methods (3)

Students in this course apply curricular and instructional objectives for teaching K-6 students Arts, Humanities and Social Studies. Materials, techniques and resources are emphasized. Arts and Humanities are broad and encompassing areas of elementary classroom teaching. Content areas that focus on the language arts and social studies are richly integrated with art history, art techniques and many forms of visual art. This includes working with students from a variety of multicultural groups as well as learning how to work with teachers in other subject areas in order to integrate curriculum. Social Science Content Standards for social studies are also of importance. **Prerequisite**: Eligible for admission to Teacher Certification.

EDUC 4190 Elementary STEM Methods (3)

In this course students learn and apply effective practices for teaching elementary science and mathematics using integrated STEM approaches. Instructional methods that are based on inquiry-based learning, number talks, scientific thinking as well as varied interactive activities and discussion protocols. Topics that will be covered include mathematics learning and Next Generation Science Standards. Candidates will create an integrated unit plan that applies critical thinking, STEM principles and learning standards. **Prerequisite**: Eligible for admission to Teacher Certification.

EDUC 4200 Methods in Middle School Curriculum and Instruction (3)

Students in this course examine curricular and instructional strategies for middle school grades 5-9 Interdisciplinary curriculum personalization of learning, instructional technologies, and other teaching strategies for the early adolescent are discussed. **Prerequisites**: EDUC 2240 and eligible for admission to Teacher Certification.

EDUC 4220 Differentiated Mathematics Instruction (3)

This course is designed to explore the literature and current practices in differentiating math instruction in K-12 classrooms. The primary objective of this class is for students to advance their professional knowledge, skills and practice for effectively teaching mathematics through differentiated instruction. An additional emphasis will be placed on response to intervention and students will learn how to assess mathematics formatively and develop strategies and interventions and target specific math difficulties. **Prerequisite**: A grade of B- or better in a college-level mathematics course.

EDUC 4250 Economics and Geography for Global Sustainability (3)

This course is designed to provide elementary, middle and secondary educators the information they need to understand and be able to teach the fundamentals of economics, geography and global sustainability. Economic content includes: economic systems, concepts, and institutions; economic change over time; modern global economics; and the relationship between producers, consumers, and the government. Geography content includes: physical geography skills (apply and use geographic representations, tools, and resources such as maps, atlases, aerial photographs, globes, etc.) and concepts; locales, regions, nations, and the world relative to location, size, climate, and geology; and how individuals and groups are affected by events on an international and global scale. Sustainability concepts and skills will be integrated throughout the course with emphasis on current environmental and social equity issues as well as systems thinking. Students will explore the interconnectedness of people, profit and planet. **GCP Coding**: **(GLBL)** (ETH)

EDUC 4270 Methods of Teaching Elementary Reading (3)

This is an introductory course in reading methodology for elementary education, early childhood and special education initial teacher certification candidates. It is the first in a series of three courses required for certification. The focus is on reading methods and specific techniques appropriate for emergent readers and developmental readers in elementary grades. A review of best practices in reading instruction, based on both current research and practice, informs undergraduate 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. **Prerequisite**: Eligible for admission to Teacher Certification.

EDUC 4280 ELEM/SPED Teaching Reading and Writing in the Content Areas (3)

This course is designed for elementary, early childhood and special education initial teacher certification candidates to examine the reading-writing connection and develop methods for teaching their students critical thinking skills and problem solving in the area of literacy. Participants will study frameworks for fostering comprehension including analytical and critical reading and content literacy.

EDUC 4290 ELEM/SPED Differentiated Reading Assessment and Intervention (3)

This course is designed for elementary, early childhood and special education initial teacher certification candidates. Candidates will learn about the best practices in developmental reading for struggling readers and learners with reading disabilities. The purpose of this course is threefold: (1) to increase knowledge and understanding of the process of reading, (2) to increase competency in the diagnosis of specific areas of weakness that can interfere with the reading process, and (3) to develop intervention strategies for struggling readers and learners with reading disabilities. Webster students will use formal and informal reading assessments to evaluate reading abilities and implement research-based intervention strategies. **Prerequisite**: EDUC 4270 or EDUC 4280.

EDUC 4330 Introduction to Students with Mild/Moderate Disabilities (3)

Students in this course study mild/moderate disabilities, including learning disabilities, behavior disorders, mental retardation, physical disabilities, and other health impairments. Course content focuses on the identification and characteristics of students with mild to moderate disabilities in each category. Topics explored also include historical perspectives of special education, legal issues, ethical considerations of labeling individuals, definitions, interventions, and educational models. **Prerequisite**: EDUC 2900.

EDUC 4350 Arts and Humanities Methods (3)

This course engages skills and strategies for teaching the Arts, Humanities and Social Studies to students. The scope of this course is Middle School and Secondary School Language Arts, Social Studies and Humanities as well as K-12 Art and World Language. It emphasizes materials, techniques and resources for teaching distinct curricular methods as well as integrative methods. Students in this course develop abilities to utilize integrative methods such as verbal, visual, musical and kinesthetic activities in the visual, performing, language arts and social studies classrooms. **Prerequisite**: Eligible for admission to Teacher Certification.

EDUC 4360 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.

EDUC 4380 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 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.

EDUC 4390 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. **Prerequisite**: EDUC 4380.

Course Descriptions

EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3)

This course surveys current theory and practice in planning, implementing and monitoring instruction to meet the needs of students having diverse learning needs including linguistically and culturally diverse students and students with disabilities in a variety of classroom contexts. Topics include the following: inclusive education philosophy and research, co-teaching and collaborative practice, parent collaboration and communication, facilitating peer supports, curriculum adaptations and differentiated instruction. **Prerequisites**: EDUC 2900 and 6 credit hours of Methods courses or permission of the instructor.

EDUC 4440 Inclusion Strategies (3)

Students in this course are introduced to strategies that promote the social and academic integration of children with disabilities, English Language Learners and children from culturally and linguistically diverse backgrounds into the general education classroom. Topics include inclusive education philosophy and research, collaborative practices, roles and responsibilities working with paraeducators, transition planning (to more inclusive settings, between grade levels, and to post-school options), grading options for students with disabilities in general education. Making Action Plans/Futures Plans, diversity issues, parent collaboration and communication, curriculum adaptations, differentiated instruction, response to intervention, positive behavior supports and use of the SIOP model with English Language Learners. **Prerequisites**: EDUC 2900 and 6 credit hours of Methods courses or permission of the instructor.

EDUC 4450 Psychoeducational Assessment (3)

Students in this course study formal and informal assessment procedures from an educational perspective. Students develop a strong foundation of principles of assessment and testing, including technical knowledge of terminology. Students examine constructs of intelligence, language, perceptual-motor abilities and achievement, focusing on how these constructs are assessed by both norm-referenced instruments and nontraditional methods. Students administer and interpret tests in order to more fully understand test constructs. **Prerequisite**: EDUC 2900.

EDUC 4460 Methods of Teaching Students with Mild/Moderate Disabilities I (3)

Students in this course are introduced to planning, organizational, and instructional techniques for students with mild/moderate disabilities. Students are prepared to work in a range of placement settings, with emphasis on inclusive placements, and to collaboratively plan with parents and all educational staff. The focus of this course is on research-based methods. **Prerequisite**: Eligible for admission to Teacher Certification.

EDUC 4470 Methods of Teaching Students with Mild/Moderate Disabilities II (3)

Students in this course are introduced to the curricula, organizational strategies, and instructional techniques appropriate to the needs of students with mild and moderate disabilities, with a focus in the content areas of science, social studies (government, geography, and economics), child and adolescent literature, physical education, health, art, and music. Also addressed is the use of technology in adapting the regular curriculum, based on a functional assessment of the curriculum and learner behavior. Emphasis is on team planning and delivery, including parents, regular education teachers, administrators, and support specialists. **Prerequisite**: Eligible for admission to Teacher Certification.

EDUC 4480 Special Education Counseling for Life Transitions (3)

The course focuses on counseling and communication techniques appropriate to the needs of the exceptional individuals and their families. The content and skills needed for special educators to facilitate effective transitions at multiple transition periods from birth through age twenty-one are a major focus of the course. Curriculum and instruction for the transition period from school to adult life specifically addresses post secondary education, vocational training, and integrated employment (including supported employment), continuing and adult education, adult services, independent living and community participation. **Prerequisite:** EDUC 4330.

EDUC 4565 Global Education Portfolio Review (1)

This course allows students pursuing the global education certificate to integrate knowledge and perspectives related to educational systems around the world. Students will select artifacts from a variety of course taken in the certificate program and use them as evidence to show they can: analyze similarities and differences in educational systems around the world, plan and implement instruction in informal educational settings, use technology as an educational tool, and explain multiple perspective in global education. **Prerequisite:** EDUC 3140.

EDUC 4575 Methods of Teaching Elementary Social Studies (3)

Students in this course study curricular and instructional objectives for teaching social studies to students in grades K-6. Materials, techniques, and resources are emphasized. This includes working with students from a variety of multicultural groups as well as learning how to work with teachers in other subject areas in order to integrate curriculum. Social Science Content Standards for social studies are also of particular importance. **Prerequisites**: Eligible for admission to Teacher Certification.

EDUC 4580 Methods of Teaching Elementary Science (3)

Students in this course study course content and instructional objectives for teaching science in the elementary school curriculum. The course covers methods, resources and techniques of good science instruction congruent with national standards with an emphasis on problem solving and critical thinking. **Prerequisites**: Eligible for admission to Teacher Certification.

EDUC 4585 Methods of Teaching Middle School Science (3)

Students in this course study course content and instructional objectives for teaching science in the middle school curriculum. The course focuses on the methods, resources and techniques of good science instruction that is congruent with national standards. **Prerequisites:** EDUC 2240 and eligibility for admission to Teacher Certification.

EDUC 4600 Educational Research (3)

This course enables students to systematically investigate topics of educational interest to evaluate the merits of published research in the field and to develop strategies for problem solving within educational settings.

EDUC 4610 Reading Course (1-3)

Students in this course investigate a given body of knowledge or a specific area of interest. Selected topics are agreed upon between student and a member of the departmental faculty. The topic of the course, detailed learning outcomes, and means of evaluation are negotiated between student and faculty member. This course

is intended for majors only. May be repeated for credit if content differs. **Prerequisites**: Senior standing and permission of the instructor.

EDUC 4620 Educational Internship (3)

This internship enables students to explore non-traditional settings and career options in education. This course is designed for students majoring in Educational Studies. **Prerequisite**: Senior standing.

EDUC 4650 Educational Research Senior Overview (3)

As the capstone course for seniors in the major, each student identifies, analyzes, researches and critically discusses an important instructional problem. This course enables students to systematically evaluate the merits of published research in the field of instruction and learning. Students review key aspects of educational research including research methodology, the ethical aspects of research and authorship as well as instrument reliability and validity. In conjunction with their internship site, students design, develop and implement an applied learning project. Students engage in a systematic process of analyzing their design and its impact on learners in context. They document their approach and present to a wider audience. **Prerequisite**: Senior standing.

EDUC 4730 Language Development (3)

This course examines language development in children and youth with and without disabilities. Evaluation of language delays, differences and disabilities are reviewed. Language intervention activities for English Language Learners and students with disabilities as well as English language arts education instructional strategies are covered. **Prerequisite**: EDUC 2900.

EDUC 4740 Child Development II (3)

Students in this course examine child development from conception to eight years of age. Students study the whole child in context of family, community, and society. An in-depth investigation of cognition, communication, perceptual/sensory, motor, social, and emotional development is the primary focus of this course. **Co-requisite**: EDUC 4741.

EDUC 4741 Infant/Toddler Practicum (1)

The focus of the 1-credit-hour practicum is observation and participation in classrooms serving infants and toddlers. It is typically taken concurrently with EDUC 4740 Child Development II and supports an understanding of child development from conception to eight years of age. **Co-requisite**: EDUC 4740.

EDUC 4770 Assessment of Young Children (3)

Students in this course focus on the assessment of young children from birth to age eight. The assessment process takes into account the whole child: cognition, communication, sensory, perceptual, motor, and social/emotional. Assessment is examined within the context of the family, environment, and culture. Emphasis is placed on the use of observation and authentic assessment with some exposure to formal standardized tests. **Prerequisites**: EDUC 4740, EDUC 4830 or concurrent registration in EDUC 4830.

EDUC 4830 Early Childhood Curriculum (3)

Students in this course investigate curriculum for children ages birth through eight years from theoretical and experiential perspectives. Students learn how to evaluate published curricula, design developmentally appropriate and responsive curricula, and adapt planned curriculum to the individual needs of children. **Co-requisite**: EDUC 4831.

EDUC 4831 Preprimary Practicum (1)

The focus of this 1-credit-hour practicum is observation and participation in classrooms serving preschool children. It is typically taken concurrently with EDUC 4830 Early Childhood Curriculum and supports an understanding of developmentally appropriate curriculum. **Co-requisite**: EDUC 4830.

EDUC 4832 Practicum: Intermediate (1)

The focus of this 1-credit-hour practicum is observation and participation in classrooms serving children in intermediate primary grades. It is typically taken concurrently with EDUC 4830 Early Childhood Curriculum and supports an understanding of developmentally appropriate curriculum. **Prerequisites**: Eligible for admission to Teacher Certification. **Co-requisite**: EDUC 4830.

EDUC 4880 Family and Community Resources (3)

Students in this course learn about current family issues and needs as related to childhood education. Included are methods of assessing family concerns, needs, and interests, techniques for interacting with parents, and ways to assess and utilize community resources (including parent volunteers) in the classroom. **Prerequisites**: EDUC 2000 and EDUC 2800.

EDUC 4950 Apprentice Teaching: Elementary Primary (Grades 1-3) (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4960 Apprentice Teaching: Elementary Intermediate (Grades 4-6) (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4965 Apprentice Teaching: MDSC Language Arts (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: EDUC 3001, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4966 Apprentice Teaching: MDSC Math (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

Course Descriptions

EDUC 4967 Apprentice Teaching: MDSC Science (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4968 Apprentice Teaching: MDSC Social Science (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4970 Apprentice Teaching: Secondary English (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4971 Apprentice Teaching: Secondary Math (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** EDUC 3006 with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4972 Apprentice Teaching: Secondary Social Science (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** EDUC 3007 with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4973 Apprentice Teaching: Secondary Biology (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** EDUC 3008, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4974 Apprentice Teaching: Secondary Chemistry (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are

provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: EDUC 3016, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4980 Apprentice Teaching: Special Education (Grades K-12) (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: EDUC 3015, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4981 Apprentice Teaching: Special Education Middle School/Secondary (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4982 Apprentice Teaching: Art K-12 (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** EDUC 3009 with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4983 Apprentice Teaching: Choral Music K-12 (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: EDUC 3009 with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4984 Apprentice Teaching: K-12 Instrumental Music (13)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4985 Apprentice Teaching: World Languages K-12: French (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**:

Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4986 Apprentice Teaching: K-12 World Languages: German (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4987 Apprentice Teaching: K-12 World Languages: Spanish (13)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: EDUC 3014 with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

ENGL - English

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

ENGL 1030 Introduction to Literature (3)

Designed to accommodate non-majors. Introduces the perceptive analysis of literature with an emphasis on enhancing the appreciation and enjoyment of literature in ways that extend beyond academic study. Studies a range of literature including such genres as poetry, fiction and drama. **GCP Coding: (ROC)** (WCOM)

ENGL 1044 Topics in Literature (1-3)

Designed to accommodate non-majors. Exposes students to a broad range of literary texts organized around a central topic, theme or genre. Topics may include: best sellers, science fiction and mystery. May be repeated for credit if content differs. Up to 3 credits may count for English majors (as ENGL elective). **GCP Coding**: **(ROC)** (WCOM)

ENGL 1050 Introduction to American Literature (3)

Focuses on themes, forms, and styles as they are represented in American literature. Emphasizes the contribution of selected major authors from the beginnings to the twentieth century. Not offered on the St. Louis campus.

ENGL 1060 Protest Literature (3)

Covers works that have a heavily sociological import and directly attack a specific social ill. Emphasizes both the literary values of the work and the social ill that inspired the work. Each section of this course focuses on only one society during one period.

ENGL 1100 Comparative European Literature (3)

Covers major themes, forms, and styles as they are represented in the various European literatures. Emphasizes the contribution of selected major authors, from the Middle Ages to the twentieth century. Not offered on the St. Louis campus.

ENGL 1900 Introductory Seminar in Literary Analysis (3)

Provides students with the literary analysis skills required for further study in English. Focuses on academic approaches to poetry, fiction, and drama. Required of all English majors before they complete their first 30 hours in the major (first 15 hours for transfer students).

ENGL 2000 What Next? The English Major after Graduation (1)

This course prepares English majors to find fulfilling careers by exposing them to the terrain of post-graduation employment opportunities, teaching them how the skills they develop in their coursework apply to various careers, and training them to find, apply for, and interview for jobs. Activities will include guest speakers, informational interviews, résumé and application letter writing, and the creation of a personalized plan for further career preparation. **Prerequisite:** ENGL 1900 or concurrent enrollment in ENGL 1900.

ENGL 2020 British Literature I (3)

Studies British literature from the Middle Ages to 1660, with emphasis on literary analysis tools including close reading, argumentation, historical/social contexts. Offered for 16 weeks only. **GCP Coding**: **(ROC)** (WCOM)

ENGL 2030 British Literature II (3)

Studies British literature from 1660 to 1901, with emphasis on literary analysis tools including close reading, argumentation, historical/social contexts. Offered for 16 weeks only. **GCP Coding**: **(ROC)** (WCOM)

ENGL 2035 History of the Novel (3)

Studies significant works by important British novelists of the eighteenth and nineteenth centuries with an emphasis on the continuity of British literature and its relationship to the historical moment. **GCP Coding**: **(ROC)** (WCOM)

ENGL 2050 U.S. Literature (3)

Studies the diverse traditions of American literature, from the oral stories of native cultures and accounts of European contact to

the early 20th century realists, raising issues of what America means and who counts as an American that we're still dealing with today. In addition to exploring the influence of race, gender, religion and region on the creation and reception of literary texts, the course will emphasize literary analysis tools including close reading, argumentation and historical/social contexts. Required of majors. Offered for 16 weeks only. **GCP Coding**: **(ROC)** (WCOM)

ENGL 2086 U.S. Literature of Diversity (3)

Explores diverse literature of the U.S. May focus on a specific time period or ethnic/cultural community, such as African American, Asian American, Native American, Latinx, LGBTQ, disability, etc. May be repeated for credit if content differs. **GCP Coding**: **(ROC)** (INTC)

ENGL 2110 Perspectives (3)

Examines a society, social problem, or social institutions from the differing viewpoints of those in and out of power. May be repeated for credit if content differs. **GCP Coding**: **(ROC)** (WCOM)

ENGL 2120 Literature of Oppression and Resistance (3)

Explores the experience of oppression and resistance from perspectives that vary by race, nationality, religion, gender, time period and other factors. In addition to examining the roles that socio-cultural factors (law, economics, etc.) play in oppression and resistance, the course will consider the various strategies that writers employ to expose, explore and contest the misuses of power, in effect asking how the act of writing itself can be an effective form of resistance. **GCP Coding**: **(ROC)** (WCOM)

ENGL 2150 Creative Writing: Poetry (3)

Writing that explores the essential components of poems. Some work on an individual basis through conference with the instructor. May be repeated for credit with permission of the instructor. **GCP Coding**: **(ARTS)** (WCOM)

ENGL 2160 Creative Writing: Fiction (3)

Writing in various forms of fiction. Some work on an individual basis through conferences with the instructor. May be repeated for credit with permission of the instructor. **GCP Coding**: **(ARTS)** (WCOM)

ENGL 2170 Creative Writing: Playwriting (3)

Writing that explores the essential components of drama. Some work on an individual basis through conferences with the instructor as well as workshop readings of student work. May be repeated for credit with the permission of the instructor. **GCP Coding**: **(ARTS)** (WCOM)

ENGL 2180 Creative Writing: Nonfiction (3)

A writing course for students interested in the essay form. Studies a wide variety of contemporary essays as models for student writing, focusing on voice, form, and audience. May be repeated for credit with permission of the instructor. **GCP Coding**: **(ARTS)** (WCOM)

ENGL 2190 Creative Writing: Translation (3)

Conducted as a writer's workshop, this class explores the translation of poetry as creative writing. The discussion of both published and student work will address each translation in terms of its success as a poem in English as well as its fidelity to the spirit, if not the word, of the poem in its original language. Poems for translation will be from a variety of languages. One or more original poems based on the assigned readings may be submitted for credit. Knowledge of a foreign language is helpful but not required. May be repeated for credit with permission of the instructor.

ENGL 2210 Adaptations (3)

Concentrates on various adaptations of literary texts: from text to film; from one genre to another (prose narrative to play, novel to graphic novel, etc.); modernized versions of older works and other rewritings from new perspectives. Focus will be on both the texts and the art and challenges of adaptation. **GCP Coding**: **(ARTS)** (WCOM)

ENGL 2250 Literary London (3)

Explores the works of writers who lived in or wrote about London. Among the authors who may be discussed are Chaucer, Samuel Pepys, James Boswell, Virginia Woolf, Charles Dickens, and Iris Murdock. Visits to relevant museum and historical sites are organized when appropriate. Offered at London campus only.

ENGL 2300 Worlds of Romance (3)

Explores romance texts from the Middle Ages to the twentieth century. Examines the distinctive features of the romance genre and includes medieval romances, gothic novels, and science fiction film. Offered for 16 weeks only. **GCP Coding**: **(ROC)** (WCOM)

ENGL 2400 The Short Story (3)

Explores the development of the short story, its conventions, genres, and innovations.

ENGL 2500 Global Dramatic Literature (3)

Studies significant works of global dramatic literature from the classic to the contemporary eras, with an emphasis on the cultural, historic, and artistic influences that shaped those works. Required for all drama and playwriting emphasis students in the English Department. Offered for 16 weeks only. **GCP Coding**: **(ROC)** (WCOM)

ENGL 2600 Introduction to Linguistics (3)

Surveys topics such as language and the brain, animals and language learning, slang, regional dialects, how dictionaries are made, and modern grammar. Offered for 16 weeks only. **GCP Coding**: **(SSHB)** (OCOM)

ENGL 3030 Topics in Poetry (3)

Examines poetry from the perspective of the writer, focusing on problems of technique and craft and how they are solved. May be repeated for credit if content differs. **Prerequisite**: ENGL 2150 or permission of the instructor.

ENGL 3040 Topics in Fiction (3)

Examines fiction from the perspective of the writer, focusing on problems of technique and craft and how they are solved. May be repeated for credit if content differs. **Prerequisite**: ENGL 2160 or permission of the instructor.

ENGL 3050 Topics in Drama (3)

Examines drama from the perspective of the writer, focusing on problems of technique and craft and how they are solved. May be repeated for credit if content differs. **Prerequisite**: ENGL 2170 or permission of the instructor.

ENGL 3100 Modern Drama (3)

Studies selected themes, genres, and playwrights, from Ibsen to Brecht. **Prerequisite**: 6 credit hours of English or permission of the instructor.

ENGL 3130 Contemporary Drama (3)

Studies selected themes, genres, and playwrights, from Brecht to the present. **Prerequisite**: 6 credit hours of English or permission of the instructor.

ENGL 3140 Women and Literature (3)

Explores the relationship between women and literature from a range of perspectives that may include: women as producers of literature, as objects of literary discourse and as consumers of literature. May focus on a specific time period or culture. May be repeated for credit if content differs. **Prerequisite**: Sophomore standing or above.

ENGL 3190 Comedy and Satire (3)

Introduces the patterns characteristic of comedy and satire. Deals with the genres of fiction and drama. Offered for 16 weeks only. **Prerequisite**: Sophomore standing or above.

ENGL 3210 Tragic Themes (3)

Explores the development of tragedy in Western literature and asks if tragedy is possible as a literary form in contemporary art. Offered for 16 weeks only.

ENGL 3300 20th Century American Poetry (3)

Examines the evolution of aesthetic sensibilities in shaping distinctly American poetry in English. Focus is on the particularly fertile midcentury stomping ground for the disparate and overlapping concerns of the Objectivists, Projectivists, N.Y.C. Schoolers, Confessionalists, Deep Imagists, Free Verse writers, and others.

ENGL 3500 Contexts (1-3)

Deals with works, ideas, and genres in their historical, social, and/or philosophical contexts. May be repeated for credit if content differs.

ENGL 3900 Myth and Classical Literature (3)

Deals with Greek and Roman myths, the *Iliad*, the *Odyssey*, and the *Aeneid*. Occasional pieces of later literature are introduced to show the continuing life of the ancient images of human experience. Offered for 16 weeks only. **Prerequisite**: 6 credit hours of English or permission of the instructor.

ENGL 4000 Myth and Modern Literature (3)

Examines twentieth-century writers who have reinvented human life from shards of traditional myths, mythic structures, and the once resonant assurances they provided. Offered for 16 weeks only. **Prerequisite**: 6 credit hours of English or permission of the instructor.

ENGL 4030 Literature of Latin America (3)

Concentrates on the major authors and themes of the literature of Mexico and Central and South America and the ways these works reflect the artistic, political, and religious ideas of the regions.

ENGL 4130 Seminar in a Single Author (3)

Specialized study of the work of a single poet, dramatist, prose writer, or novelist. May be repeated for credit if content differs. **Prerequisite**: 6 credits of English and Sophomore standing or above.

ENGL 4150 Shakespeare (3)

Studies plays selected from comedies, histories, tragedies and romances, with an emphasis on language and dramatic techniques, as well as on social, cultural and political issues raised. Examines the plays both as products of their historical moment and as texts that persist in their relevance. May also include Shakespeare's nondramatic poetry. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of English or theatre arts and sophomore standing or above.

ENGL 4190 The Story of English (3)

Surveys the development of the English language, from Old English and its Indo-European roots up to present-day English. The course explores the evolution of the language over the last 1500 years and how and why it continues to change. Topics include the cultural context of language and the contributions of various groups to the diversity of American English.

ENGL 4400 Advanced Writing Workshop (3)

Designed for creative writing students who have already exhibited a high degree of accomplishment and commitment. Admission to the course requires a preliminary portfolio review and informal interview. May be repeated for credit with permission of the instructor. Offered only in St. Louis.

ENGL 4500 Literary Criticism (3)

Emphasizes the continuity of questions and answers in the history of literary criticism and examines the relationship of the kinds of emphases put on literary values to social, political, and economic concerns. Readings range from Plato to deconstruction, but the approach of the course is toward the problems of criticism, not toward the mastery of texts as ends in themselves. Offered for 16 weeks only. **Prerequisites**: Junior standing; 12 credit hours of English, or permission of the instructor.

ENGL 4600 Portfolio Review (0)

A portfolio of student work in English to be turned in during the final semester of study in the department. Required of all English majors.

ENGL 4610 Independent Study (1-5)

This course provides credit for a student working on an independent reading and/or writing project with a faculty member. May be repeated for credit if content differs. **Prerequisites**: Usually junior standing and filing an official form.

ENGL 4620 Practicum (1-3)

Practicum gives students experiential learning opportunities, including editorships, internships, event management, research projects, etc., under the direction of Creative Writing faculty. May be repeated for credit up to 6 credit hours with permission of the instructor. **Prerequisite**: Faculty approval for practica; students will work under faculty supervision.

ENGL 4900 Thesis Workshop (1)

An independent project required of all English honors students. **Prerequisite**: Permission of the instructor.

ENGL 4910 Honors Thesis (0)

This course provides certification that the student has attained the level of honors on the thesis project in ENGL 4900 Thesis Workshop. **Prerequisite**: ENGL 4900.

EPMD - Electronic and Photographic Media

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World

QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

EPMD 1000 Introduction to Media Production (3)

Beginning students of all communications disciplines learn a certain level of media production literacy. EPMD 1000 incorporates a combination of applied media aesthetics, theory and hands-on production experience in photography, filmmaking, audio and video production. As a core class, EPMD 1000 is preparation for subsequent theory and production courses in the School of Communications. **GCP Coding**: **(ARTS)** (OCOM)

EPMD 1001 Introduction to Adobe Photoshop (1)

Adobe Photoshop is an image editing software for manipulating, cropping, resizing and color correcting raster images. This is an introductory course where students will learn the basics of the program as well as a few practical applications.

EPMD 1002 Introduction to Adobe Illustrator (1)

Adobe Illustrator is used by designers and illustrators who want to create digital graphics, logos, illustrations and original typography. This is an introductory course where students will learn the basics of the program as well as a few practical applications.

EPMD 1003 Introduction to Adobe Premiere (1)

Adobe Premiere is a popular professional-grade video editing program. This is an introductory course where students will learn the basics of the program as well as a few practical applications.

EPMD 1004 Introduction to Adobe After Effects (1)

Adobe After Effects is a digital visual effects, motion graphics and compositing application used in the production of films and videos. This is an introductory course where students will learn the basics of the program as well as a few practical applications.

EPMD 1005 Introduction to Adobe InDesign (1)

Adobe InDesign is a desktop publishing program that can be used to create posters, flyers, brochures, magazines, newspapers, presentations, books and ebooks. This is an introductory course where students will learn the basics of the program as well as a few practical applications.

EPMD 1006 Introduction to Adobe Audition (1)

Adobe Audition is a digital audio editing program which includes features such as multitrack, non-destructive mix/edit environment and a non-destructive wave for the editor. This is an introductory course where students will learn the basics of the program as well as a few practical applications.

EPMD 1007 Introduction to Adobe Animate (1)

Adobe Animate is a 2D vector-based animation program used to create animated content for online videos, cartoons, advertisements, games and other interactive media. This is an introductory course where students will learn the basics of the program as well as a few practical applications.

EPMD 1101 Introduction to WordPress (1)

This course covers the basics of using WordPress as both a blogging platform and a CMS (content management system) for a website. Students will learn how to get a blog up and running as well as how to install, customize and market their blog. Additional topics include building and modifying themes and managing plugins to enhance functionality and leveraging your blog to generate ongoing revenue.

EPMD 1102 Introduction to 3D Printing (1)

This course covers the basics of additive manufacturing (3D printing) and allows the student to get hands-on experience. We begin by learning about all the different materials and processes under the umbrella of additive manufacturing. Then we will build our own 3D modeling software that we will print in class. Throughout this process, we will cover best practices for creating models that are print-ready and appropriate printer settings for different model types. Finally, we will investigate appropriate uses of 3D prints, printing service bureaus and marketplaces for 3D designs and finished goods.

EPMD 2000 Introductory Topics in Media Production (1-3)

Specific introductory topics in media production are offered on a rotating basis. May be repeated for credit if content differs. **Prerequisites**: May vary with topic.

EPMD 3000 Intermediate Topics in Media Production (1-3)

Specific intermediate topics in media production are offered on a rotating basis. May be repeated for credit if content differs. **Prerequisites**: May vary with topic.

EPMD 4000 Advanced Topics in Media Production (1-3)

Specific advanced topics in media production are offered on a rotating basis. May be repeated for credit if content differs. **Prerequisites**: May vary with topic.

ESLG - English as a Second Language

Global Citizenship Program Knowledge Areas (....)	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

ESLG 1000 English as a Second Language Program Level 1 (1-10)

The course develops basic listening, speaking, reading, writing, test-taking and classroom skills, appropriate to each student's needs. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 2000 English as a Second Language Program Level 2 (1-10)

The course strengthens and improves listening comprehension, speaking, reading, writing and test-taking skills, appropriate to each individual student's needs. It is taught in conjunction with a content course for which the student will earn 1 credit hour. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 2090 Academic Language Skills: Level 2 (A) (1-8)

Strengthens listening comprehension, speaking, reading and writing skills. Proceeds from the basic concrete language to the expression of abstract ideas, with the goal of fluent, correct English. May be repeated once for credit. **Prerequisite**: Placement test.

ESLG 2100 Academic Language Skills: Level 2 (B) (1-8)

Continuation of ESLG 2090. May be repeated once for credit. **Prerequisite**: Placement test.

ESLG 2170 Conversational English Level 2 (3)

Helps students improve their skills in conversational English. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 2200 Pronunciation and Diction (3)

Teaches pronunciation and intonation of English, considering the particular difficulties of students' language backgrounds. May be repeated for credit.

ESLG 2230 Academic Reading and Writing Skills: Level 2 (A) (3)

Improves students' decoding skills and increases their level of comprehension through exposure to academic, literary and journalistic readings. These readings serve as source material to develop the students' expository writing skills. They work on paraphrasing, summarizing and outlining, as well as on writing essays and reports. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 2240 Academic Reading and Writing Skills: Level 2 (B) (3)

Continuation of ESLG 2230. May be repeated for credit. **Prerequisite**: ESLG 2230 or placement test.

ESLG 3070 English as a Second Language Program Level 3 (1-8)

An intensive English course offered in a variety of formats. May be repeated for credit. **Prerequisites**: Placement test and permission of the ESL coordinator.

ESLG 3150 Culture and Civilization of the English-Speaking World (3)

Presents the student with a picture of the social, political and cultural forces that have shaped the United States. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 3170 English Conversation and Classroom Discussion Skills Level 3 (3)

Helps students express ideas orally with clarity and logic; gives practice in the art of persuasion. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 3230 Reading and Writing Skills: Level 3 (A) (3)

Develops fluency in reading and writing. Reading for comprehension and using summarizing and paraphrasing skills are stressed. Focus is on writing paragraphs and essays, with emphasis on clarity and organization of ideas. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 3240 Reading and Writing Skills: Level 3 (B) (3)

Continuation of ESLG 3230. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 3310 Advanced Language Skills Level 3 (3)

Students expand active and passive vocabulary and improve oral language skills through content-based academic work in areas such as business and management, media and health care. Computer vocabulary work outside class is required. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 3400 Test Preparation Techniques for International Students (2)

Gives students practice in taking objective and essay tests. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 3500 Topics (3)

Offers advanced language instruction within a discipline based on content-oriented approach. Issues or topics may vary. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 4000 English as a Second Language Program Level 4 (1-10)

The course strengthens and improves listening comprehension, oral discussion, research reading, expository writing and note-taking skills, appropriate to each individual student's needs. This course emphasizes preparation for graduate and undergraduate school studies. It is taught in conjunction with a content course for which the student will earn 1 credit hour. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 4010 Public Speaking and Presentation (1-3)

This course develops listening and oral presentation skills based on readings and individual research about current issues and topics assigned in students' content courses. It also includes a study of academic discussion strategies, note taking techniques and listening skills. Listening skills are honed through exposure to recorded and live lectures and classroom discussion. May be repeated for credit. **Prerequisite**: Approval of the campus ESL Coordinator or admission to the ESL program.

ESLG 4020 Level 4 Pronunciation (1-3)

In this course, students will focus on sentence level pronunciation improvement. Stress, rhythm, pitch, intonation, focus, through groups and linking will be explored. Students will produce language through classroom interactions, group work, presentations and other academic tasks. Independent study based on diagnostic testing and teacher feedback is expected. May be repeated for credit. **Prerequisite**: Approval of the campus ESL Coordinator or admission to the ESL program.

ESLG 4035 Extensive Reading (1-3)

The purpose of extensive reading is to build fluency--increase reading rate, vocabulary and overall proficiency as well as to develop a positive attitude and motivation for reading in another language. Students will have regular and sustained opportunities for reading. May be repeated for credit. **Prerequisite**: Approval of the campus ESL Coordinator or admission to the ESL program.

ESLG 4045 Writing and Grammar (3)

This course is designed to help students become familiar with academic writing. The students will learn essay organization, argumentation and other aspects of writing necessary for success in academia. This will be done through process writing and reflective exercises. The goal is to encourage students to become self-reliant in writing English. This course also provides study and practice of English grammar with an emphasis on using complex grammatical structures in academic work. May be repeated for credit. **Prerequisite**: Approval of the campus ESL Coordinator or admission to the ESL program.

ESLG 4050 English as a Second Language Seminar (3)

The course refines research, writing and oral presentation skills, appropriate to each student's needs. Individual projects and assignments are worked on. The focus is on those skills essential to success in graduate school, though undergraduate students certainly will benefit as well. May be repeated for credit, with permission of the ESL coordinator. **Prerequisite**: Permission of ESL coordinator.

ESLG 4055 Level 4 Grammar (1-3)

This course provides intensive study and practice of English grammar with an emphasis on using complex grammatical structures in academic work and enhancing self-editing skills. Online exercises, textbook assignments, projects and quizzes comprise the main coursework. May be repeated for credit. **Prerequisite**: Approval of the campus ESL Coordinator or admission to the ESL program.

ESLG 4070 Academic and Standardized Test Prep (3)

This course emphasizes improving students' test taking skills, especially in preparation for taking standardized tests such as the TOEFL iBT and PBT. Instruction will include general test taking strategies, grammar review, vocabulary review with an emphasis on academic vocabulary, listening and speaking strategies as they pertain to testing situations, and a review of essay test writing.

ESLG 4170 Listening and Note-Taking Skills (3)

Teaches listening for contextual clues; stresses role of background knowledge; and gives practice in effective note-taking. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 4080 Level 4 Cultural Keywords and Vocabulary (1-3)

This course will cover language and vocabulary acquisition through common cultural themes and global issues. Through these issues, students will use complex linguistic and cognitive interaction to gain skills and language that are necessary for both academic and social contexts. Topics may include, but are not limited to, globalization, human rights, war/terrorism and the environment. This course will also teach students how to utilize vocabulary strategies to build word knowledge in their specific academic context or major. May be repeated for credit. **Prerequisite**: Approval of the campus ESL Coordinator or admission to the ESL program.

ESLG 4210 English for Academic Purposes (3)

The course is designed to challenge students with authentic college assignments and college-level material, using an integrated skill and content-focused approach. Assignments and activities provide practice in reading, writing, listening and speaking as well as developing academic vocabulary and grammatical competence so that students learn and practice the skills necessary to succeed in the content-specific courses including business, economics, media studies, management of information systems, and international relations. May be repeated for credit. **Prerequisite**: Approval of the campus ESL Coordinator or admission to the ESL program.

ESLG 4250 Research Writing and Library Skills (3)

Focuses on the practical use of the library and reference materials for study and research. Students learn to analyze and evaluate information and work through the stages of writing a research paper in content areas such as, but not limited to, business and management, media and international relations. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 4270 Writing, Research & Inquiry with Digital/Multimedia Expression (3)

This course develops skills in research and information literacy with the emphasis put on digital/multimedia expression. Students will undertake a research project, exploring new ways to find, evaluate and engage with information from different sources and in different formats. This course explores multiple modes and media and provides students with the skills needed to critically read and strategically compose texts such as podcasts and videos. May be repeated for credit. **Prerequisite**: Approval of the campus ESL Coordinator or admission to the ESL program.

ESLG 4400 Writing/Reading Techniques for Graduate Studies (3)

Teaches students correct expository writing skills, emphasizing organization and support of ideas and the development of reading comprehension. May be repeated for credit. **Prerequisites**: Placement test and permission of the ESL coordinator.

ETHC - Ethics

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)

CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

ETHC 1000 Issues and Problems in Ethics (1)

This is a one-credit-hour course in applied/practical ethics, designed to explore the moral issues and/or dilemmas pertinent to a specific discipline, profession, or topic. The course is designed to increase student awareness of ethical issues and to develop critical thinking skills. May be repeated two times for a total of 3 credit hours. **GCP Coding**: (ETH)

ETHC 2000 Intermediate Issues (3)

This is an intermediate-level course designed to explore issues and topics in ethics. The course may be taught from more than one disciplinary perspective. May be repeated once for credit when content differs.

ETHC 2050 Inequality and the Environment (1-3)

This is a travel course that focuses on the intersection of environmental and social justice considerations. Students will study the ways in which racism, sexism, ableism, classism, nationalism, colonialism and anthropocentrism shape decisions about which beings (human and non-human alike) thrive and which survive, and they will have the opportunity to study and forge creative, caring, responsible solutions to the problems they confront. Through on-ground, first-hand experiences, students will experience how different cultures navigate and attempt to mitigate the challenges that arise from changing climates and the need for sustainable development. Students will apply ethical reasoning and interdisciplinary approaches to analyze the ways in which vulnerable populations are disproportionately harmed when sea levels rise, when fresh water becomes scarce or contaminated, when food and fuel sources are unsustainable or unobtainable, and when hazardous wastes are sited or released. Location of the course and Study Abroad fee will vary. **GCP Coding**: **(GLBL)** (ETH)

ETHC 3000 Advanced Issues (3)

This is an advanced-level course designed to explore issues and topics in ethics. The course may be taught from more than one disciplinary perspective. May be repeated once for credit when content differs.

EXSC - Exercise Science

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures

EXSC 1400 Foundations of Exercise Science (3)

This entry-level course provides an overview of the human movement sciences, combining basic science principles with applications in exercise science. Topics covered include physiology of exercise, sports medicine prevention and rehabilitation of injuries, biomechanics of the human motion, and the mind and brain in exercise.

EXSC 2100 Coaching Health and Human Performance (2)

Learning universal, functional definitions of health, fitness and human performance, students will discuss and journal individual, personal application of these definitions and set semester goals based on these ideas. Projects in this lecture/lab hybrid class include performing basic physical literacy assessments and program design on themselves and other students, while learning strategies for effectively coaching people toward healthier lifestyles. This class teaches future exercise science professionals and fitness enthusiasts to practice what they preach.

EXSC 2356 Principles of Athletic Training (3)

This course teaches the theory and application of the appropriate techniques and concepts in the day-to-day performance of an athletic trainer. It is a study of the treatment and prevention of specific sports injuries resulting from activities in recreational, intramural, interscholastic, intercollegiate, and professional settings. It will cover the identification of injuries, proper treatment after they occur, and preventative measures. American Red Cross techniques will be covered.

EXSC 3050 Exercise Physiology (3)

This course examines modes of exercise, muscle physiology, and the body's adaptations to specific training regimens to improve muscle strength, power, and endurance. Nutrition will also be evaluated, as it applies to physical performance. **Prerequisites:** BIOL 3010, BIOL 3011, BIOL 3020 and BIOL 3021, or permission of the instructor.

EXSC 3250 Kinesiology (3)

The analysis of human movement based on anatomical and mechanical principles. Emphasis is given to the application of these principles to the understanding of human movement and athletic performance. **Prerequisites:** BIOL 3010, BIOL 3011, BIOL 3020 and BIOL 3021.

EXSC 3251 Exercise Kinesiology: Lab (1)

The analysis of human movement based on anatomical and mechanical principles. Emphasis is given to the application of

these principles to the understanding of human movement and athletic performance. The lab will directly apply the foundational material covered in lectures. **Co-requisite:** EXSC 3250.

EXSC 4680 Exercise Prescription and Testing (3)

The purpose of this course is to provide basic physiological principles in the prescription of exercise and the administration of conditioning programs. The laboratory portion of this course must be taken concurrently. **Prerequisite**: EXSC 3250. **Co-requisite**: EXSC 4681.

EXSC 4681 Exercise Testing and Prescription: Lab (1)

An emphasis on the proper knowledge and skills required to conduct health and fitness testing. A variety of assessment principles and techniques are covered with a focus on both measurement expertise and safe and effective exercise prescription. **Co-requisite:** EXSC 4680.

EXSC 4683 Exercise Prescription for Special Populations (3)

A study of the aerobics concept of conditioning, with special emphasis upon the cardiorespiratory system and the relationship between lifestyle and the risk factors of heart disease. Students will learn to write exercise prescriptions to maintain health and fitness for various populations (normal, young, rehabilitation, geriatric, etc.) **Prerequisites:** EXSC 3050, EXSC 4680 and EXSC 4681.

EXSC 4875 Exercise Science Internship (3)

The course is designed to expand the student's current knowledge in the field of exercise science. Through this course, the student will have an opportunity to work in a professional setting in an exercise science field of their choice. This is a valuable opportunity for students to gain practical work experience, apply concepts and skills learned in the classroom, and develop professional contacts within the health/fitness/clinical community. **Prerequisites:** EXSC 1400, EXSC 3251, EXSC 4680 and EXSC 4681. Must have a cumulative GPA of 2.5 in the exercise science program.

FINC - Finance

Global Citizenship Program Knowledge Areas (....)	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication

WCOM	Written Communication
** Course fulfills two skill areas	

FINC 3210 Principles of Finance (3)

Introductory course integrating concepts of corporate finance with investments and the money/capital markets. Topics include the role of money in the economy; the time value of money; financial analysis and planning; security valuation and capital market theory; capital budgeting; short- and long-term financing; and working capital management. Value maximization and risk/return tradeoffs in financial decision making are employed as integrative concepts throughout the course. **Prerequisites**: BUSN 2750, ACCT 2010 and ACCT 2025.

FINC 3600 Financial Management (3)

This course is a continuation and extension of the Principles of Finance course. The fundamental financial and operating decisions made by a firm are explored. Major topics include capital budgeting, cost of funds, capital structure analysis, and dividend policy. A combination of problem-solving and case-study methodologies is used. **Prerequisite**: FINC 3210.

FINC 3800 Financial Markets and Institutions (3)

Students develop a unified framework for understanding financial intermediaries and markets. They examine the structure, regulation, and operation of banking and non-banking financial institutions; analyze how central bank operations affect financial institutions; and develop an understanding of money and capital markets, the flow of funds through the economy, and the role of financial markets. **Prerequisite**: FINC 3210.

FINC 4210 Investments (3)

Introduces information about investing in securities, commodities, and options; and methods and techniques for analyzing investment opportunities and assessing financial conditions for investment purposes. **Prerequisites**: ACCT 2010, ACCT 2025 and FINC 3210.

FINC 4220 Financial Statement Analysis (3)

Financial report analysis, interpretation, and evaluation from the viewpoints of creditors, owners, and others concerned with business strengths and weaknesses and future outlooks of business organizations. **Prerequisite**: FINC 3210.

FINC 4300 International Finance (3)

Students develop a framework for understanding the environment in which the international financial manager operates. Foundations of global financial management, world financial markets and institutions, economic exposure, and transaction and translation exposure are examined in the course. Standard corporate finance topics such as capital structure, cost of capital, and capital budgeting are considered and expanded for multinational firms. **Prerequisite**: FINC 3210.

FINC 4610 Advanced Investments (3)

This course is a continuation and expansion of FINC 4210, which provides an introduction to the area of investments. Focus in this class will be on non-equity investment opportunities and portfolio management. **Prerequisite**: FINC 4210.

FLST - Film Studies

Global Citizenship Program	

Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
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ROC	Roots of Cultures
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Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

FLST 1000 Film and Television Appreciation (3)

Students learn the aesthetic and technological elements in moving pictures. The course traces artistic trends and critical theories and focuses on visual imagery, sound, story, acting, and directing to develop a critical framework for appreciating the artistic aspects of film and television.

FLST 2050 History of Film (3)

Students learn the basics of the film medium and its development as an art form. Students view films weekly, discuss them in their historical settings, analyze them for directorial style, and evaluate them as forms of art and entertainment.

FLST 2060 Modern World Cinema (3)

Students learn the current trends, styles, and significant development in the field of cinema.

FLST 2070 History of Animation (3)

Students learn the aesthetics and technical elements of animation as well as its development into a popular form of art and entertainment. This course reviews the work of a wide range of animation companies.

FLST 3160 Topics in Film Studies (3)

This course deals with topics related to film theory and criticism. Classes may focus on genre, individual artists, specific studios, historical eras, and film in other cultures. May be repeated for credit if content differs.

FLST 3170 Topics in Documentary Film Studies (3)

This course deals with topics related to film theory and criticism pertaining to documentary films. Classes may focus on genre, individual artists, specific studio or historical eras, and film in other cultures. May be repeated for credit if content differs.

FLST 3599 Independent Study (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually an individual pursuit of a specific content area. Requires the filing of official form and permission of the instructor. May be repeated for credit if content differs.

FLST 4160 Survey of Film Theory and Criticism (3)

Students learn the major critical approaches to the study of film, including the auteur theory, structuralism and semiotics, genre criticism, and political and sociological film criticism. Students examine these critical approaches and apply these concepts through analysis of films. **Prerequisite**: FLST 1000 or FLST 2050.

FLST 4610 Readings in Film (3)

May be repeated for credit if content differs. **Prerequisites**: Media major, junior/senior standing, filing of official form, and permission of the instructor.

FLST 4620 Senior Overview (3-6)

Provides an opportunity for seniors to demonstrate their proficiency in a selected area of film history/criticism. The student assumes responsibility for the production of a thesis under the direction of a faculty member. **Prerequisites**: Senior standing, acceptance of the student's petition to proceed to Senior Overview, permission of the instructor and filing of official form.

FREN - French

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

FREN 1070 Intensive Introduction to French: Level I (1-3)

A beginning-level course offered in a variety of formats. Teaches listening comprehension, speaking, reading, and writing skills. The goal is to develop basic linguistic structures and vocabularies for specific needs: e.g., travel, business, medicine, law enforcement. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(GLBL)** (INTC)

FREN 1080 Intensive Introduction to French: Level II (1-3)

A continuation of FREN 1070. May be repeated once for credit with permission of the department chair. **Prerequisite**: FREN 1070 or equivalent.

FREN 1090 Elementary French: Level I (1-4)

Teaches listening comprehension, speaking, reading, and writing, with emphasis on understanding and speaking. The goal is fluency in the basic French needed for everyday situations and the recognition of challenges in intercultural communication. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(GLBL)** (INTC)

FREN 1091 Workshop (1-2)

This workshop is intended for listening and speaking practice, with an emphasis on pronunciation. May be repeated once for credit with permission of the department chair. **Co-requisite**: FREN 1090.

FREN 1100 Elementary French: Level II (1-4)

A continuation of FREN 1090. Teaches listening comprehension, speaking, reading, and writing, with the emphasis on understanding and speaking. The goal is fluency in the basic French needed for in everyday situations and an understanding of the origin of specific cultural differences. May be repeated once for credit with permission of the department chair. **Prerequisite**: FREN 1090 or equivalent. **GCP Coding**: **(GLBL)** (INTC)

FREN 1101 Workshop (1-2)

This workshop is intended for listening and speaking practice, with an emphasis on pronunciation. May be repeated once for credit with permission of the department chair. **Co-requisite**: FREN 1100 or FREN 1090.

FREN 2090 Intermediate French: Level I (1-4)

Teaches listening comprehension, speaking, reading, and writing, with the emphasis on understanding and speaking. Proceeds from the concrete basic language of everyday situations to expressions of ideas and opinions, with the goal of achieving intermediate low-level fluency and basic intercultural competence. May be repeated once for credit with permission of the department chair. **Prerequisite**: FREN 1100 or equivalent.

FREN 2091 Workshop (1-2)

This workshop is intended for listening and speaking practice, with an emphasis on pronunciation. May be repeated once for credit with permission of the department chair. **Co-requisite**: FREN 2090.

FREN 2100 Intermediate French: Level II (1-4)

This is a review of the basic grammatical structures of French, as well as a development of vocabulary and of written and oral fluency. The goal is intermediate mid-level fluency and basic intercultural competence. May be repeated once for credit with permission of the department chair. **Prerequisite**: FREN 2090 or equivalent.

FREN 2101 Workshop (1-2)

This workshop is intended for listening and speaking practice, with an emphasis on pronunciation. May be repeated once for credit with permission of the department chair. **Co-requisite**: FREN 2100 or FREN 2090.

FREN 2170 Intermediate Conversational French (1-6)

Develops vocabulary, linguistic structures, and cultural understanding needed for more successful communication in everyday situations. May be repeated for credit if content differs. **Prerequisite**: FREN 2090 or equivalent.

FREN 2250 La Cuisine Française (1-3)

A basic course on French cooking, taught in French. May be repeated for credit if content differs. **Prerequisite**: FREN 2100 or equivalent.

FREN 3090 Advanced French: Level I (1-3)

Develops advanced-level writing skills and presents different forms of writing through frequent practice. Also provides review of French grammar and introduces some advanced grammatical concepts. May be repeated once for credit if content differs or with permission of the department chair. **Prerequisite**: FREN 2100 or equivalent.

FREN 3091 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary development, and grammar review. May be repeated once for credit with permission of the department chair. **Prerequisite**: FREN 2100 or equivalent.

FREN 3100 Advanced French: Level II (1-3)

A continuation of FREN 3090. May be repeated once for credit if content differs. **Prerequisite**: FREN 3090 or equivalent.

FREN 3150 French Civilization (1-3)

An exploration of French culture as manifested by sociopolitical structures, contemporary controversies, and artistic expression. Although not a course on French history, themes will be historically contextualized. Films, advertisements, and newspaper articles will supplement the textbook. May be repeated for credit if content differs. **Prerequisite**: FREN 2100 or equivalent.

FREN 3151 Workshop (1-2)

This workshop is intended for vocabulary development, with a cultural focus. May be repeated once for credit with permission of the department chair. **Co-requisite**: FREN 3150.

FREN 3250 Introduction to French Literature (1-3)

This course introduces students to the various literary genres such as poetry, short story, drama, etc. Students will explore a selection of texts in French and learn basic terms and strategies for literary analysis. May be repeated for credit if content differs. **Prerequisite**: FREN 2100 or equivalent.

FREN 4090 Topics in Advanced Language (1-3)

Develops skills in advanced composition, conversation, vocabulary, and grammar. May also focus on the history of the French language or contemporary linguistics. May be repeated for credit if content differs. **Prerequisite**: FREN 3090 or equivalent.

FREN 4170 Advanced Conversational French (1-3)

Designed to give students the opportunity to improve their skills in conversational French through vocabulary development and cultural contextualization. May be repeated for credit if content differs. **Prerequisite**: FREN 2170 or equivalent.

FREN 4250 Topics in Literature (1-3)

This course explores various topics through an in-depth study of literary texts written in French. May be repeated for credit if content differs. **Prerequisite**: FREN 3250 or equivalent.

FREN 4650 Advanced Topics (1-3)

Exploration of an interdisciplinary topic related to French or francophone culture. May be repeated for credit if content differs. **Prerequisites**: Advanced reading, writing, listening, and speaking

skills in French and FREN 3090 or FREN 3250 or FREN 3150 or equivalent.

FTVP - Film, Television and Video Production

Global Citizenship Program Knowledge Areas (....)	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
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Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

FTVP 0501 Program Meeting (0)

During the semester, majors in the Film, Television, and Video Production program will meet as a group with faculty from the major to hear announcements and network with each other. Attendance is mandatory for all FTVP majors while they are enrolled in classes at the home campus.

FTVP 0502 Program Meeting (0)

During the semester, majors in the Film, Television, and Video Production program will meet as a group with faculty from the major to hear announcements and network with each other. Attendance is mandatory for all FTVP majors while they are enrolled in classes at the home campus. This course will enable access to the intermediate equipment package/SVER 256. **Prerequisite**: FTVP 0501 and FTVP 2200.

FTVP 0503 Program Meeting (0)

During the semester, majors in the Film, Television, and Video Production program will meet as a group with faculty from the major to hear announcements and network with each other. Attendance is mandatory for all FTVP majors while they are enrolled in classes at the home campus. This course will enable access to the advanced equipment package/SVER 256. **Prerequisite**: FTVP 0502 and FTVP 3210.

FTVP 1000 Introduction to Film, Television, and Video Production (3)

This course will introduce basic concepts of production with cameras and editing equipment. Intended mostly for non-majors or new majors who are unsure about the field. This class will introduce the foundations of production with video cameras, including basic documentary and narrative production. Areas of study will include camera basics, 3-point lighting, audio for video, editing and online delivery.

FTVP 1100 Produce and Direct (3)

Students will learn the roles and responsibilities of those charged with the execution of a film, television, or video production. Areas of emphasis will include terminology, film and television producing and directing roles, how to read and breakdown a script, writing treatments, budgeting, logistics, production management, working with talent, working with crews and scheduling.

FTVP 1200 Camera and Light (3)

Cameras and lights are the primary artistic tools of the filmmaker and as such Camera and Light will focus heavily on the aesthetics of cameras and lighting in both documentary and narrative style environments. Areas of study will include: film language, film and television production roles, video formats, acquisition styles, lens basics, composition and framing, light, shadow, color and form.

FTVP 1300 Edit and Color (3)

Editing is the last and most important writing process in a film, video, or television production. Edit and Color will focus on that writing process in both documentary and narrative ways and will include: media management, postproduction roles and workflows, the language of the edit, basic toolset navigation, color theory, color correction and grading, editing for emotion, editing mechanics and editing for genre.

FTVP 1400 Graphics and Effects (3)

The visual toolset of the modern producer is not limited to just what can be done with cameras and editing, but also contains elements made outside of the physical production. This course will concentrate on those elements, introducing concepts like typography, shape, and form, as well as shape layers, masking, compositing, motion tracking, chroma keying, particle systems and delivery.

FTVP 2100 Advanced Producing (3)

Students learn the various producing roles (line producer, executive producer, supervising producer, co-producer, etc.) while simultaneously performing those roles on a narrative film or television program. Ideation, budgets, logistics, planning, legal issues and personnel questions will all be studied. **Prerequisite**: FTVP 1100 and sophomore or higher status.

FTVP 2150 Advanced Directing (3)

Students learn the elements of directing applicable to narratives in film and/or television. Areas addressed include script analysis, choice of shots, character development, working with actors, working with production designers and cinematographers, techniques for efficient, creative work on the set, and working with editors in post-production. Students will direct short, dramatic narratives. **Prerequisite**: FTVP 1100 and sophomore or higher status.

FTVP 2200 Advanced Camera and Light (3)

Students will move beyond the basic skills learned in FTVP 1200. We will work with advanced camera systems and rigging equipment. Emphasis will be placed on camera movement, angle, and theory. We will view examples of camera and lighting work in both historical and contemporary styles. Using industry standard terms, we will light and shoot scenes with complex blocking. **Prerequisite**: FTVP 1200 and sophomore or higher status.

FTVP 2300 Advanced Edit and Color (3)

Expanding on principles taught in FTVP 1300, this class will move from editing and pacing single scenes to editing an entire short film for emotion, continuity, and pacing. We will look at examples of the editing styles of master editors of narrative and documentary projects from film and television. **Prerequisite**: FTVP 1300.

FTVP 2400 Motion Graphics (3)

Students in this course will work to create professionally finished motion graphics projects with delivery outcomes for potential broadcast, film, and web clients. Areas of emphasis will include aesthetics, technical skills, collaborative capacity, and time management. **Prerequisite**: FTVP 1400.

FTVP 2450 Visual Effects (3)

"Visual effects" is the term used to describe what many think of as film "magic" and includes areas of study such as particle systems, compositing, color correction, chroma keying, and basic modeling. Students will explore these concepts in both 2D and 3D programs using timeline and node-based software. **Prerequisite**: FTVP 1400.

FTVP 2500 Event and Studio Production (3)

Students will learn the multi-camera, live-switched video production environment commonly employed in sitcoms, news shows, and large-scale live events both to tape and to a live feed. Studio roles and hierarchy, technical operations of studio equipment, and timing and choreography will be covered. May be repeated for credit.

FTVP 3000 StoryLab (3)

The Webster University Storylab is a unique opportunity for School of Communications students from every discipline to come together and work on storytelling projects, both of their own design as well as helping others realize their vision. Students can use this course to develop professional examples of work, do storytelling projects like films, podcasts, YouTube shows, advertising campaigns, investigative journalism, scripts, concept development for television shows, documentary photography and video, radio shows, and anything else you can imagine. Students will develop and pitch ideas, and work together across disciplines to complete projects from ideation though development and into production and implementation. Storylab functions like an actual laboratory environment where the telling of compelling stories is the whole focus. May be repeated for credit as content differs. **Prerequisites**: FTVP 1100, FTVP 1200, FTVP 1300 and sophomore or higher status.

FTVP 3100 Experimental Film and Video (3)

Students learn the potential of film and video as a fine art medium. Projects are screened and discussed in class, and students are trained in advanced techniques to enable them to produce individual works to be screened in a group show at the end of the semester. **Prerequisites**: FTVP 1100, FTVP 1200, and FTVP 1300 or permission of the instructor.

FTVP 3110 Documentary Production (3)

This class will focus on one of the most challenging forms of storytelling: the documentary. The documentary producer is often a one-person team responsible for navigating the legality, setting up the shoots, doing the shooting and lighting, wrangling the footage, and determining the story of the documentary project. Using historical examples from around the world, we will look at trends and examples of good documentary work, and students will produce, direct, and shoot their own short documentary projects. **Prerequisites**: FTVP 1100, FTVP 1200 and FTVP 1300.

FTVP 3120 Narrative Filmmaking (3)

Narrative Filmmaking will cover the holistic approach to filmmaking, notably, the theory, history, and creative practice of auteur filmmaking. Students in this course will research and discuss the various processes of famous and not-so-famous auteurs and use that discovery as a jumping off point for how to approach their own work. Building on the skills developed at the 2000-level, each student will be responsible for the conception, execution and delivery of a complete film. **Prerequisite**: FTVP 2100 or FTVP 2150 or FTVP 2200.

FTVP 3150 Topics in Film, Television or Video Production (3)

These courses are offered periodically to feature topics in film, television or video production not covered by regularly offered courses. May be repeated for credit if content differs. **Prerequisites**: Vary with topic.

FTVP 3200 Reality TV (3)

Students will work on a scripted, documentary-style show to be delivered online while also discussing examples of the style from multiple platforms. Alongside this production, students will work in groups to develop their own projects complete with treatments, a pitch, and a sizzle reel. **Prerequisites**: FTVP 1100, FVTP 1200 and FVTP 1300.

FTVP 3210 Cinematography (3)

Students will move beyond the Cinematography skills learned in FTVP 2200. We will work with advanced motion picture rigging equipment and create story-based projects. Emphasis will be placed on theory, safety and procedure. This class will provide access to specialized grip and equipment such as Arri M18, Joker Bug 800, Matthew's doorway dolly, track and hot buttons, Matthew's Master Car Mount, 8' Jib, butterfly kit, autopole, etc. **Prerequisites**: FTVP 1200 and FTVP 2200.

FTVP 3300 The Socially Responsible Filmmaker (3)

Film, video, and television producers are some of the most powerful shapers of ideas in modern culture, and as such have a unique responsibility to the society in which they produce. This course will look at the medium as a tool to tell stories that help rather than harm, and expose issues dealing with ethics, race, sex, gender, creed, and ideology. During the course, production students will work together to develop examples of films, videos, or television programs that address such issues. **Prerequisite**: Junior standing.

FTVP 3500 Production House (1-3)

A faculty member acts as an executive producer and/or producer/director, while students work as a crew to produce a project that embodies professional standards and production values. This course is also open to audio production and animation majors with permission from the instructor. May be repeated for credit as content differs. **Prerequisite**: Junior standing.

FTVP 3599 Independent Study in Film, Television or Video Production (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually an individual pursuit of a specific content area. Requires the filing of official form and permission of instructor. May be repeated for credit if content differs.

FTVP 4000 Professional Development in Film, Television and Video Production (3)

Students are introduced to the basics of the working world of film and video production, including: freelancing, the business of

production, marketing themselves, and making a portfolio and résumé. Students will participate in the construction of necessary materials for their further career development, and participate in critiques of those materials. Students must complete this course to be eligible to do a senior overview or internship. **Prerequisite**: Senior standing.

FTVP 4200 Senior Overview (3-6)

Provides an opportunity for seniors to demonstrate their proficiency in a selected area of film production or film history/criticism. The student assumes responsibility for the production of a project under the direction of a faculty member. Projects may include a film production or a thesis. **Prerequisites**: Senior standing, FTVP 4000, acceptance of the student's petition to proceed to Senior Overview, and permission of the instructor.

FTVP 4950 Graduate Independent Study (1-3)

This course exists so that currently enrolled graduate students can take existing FTVP courses below the 4000-level, but do work at the graduate level. Course selections must be approved by the Chair of the department and Graduate Program Director. The independent study would require the production of work at an advanced level.

GAME - Games and Game Design

Global Citizenship Program Knowledge Areas (....)	
ARTS	Arts Appreciation
GLBL	Global Understanding
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ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

GAME 2000 Introduction to Video Game Theory and Design (3)

This course is designed to give students an overview of gaming and game development.Students will learn about gaming history, game design, psychological, sociological, physiological, and economic aspects of games and gaming. A strong emphasis of this class will be on deconstruction and critique of popular computer and console games and genres. Students will also examine gaming trends to answer the question, "What's next?" Prior video game experience is recommended but not required.

GAME 2500 Traditional Game Design (3)

In this course, students will learn traditional game design theory, analyze a variety of board, card and dice games, and then create their own prototype for the entire class to play/test.

GAME 2650 Crowdfunding (3)

This course is designed to provide students with an understanding of crowdfunding, how it has developed and how it can be utilized. Topics will include the principles and practices required to develop and run a successful crowdfunding project, including aspects of business and marketing your project.

GAME 3000 Video Game Design I (3)

This course is designed to provide a foundation for students to enter the video game development market. Students will take their first steps toward learning concepts of game design. They will build their own game using game development software (that has a built-in scripting language so that they will not have to write any code). Through this process they will be introduced to more advanced design technologies that will be used in subsequent video game design courses. **Prerequisite**: GAME 2000.

GAME 3150 Special Topics in Game Design (1-3)

This course is designed to periodically feature topics in games and game design not covered by regularly offered courses. Topics will be dedicated to narrow aspects of the discipline, time dependent materials, or guest lectures. May be repeated for credit if content differs. **Prerequisites**: May vary with topic.

GAME 3500 History of Video Games (3)

This course introduces students to the history of modern video games. Students will be taken through a video game timeline, highlighting the important events that led to video games as they are today. The course will address key innovators and major turning points. Students will also be exposed to staple classics in each genre to build an appreciation for current genre games. As a supplement to lectures, discussions and the text, students will experience classic games in a hands-on environment.

GAME 3550 Video Game Art (3)

This course is designed to allow students an understanding of the principles and concepts of art in video game development. This will focus on the production and application of 2D 'pixel' art and 3D assets, and how best to utilize and apply art within video game engines. **Prerequisites**: GAME 2000 and ART 1110.

GAME 3650 World Design (3)

This course is designed to allow students to explore the principles involved in the development of an expansive game world for use within an interactive video game. This will involve the study of the different world development techniques employed by writers and designers in the development of unique and exciting fictional worlds. Emphasis will be placed upon the conveyance of sociological and historical significance in fictional world design. **Prerequisite**: GAME 2000.

GAME 3599 Independent Study (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast with a practicum, the emphasis in an independent study is usually an individual pursuit of a specific content area. May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official form.

GAME 4000 Video Game Level Design (3)

This course focuses on video game level design using a professional game development framework. Students will learn what it takes to build a successful interactive environment. Course work will focus on level, theme, mood, texturing, modeling, lighting, terrain, optimization, streaming, playability, and testing. **Prerequisites**: GAME 2500, GAME 3000 and GAME 3500.

GAME 4500 Video Game Design II (3)

In this course, students will continue to work within a professional game development framework that provides tools to create games, visualizations and 3D simulations with the focus of "bringing everything together." We will build on concepts introduced in GAME 3000 Video Game Design I and GAME 4000 Video Game Level Design. This course will also introduce more advanced concepts such as artificial intelligence, interface, and scripting. **Prerequisites**: GAME 2500, GAME 3000, GAME 3500 and GAME 4000.

GAME 4600 Video Game Production (3)

Video Game Production focuses on the entire production process of games. Students will tie together their understanding from previous courses in the curriculum regarding design of games with understanding of the production process. This course will require students to work together in teams to release a game online (via digital means such as iTunes or Google Play) within the 16-week course timeframe. Within that time, each student-led team will develop and pitch their game concept, design and stick to a schedule, develop, market, and ultimately release their game. May be repeated twice for credit. **Prerequisite**: Permission of the instructor.

GAME 4620 Senior Overview (3-6)

Students will tie together their understanding from previous courses in the curriculum regarding design of games with understanding of the production process and create a game of their own. Students will then develop and pitch their own game concept, design and stick to a schedule, develop, market, and ultimately release their game. **Prerequisite**: The student must be a senior and in the games and game design program.

GLBC - Global Citizenship Program

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
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Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
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INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

GLBC 1200 Global Cornerstone Seminar (3)

These interdisciplinary and integrative seminars for first-year students combine academic inquiry with developing and improving fundamental skills, including critical thinking and communications (abilities to write, read, listen and speak effectively). With the Global Keystone Seminar, this course is one of two seminars that focus on integrative learning and "bookend" the Global Citizenship Program. Topics vary and include interdisciplinary offerings in the humanities, arts and sciences. While this seminar course is the usual way for newly matriculated students to meet the initial integrative seminar requirement, alternatives exist for returning adults and transfer students. Classes are small and require substantial student participation. They include supplemental programs that foster students' educational and personal development during the first year of college to help students define their personal values, strengths, weaknesses and interests.

GLBC 1210 Gateway Seminar to the Global Citizenship Program in Online Environments (3)

This course invites students to examine the fundamental questions about the technologies that influence our lives. New technologies and a connected millennium have brought massive changes to our economy, politics, culture, spiritually, relationships, and the values of individuals, organizations, and the entire world. This course is designed to support students in beginning to develop the habits of mind, habits of heart, and the cultivation of skills that lead to global citizenship and individual excellence and to provide an orientation to Webster University resources. This seminar is not available for on-campus first-year students.

GNST - General Studies

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication

WCOM	Written Communication
** Course fulfills two skill areas	

GNST 1101 Online and Interdisciplinary Learning (3)

This course provides students with a structure for discovering and developing the online learning strategies necessary for becoming self-directed online learners. The course content is focused on developing new ways of analyzing, integrating, and applying learning strategies to various online learning situations, and developing mode of communication and critical thinking that encourages lifelong learning.

GNST 1300/GNST 1308 Technology, Science, and Society (2-4)

Interdisciplinary study that focuses on contemporary problems that arise out of our increasingly complex technological and scientific environment. Subject matter will be timely and often controversial. A central goal is to acquaint students with the insights and methods of diverse disciplines and train them to think critically about universal challenges that confront humanity. When the course is offered as GNST 1308, it will satisfy the general education goal for "Scientific Understanding." May be repeated for credit if content differs. Offered in Europe only.

GNST 1400 Civilization and the Arts (2-4)

An interdisciplinary study in history and the humanities. Each unit of this course focuses on a single city in a particular historical era and on its total cultural context (art, literature, philosophy, politics, music, and theatre). A major goal is to deepen the student's understanding of civilization, human values, and individual creativity. GNST 1400 is coded for "Historical Consciousness" and "Humanities." May be repeated for credit if content differs. Offered in Europe only.

GNST 2000/GNST 2004/GNST 2005/GNST 2006 Topics in the Liberal Arts (1-3)

Focuses on a great book, individual, idea, or interdisciplinary theme in the liberal arts. Content is balanced with critical inquiry, emphasizing a search for the interrelatedness of ideas, values, and consequences. When the course is offered as GNST 2004, it will satisfy the General Education goal for "Humanities." GNST 2005 will be coded for "Values," and GNST 2006 for "Cultural Understanding." May be repeated for credit if content differs. Offered in Europe only.

GNST 2101 Integrative Studies (3)

Introduces students to the foundations of the integrative process. Emphasizes interdisciplinary problem solving through critical, analytical, and integrative approaches to issues and trends in the globally interconnected contemporary world.

GNST 2200 Transfer Student Seminar (3)

These interdisciplinary seminars for transfer students combine academic inquiry with the development and improvement of fundamental academic skills, especially critical thinking and communications (the ability to write, read, listen, and speak effectively). Classes are small and require student participation. Topics vary from seminar to seminar and year to year. Offered in Europe only. **Prerequisite**: Transfer student status.

GNST 2500 Honors Seminar (3)

An interdisciplinary honors seminar designed for freshman and sophomore students. The course addresses significant issues and topics using a combination of great books and contemporary writings. May be repeated for credit if content differs. **Prerequisite**: Permission of the instructor.

GNST 3101 Methods of Inquiry (3)

Methods of Inquiry focuses on the process of interdisciplinary research, data collection, and decision-making. This course prepares to develop an interdisciplinary research proposal.

GNST 3500 Liberal Arts Seminar (3)

An interdisciplinary seminar for upper-division students. Topics will be chosen at the discretion of the instructor and announced on a semester-to-semester basis. May be repeated for credit if content differs. Offered in Europe only. **Prerequisite**: Junior or senior standing.

GNST 4000 Senior Overview (0-6)

The overview is a final project for a Self-Designed Interdisciplinary Major (SIM) candidate and demonstrates the student's mastery of the chosen area of study. This final project can take many forms: a thesis, a performance, a practicum, or another appropriate project. An overview which involves a performance, a practicum, or another kind of project must also include a written component. Offered in Europe only.

GNST 4701 Senior Capstone (3)

In this final course for the general studies degree, students will apply interdisciplinary research, data collection and decision-making to propose solutions for a complex global problem. **Prerequisite:** GNST 3101 and senior standing (senior students must have completed at least 90 credit hours).

GRMN - German

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

GRMN 1070 Intensive Introduction to German: Level I (1-3)

A beginning-level course offered in a variety of formats. Teaches listening comprehension, speaking, reading, and writing skills. The goal is to develop basic linguistic structures and vocabularies for specific needs: e.g., travel, business, medicine, law enforcement. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(GLBL)** (INTC)

GRMN 1080 Intensive Introduction to German: Level II (1-3)

A continuation of GRMN 1070. May be repeated once for credit with permission of the department chair. **Prerequisite**: GRMN 1070 or equivalent.

GRMN 1090 Elementary German: Level I (1-4)

Teaches listening comprehension, speaking, reading, and writing with the emphasis on understanding and speaking. The goal is fluency in the basic German needed for everyday situations and the recognition of challenges in intercultural communication. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(GLBL)** (INTC)

GRMN 1091 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. May be repeated once for credit with permission of the department chair. **Co-requisite**: GRMN 1090.

GRMN 1100 Elementary German: Level II (1-4)

A continuation of GRMN 1090. Teaches listening comprehension, speaking, reading, and writing, with emphasis on understanding and speaking. The goal is fluency in the basic German needed for expression in everyday situations and in understanding of the origin of specific cultural differences. May be repeated once for credit with permission of the department chair. **Prerequisite**: GRMN 1090 or equivalent. **GCP Coding**: **(GLBL)** (INTC)

GRMN 1101 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. May be repeated once for credit with permission of the department chair. **Co-requisite**: GRMN 1100.

GRMN 2090 Intermediate German: Level I (1-4)

Teaches listening comprehension, speaking, reading, and writing, with emphasis on understanding and speaking. Proceeds from the basic language of everyday situations to expressions of ideas and opinions, with the goal of achieving intermediate low-level fluency and basic intercultural competence. May be repeated once for credit with permission of the department chair. **Prerequisite**: GRMN 1100 or equivalent.

GRMN 2091 Workshop (1-2)

This workshop is intended for listening and speaking practice, with an emphasis on pronunciation. May be repeated once for credit with permission of the department chair. **Co-requisite**: GRMN 2090.

GRMN 2100 Intermediate German: Level II (1-4)

This course is a continuation of GRMN 2090. It consolidates grammar, vocabulary building, and development of conversational skill with group discussions, covering practical and cultural aspects of the language. May be repeated once for credit with permission of the department chair. **Prerequisite**: GRMN 2090 or equivalent.

GRMN 2101 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. May be repeated once for credit with permission of the department chair. **Co-requisite**: GRMN 2100.

GRMN 2170 Intermediate Conversational German (1-3)

Develops mastery of vocabulary and structures needed for communication in everyday situations. May be repeated for credit if content differs. **Prerequisite**: GRMN 2090 or equivalent.

GRMN 3090 Advanced German: Level I (1-3)

Provides a review of German linguistic structures. The goal is to strengthen previous language knowledge and to lead students to advanced levels of proficiency in spoken and written German. May be repeated once for credit if content differs or with permission of the department chair. **Prerequisite**: GRMN 2100 or equivalent.

GRMN 3091 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary development, grammar review, and cultural contextualization. May be repeated once for credit with permission of the department chair. **Co-requisite**: GRMN 3090.

GRMN 3100 Advanced German: Level II (1-3)

A continuation of GRMN 3090. May be repeated once for credit if content differs or with permission of the department chair. **Prerequisite**: GRMN 2100 or 2170 or equivalent.

GRMN 3150 Culture and Civilization of German-Speaking Countries (1-3)

A study of German-speaking cultures and the forces that have shaped those countries: political, literary, social, and economic. Includes use of internet resources and audiovisual aids as well as guest speakers. May be repeated for credit if content differs. **Prerequisite**: GRMN 2100 or equivalent.

GRMN 3250 Introduction to Literature (1-3)

Introduces the student to a variety of authors and literary works from the German-speaking world. It may include films, plays, and play performances by students, in order to develop understanding and appreciation of literature in a wider cultural context. It also provides opportunities for improving pronunciation, discussion, and developing listening comprehension and writing skills. May be repeated for credit if content differs. **Prerequisite**: GRMN 2100 or equivalent.

GRMN 4090 Topics in Advanced Language (1-3)

Develops skills in advanced composition, conversation, vocabulary and grammar. May also focus on the history of the German language or contemporary linguistics. May be repeated for credit if content differs. **Prerequisite**: GRMN 3090 or permission of the instructor.

GRMN 4170 Advanced Conversational German (1-3)

Gives students the opportunity to improve conversational skills in German using texts, film, and drama. May also be a weekend course for intensive practice for progress in language competency. May be repeated for credit if content differs. **Prerequisite**: GRMN 2170 or equivalent.

GRMN 4250 Topics in Literature (1-3)

Exploration of an interdisciplinary topic related to German or German-speaking culture such as German film, German art and German theater. May be repeated for credit if content differs. **Prerequisites**: Advanced reading, writing, listening and

speaking skills in German and GRMN 3090, GRMN 3250 or GRMN 3150 or equivalent.

GRMN 4650 Advanced Topics (1-3)

Exploration of an interdisciplinary topic related to German or German-speaking culture such as German film, German art and German theater. May be repeated for credit if content differs. **Prerequisites**: Advanced reading, writing, listening and speaking skills in German and GRMN 3090, GRMN 3250 and GRMN 3150 or equivalent.

HIST - History

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
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ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

HIST 1000 World Systems since 1500 (3)

Examines the origin and evolution of the current world system. The course explores the political, cultural, technological, social and economic forces that have shaped world history from 1500 until the present. Cross-listed with INTL 1500. **GCP Coding**: **(GLBL)** (CRI)

HIST 1010 Topics in History (1-3)

Introductory course of a survey nature covering various topics. Recent topics have included the American West, American history through folk song and story, historians and the American experience, and religion in America. May be repeated for credit if content differs.

HIST 1100 World Civilizations before 1500 (3)

Examines the evolution of ancient and pre-modern cultures throughout the world with a focus on the development of the ideas, values, and social, cultural, and political institutions that have shaped the civilizations and the subsequent history of the world. May be repeated for credit if content differs. **GCP Coding**: **(GLBL)** (CRI)

HIST 1120 The Ancient World (3)

This course will trace the beginnings of civilization in the ancient world, from the first urban societies in Mesopotamia 5500 years ago to the independent development of such societies elsewhere. Geographically, it will range from the Atlantic to the Pacific, encompassing Europe, Africa, Asia, and the Americas. The focus will be on differentiating between universals of complex society formation and unique responses to situations peculiar to individual cases.

HIST 1150 History of Popular Culture (3)

Survey of social, psychological, political, and economic themes that are recurrent in the literature and entertainment of the common person. Particular emphasis is given to twentieth-century media influences.

HIST 1200 Careers in History, Politics and International Relations (1)

This one-credit-hour course provides students majoring in history, political science or international relations with the opportunity to explore career paths, including those related to their academic disciplines. Through a series of assignments, students will identify their interests and skills with various careers. The course will include guest speakers from a variety of careers, as well as individuals from Webster University's Career Services.

HIST 1300 Colonial and Revolutionary America (3)

Explores the creation of American cultures and identities in the nation's formative years covering the colonial, revolutionary, and early national periods of American history. **GCP Coding**: **(ROC)** (CRI)

HIST 1310 Nineteenth-Century America (3)

Survey of U.S. history from early national period to World War I. Examines nationalism and sectionalism in the nineteenth century and analyzes the formation of American identity and values. **GCP Coding**: **(ROC)** (CRI)

HIST 1320 Twentieth-Century United States (3)

Survey of U.S. history from World War I to the present. **GCP Coding**: **(ROC)** (CRI)

HIST 1400 Civil War and Reconstruction (3)

The Civil War and Reconstruction were pivotal events in the history of the United States and continue to fascinate Americans today. This course will examine the causes of war, the events of the war itself, and the social and political changes that followed in its wake. In addition to examining the battles and the activities of generals and politicians, this course will also examine how women, African Americans, immigrants, and working-class people experienced the war and affected its outcome. **GCP Coding**: **(ROC)** (CRI)

HIST 1410 St. Louis History (3)

During the years since its founding, St. Louis has changed immensely, from a struggling fur trading post to a modern day metropolis. This course will examine the development of this city in the larger context of American urban history, We will examine the evolution of St. Louis over time and the efforts of its residents to change, reform, or promote their city. We will also discuss the role St. Louis played in American history at the national level and how its development compares with other U.S. cities. Finally, the course will examine the development of St. Louis's unique neighborhoods and the signature aspects of St. Louis culture. **GCP Coding**: **(ROC)** (CRI)

HIST 1500 American Studies (3)

A series of topical courses covering specialized aspects of the American historical experience, e.g., the Western story, utopian societies, folklore and legend, and theories of the American character. May be repeated for credit if content differs.

HIST 1800 History of American Education (3)

Surveys the major developments in the history of American education, from colonial times to the present.

HIST 2000 Social History (3)

Course concentrates on the way ordinary people lived in different times and places and their values, customs, beliefs, and social institutions. Content varies (e.g., the social history of war, crime, labor, popular ideas). May be repeated for credit if content differs.

HIST 2010 Topics in Medieval and Early Modern European History (3)

A topics course devoted to an in-depth examination of chronological sub-periods or distinctive themes in medieval or early modern European history. May be repeated for credit if content differs.

HIST 2020 Topics in Modern European History (3)

Overview of the political, social, and cultural history of Europe from the Reformation to the present. Chronological periods or themes vary from semester to semester. May be repeated for credit if content differs. **Prerequisite**: Sophomore standing or permission of the instructor.

HIST 2030 Topics in Asian History (3)

Studies the cultures and the political-social development of major Asian nations, with an emphasis on the period since the impact of Western civilizations on ancient cultures. Content varies (e.g., Japan, China, Far East, Pacific World). May be repeated for credit if content differs.

HIST 2040 Topics in Latin American History (3)

Introduces students to the history of culture, politics, and society in Latin America. Chronological periods and themes will vary. Topics could include Mesoamerican civilizations, the colonial era, modern Mexico, and overviews of South and/or Central American history. May be repeated for credit if content differs.

HIST 2050 Topics in African History (3)

Introduces students to the history of politics, culture, and society in Africa. Chronological periods of themes may vary. Topics include traditional heritage, slavery and its consequences, colonial experience, nationalism, and independence. May be repeated for credit if content differs.

HIST 2060 Topics in the History of Gender and the Family (3)

Devoted to the history of gender roles and the ideas and values associated with the creation of those roles in different times and places. Possible topics include the history of women, the family, men and masculinity, etc. May be repeated for credit if content differs.

HIST 2070 Topics in Non-Western History (3)

A series of courses that focuses on the history of developing areas of the world (e.g. Southeast Asia, India). May be repeated for credit if content differs.

HIST 2090 Encounters with History (3)

A topics course devoted to an in-depth examination of chronological subperiods or distinctive themes in history. May

be repeated for credit if content differs. **GCP Coding**: **(ROC)** (OCOM)

HIST 2200 History of Medieval Society (3)

Overview of European history from the breakup of the Roman world to the fifteenth century. The course focuses on the political, religious, and economic institutions that defined medieval civilization, as well as the distinctive philosophical, literary, and artistic contributions of the age.

HIST 2210 Early Modern Europe (3)

Survey of European history in the early modern era, ca. 1300-1650. The course focuses on the artistic, literary, philosophical, and scientific contributions associated with the cultural "rebirth" of the Renaissance and the religious ferment that led to the Protestant Reformation. **GCP Coding**: **(ROC)** (CRI)

HIST 2230 The Age of Total War: Europe 1890-1945 (3)

An exploration of European politics, society, and culture during a period dominated by two world wars. Topics include imperialism and great power competition, the Great War, social reform and class conflict, transformations in gender, the Russian Revolution, Nazism and Fascism, World War II, and the Holocaust. **GCP Coding**: **(ROC)** (CRI)

HIST 2240 Contemporary Europe: 1945-Present (3)

An exploration of European politics, society, and culture from the end of World War II to the present. Topics include postwar reconstruction and the Marshall Plan, the origins of the Cold War, decolonization, feminism and environmentalism, the European Union, and the crisis and fall of the Soviet empire, along with current issues in European affairs. **GCP Coding**: **(ROC)** (CRI)

HIST 2250 History of Russia (3)

Overview of Russian history with varied chronological emphasis. Includes Norse, Byzantine, and Tartar influences, the rise of Moscow, absolutism of the czars, and development of the Soviet Union and post-Soviet regimes. May be repeated for credit if content differs. **Prerequisite**: Sophomore standing or permission of the instructor.

HIST 2280 History of England (3)

Overview of the political, social, and cultural history of England from the medieval period to the present. Specific period covered varies from semester to semester (e.g., the medieval period, the Tudor-Stuart era, modern England). May be repeated for credit if content differs. **Prerequisite**: Sophomore standing or permission of the instructor.

HIST 2300 History of Disease and Medicine (3)

Examines the impact of epidemic diseases on human history and the ideas and strategies humans have adopted to understand and combat their diseases.

HIST 2320 African-American History (3)

Survey of the African-American experience from colonial times to the present.

HIST 2330 History of the Consumer Society (3)

Examines the development of and debates concerning modern institutions associated with consumption, such as department stores, shopping malls, and advertising.

HIST 2340 History of American Business and Management (3)

Traces the rise of business as a major American cultural institution, with consideration given to its impact on government,

law, education, and social customs. Special emphasis is given to the changes in managerial thought and practice in the twentieth century, and the rise of big management and bureaucracy. Cross-listed with MNGT 2340.

HIST 2360 Refugee and Migration Movements (3)

Studies the historical evolution of migration and refugee flows and examines their psychosocial impacts on peoples, states, and regions. Sometimes focuses on a particular region or people. May be repeated if content differs.

HIST 2370 U.S. Women's History (3)

This course examines the lives of women in America during the years from the Revolution to the present day. We will investigate the ways in which women have functioned as agents of historical change, as their lives and actions have both impacted and been impacted by major historical events. Particular attention will be paid to the changing nature of the family, changes to the work women did (both paid and unpaid), and the involvement of women in social and political reform. We will also investigate the diversity of women's experiences in the past. Just as today, "women" cannot be spoken of as a monolithic block; women throughout America's history have been divided and often had difficulty uniting across lines of class, race, and ethnicity. **GCP Coding**: **(ROC)** (CRI)

HIST 2380 The American West: Film, Fiction, and Reality (3)

This course examines the settlement of the American West as well as the role that the region has played in American culture throughout the country's history. Students will learn about the history of the West as a region for the earliest days of European exploration through the 20th century. Particular attention will be paid to the late 19th century, when western expansion was at its peak. We will examine western expansion from the perspectives of both American settlers and the Native Americans already living in the region. Students will learn about the diversity of the West throughout its history, and how the "Old West" of cowboys and gunslingers was only part of the story. We will also discuss the reasons why the popular perception of the "Old West" has lingered as a romanticized image in American culture. **GCP Coding**: **(ROC)** (CRI)

HIST 2390 Immigrant America (3)

This course examines the impact of immigration and ethnic and racial diversity on American society over more than two centuries. Topics include the changing sources of immigrants, the formation of ethnic communities, the process of "Americanization," the development of nativism for immigration restriction, and the evolving law and public policy pertaining to immigration. **GCP Coding**: **(ROC)** (WCOM)

HIST 2600 The Craft of History (3)

Introduces students to the methods of historical research and the nature of historical thinking. It is the aim of the course to help students: analyze and interpret books, articles, and primary sources; write substantive, organized, well-documented essays and papers; and become familiar with the most important library resources and search techniques in history and the social sciences.

HIST 2610 Reading Course: Introductory (1-6)

Content and methodology are at an introductory level. May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official form.

HIST 3000 Ideas in History (3)

Examines the history of ideas and the role played by ideas in the social, cultural, and political evolution of nations and peoples. May be repeated for credit if content differs. **Prerequisite**: 3 credit hours of history or permission of the instructor.

HIST 3050 Economic History (3)

Studies the genesis and development of economic institutions within societies, with attention to economic theories, productivity factors, and wealth distribution. May be repeated for credit if content differs. **Prerequisite**: 3 credit hours of history or permission of the instructor.

HIST 3060 History Roundtable (3)

A course allowing for in-depth examination of distinctive themes and topics in history in a seminar setting. There will be a special emphasis on the various ways in which events have been interpreted and reinterpreted by historians and by society. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of history or permission of the instructor.

HIST 3100 Diplomatic History (3)

Studies the foreign affairs of the major developed areas of the world (e.g., Europe, the United States, Japan). May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of pertinent history or permission of the instructor.

HIST 3130 History of Human Rights (3)

This course explores the development of international human rights as theory and practice. It discusses traditional concepts of sovereignty and national belonging and then looks at two monumental events that created new possibilities for "moral intervention" across international borders: The French Revolution and the birth of the anti-slavery movement in the context of European imperialism. The course also explores the rise of global governance and human rights movements both on the local and the global level.

HIST 3150 International Affairs (3)

Employs regional or topical approach to selected international periods and issues, with attention given to knowledge of historical events preceding and influencing the topic under analysis. Content varies. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of pertinent social studies or permission of the instructor.

HIST 3650 History Practicum (3-15)

Students will work with a community, private, or public organization in an area related to history. Focus is the application of historical methodology, research, writing, and/or historical knowledge. A total of 6 credit hours of practicum may be used to satisfy departmental degree requirements, with a maximum of 3 credit hours counting as upper level coursework. **Prerequisites**: Junior standing and permission of the department chair; specific prerequisites will vary according to topic.

HIST 3800 Introduction to Methods of Teaching Social Studies (2)

Introductory course in methods and techniques of teaching social studies, with the emphasis on organization of teaching units and classroom procedures. **Prerequisite**: Acceptance to the Teacher Certification Program or permission of the director of teacher certification and field experiences.

HIST 3810 Methods of Teaching Social Studies (2-4)

A continuation of HIST 3800. **Prerequisites**: Student teaching simultaneous to this course and acceptance to the Teacher

Certification Program or permission of the director of teacher certification and field experiences.

HIST 4000 Research Requirement (0)

Required of all history majors in conjunction with a designated 3000-level or 4000-level course. Recognizes successful completion of the departmental research requirement.

HIST 4100 Advanced Studies in International Affairs (3)

Allows students to pursue advanced studies in a wide variety of subfields in international affairs. Subject matter varies from semester to semester. May be repeated for credit if content differs. **Prerequisite**: 9 credit hours of history or permission of the instructor.

HIST 4200 Advanced Studies in European History (3)

Allows students to pursue advanced studies in a wide variety of subfields of European history. Subject matter varies from semester to semester. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of European history or permission of the instructor.

HIST 4300 Advanced Studies in U.S. History (3)

Allows students to study topics and eras in the United States in some depth. Subject matter varies from semester to semester. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of American history or permission of the instructor.

HIST 4400 Advanced Studies in Non-Western History (3)

Investigates in-depth topics in the history of the non-Western world (e.g., Africa, Latin America, Asia). Specific topics vary from semester to semester. May be repeated for credit if content differs. **Prerequisite**: 9 credit hours of history or permission of the instructor.

HIST 4600 History Seminar (3)

Carefully examines specific topics or chronological periods, with an emphasis on historiography and research. May be repeated for credit if content differs. **Prerequisite**: Usually senior standing or permission of the instructor.

HIST 4610 Reading Course: Advanced (1-6)

Content and methodology at advanced level. May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official form.

HIST 4620 Overview (0-1)

Designed to improve students' skills in analysis and oral communication within the disciplines of history and political science. Consists of a series of informal discussions with department faculty, culminating in a formal oral examination. Subject matter varies yearly. **Prerequisites**: Senior standing and major in history, political science, or international relations.

HIST 4700 Senior Thesis (4)

Allows senior students to pursue significant independent research/writing projects in history. **Prerequisites**: Senior standing and approval of the department chair.

HLSC - Health Science

Global Citizenship Program Knowledge Areas **(....)**	

ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
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SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

HLSC 1300 Topics in Health Sciences (1)

These courses are designed for students to study the concepts of lifetime fitness through lecture, discussions, lifestyle assessment, and health risk management and fitness activities. A maximum of 4 credit hours may be applied toward graduation requirements. May be repeated for credit if content differs.

Life Long Fitness and Sports Courses

These courses are designed for students to study the concepts of lifetime fitness through lecture, discussion, lifestyle assessment, and health risk management and fitness activities. Students will meet the following objectives: 1) understand the basic concepts of physical fitness and the interaction of exercise and lifelong health; 2) participate in activities that promote the development of muscular strength, flexibility, and cardiovascular fitness; 3) become aware of their current level of fitness; 4) become aware of their own nutritional habits and needs; and 5) become familiar with stress theories and stress management techniques. A maximum of 4 credit hours may be applied toward graduation requirements. Class cannot be repeated for credit.

- HLSC 1345 Water Exercises (1)
- HLSC 1550 Tennis I (1)
- HLSC 1551 Golf I (1)
- HLSC 1554 Volleyball I (1)
- HLSC 1555 Volleyball II (1) **Prerequisite**: HLSC 1554 or permission of the instructor.
- HLSC 1570 Basketball I (1)
- HLSC 1572 Yoga and Wellness I (1)
- HLSC 1573 Yoga and Wellness II (1) **Prerequisite**: HLSC 1572 or permission of the instructor.
- HLSC 1574 Soccer I (1)
- HLSC 1575 Soccer II (1) **Prerequisite**: HLSC 1574 or permission of the instructor.
- HLSC 1579 Fencing I (1) Instructor approval required.
- HLSC 1580 Bowling I (1)
- HLSC 1581 Bowling II (1) **Prerequisite**: HLSC 1580 or permission of the instructor.
- HLSC 1582 Strength and Conditioning I (1)
- HLSC 1583 Strength and Conditioning II (1) **Prerequisite**: HLSC 1582 or permission of the instructor.

- HLSC 1589 Fencing II (1) **Prerequisite**: HLSC 1579. Instructor approval required.
- HLSC 1590 Swimming I (1)
- HLSC 1591 Swimming II (1)
- HLSC 1600 Walking for Fitness (1)
- HLSC 1685 Kickball (1)
- HLSC 1690 Outdoor Recreation Activities (Frisbee, Kickball, Flag Football, etc. (1)
- HLSC 1710 Dodgeball (1)
- HLSC 1720 Handball (1)
- HLSC 1725 Co-Ed Softball (1)
- HLSC 1730 Body Fit (1)
- HLSC 1750 Running for Fitness (1)

HLSC 1310 Wellness and Healthy Lifestyle (3)

Introduces issues of wellness including theory, theorists, and developing a healthy lifestyle. Emphasizes principles of learning styles, health promotion, intimacy, grieving process, fitness, and alcohol and other drugs. Will also examine current research in the area of wellness and healthy lifestyles.

HLSC 1340 Lifeguard Training (1)

Covers basic swimming and water safety techniques, including personal water safety, public relations, accident prevention, surveillance, emergency preparation, and spinal injury. Prepares students to qualify for American Red Cross certification in life guarding, CPR, and first aid. **Prerequisite**: Must be experienced swimmer or permission of the instructor.

HLSC 1350 Water Safety Instructor (2)

Covers methods of instruction of all levels of swimming, infant through adult. Topics covered will include hydrodynamic principles, theories of learning, child development, program planning, and administration of swimming classes. Prepares students to qualify for certification as a Red Cross water safety instructor. **Prerequisite**: HLSC 1340 or Red Cross certification in water safety and life guarding, CPR, and first aid, or permission of the instructor.

HLSC 1660 RAD (Rape, Aggression, and Defense) (1)

An introduction to basic self-defense skills. The course includes an exploration of escape and avoidance strategies, offensive and defensive postures, defensive techniques, and simulated attacks. This course will also examine community services available for both violence prevention and victim abuse services. Fitness principles, such as strength, flexibility, and cardiovascular fitness, will be addressed, particularly in regard to the impact of personal fitness on one's ability to perform the self-defense skills. Note: For women only.

HLSC 1670 RAD II (Rape, Aggression and Defense) (1)

Advanced RAD. Builds on self-defense techniques and awareness, prevention, and avoidance strategies learned in basic RAD, adding defenses against the edged weapon and firearm. Covers more prone defense strategies, multiple subject encounters, and low and diffused light simulation exercises. Note: For women only. **Prerequisite**: HLSC 1660 offered in the fall semester or permission of the instructor.

HRTS - Human Rights

Global Citizenship Program Knowledge Areas (....)	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

HRTS 1100 Introduction to Human Rights (3)

Introduces students to the philosophic and political background of the concept of human rights. Discusses important documents as part of the history of the development of human rights theories. Examines important issues in current political and ethical debates about human rights. Reviews core legal documents and the work of the most important governmental and nongovernmental institutions currently involved in human rights protection and promotion. Examines at least one current problem area in human rights protection. **GCP Coding**: **(SSHB)** (ETH)

HRTS 2086 Topics in Human Rights (3)

Study of text or topic in a special area of human rights. Contents and methodology at an introductory level. May be repeated for credit if content differs.

HRTS 2500 Current Problems in Human Rights (3)

At any given time, there are approximately 20 million refugees, 30 wars of various sizes, and scores of governments violating citizens' rights with varying degrees of brutality. This course will review current areas of concern to human rights advocates, paying special attention to obtaining current information, evaluating sources, and understanding the actions of violators in terms of current human rights standards. **GCP Coding**: **(GLBL)** (INTC)

HRTS 2800 Methods of Inquiry (3)

A general introduction to the methods and analysis used to examine human rights abuses, as well as a resource for sources, databases, and other material on human rights. Students will learn to analyze and conduct research and to write effective policy briefs and research proposals. **Prerequisite**: HRTS 2500.

HRTS 3080 Advanced Topics in Human Rights (3)

Upper-level study of influential text(s) or topic(s) in a special area of international human rights. May be repeated for credit if content differs.

HRTS 3160 Human Rights in Film: Documentaries (3)

This course uses documentary film to explore serious human rights concerns. By viewing (and reading and writing about) the films and the issues depicted in them, students will gain a broader understanding of global human rights challenges. Each film will be discussed in terms of the human rights issues raised; relevant

international human rights standards; appropriate historical, theoretical and political backgrounds; and the methods used by the filmmakers to get their messages across. May be repeated for credit if content differs.

HRTS 3170 Human Rights in Film: Narrative Films (3)

This course uses narrative film to explore serious human rights concerns. By viewing (and reading and writing about) the films and the issues depicted in them, students will gain a broader understanding of global human rights challenges. Each film will be discussed in terms of the human rights issues raised; relevant international human rights standards; appropriate historical, theoretical and political backgrounds; and the methods used by the filmmakers to get their messages across. May be repeated for credit if content differs.

HRTS 3200 Human Rights Area Studies (1-3)

Examines the conditions in selected countries during a specific time period. (An example might be the conditions in Argentina, Chile, and Uruguay in the 1960s and 1970s that led to the human rights abuses of the 1970s and 1980s.) Investigates the impact of human rights abuses on the politics and society in the countries selected. The approach may vary from semester to semester, ranging from the historical to the literary. May be repeated once for credit, when subject matter varies.

HRTS 3210 Prejudice and Discrimination (3)

Focus of the course will be on the essential features of stereotyping, prejudice, and discrimination. Examines inter-group relations as they pertain to such socially defined boundaries as race, gender, sexual orientation, religion, age, ethnicity, ability, appearance, and socioeconomic status. We will look at how standards regarding international human rights discrimination and violations are handled by the international community. Addresses impact on life in the U.S. and elsewhere, and what measures, if any, can be taken to reduce stereotyping, prejudice, and discrimination. Cross-listed with PSYC 3650.

HRTS 3400 Human Rights and the Environment (3)

A clean environment, safe from human-created hazards, has increasingly been argued to be a human right. This course examines the arguments and the status of environmental rights under the present international framework.

HRTS 3500 International Human Rights Law (3)

Briefly introduces the idea of international law and examines the development of international human rights law from its origins through successive generations of thinking and institutionalization to the present. Examines conventions, monitoring, conformity and violation, attempts at enforcement, and current controversies.

HRTS 3590 Theories of Human Rights (3)

Examines the historical development of theories of human rights and their relation to civil liberties, international law, social organization, and different conceptions of community, individualism, and the state. Also examines the most significant human rights documents in their historical context. May focus on specific cases and questions of current concern. Cross-listed with PHIL 3590 and POLT 3590. **Prerequisite**: POLT 1070 or PHIL 2300.

HRTS 3600 Topics in Mass Violence (3)

Examines the nature of evil and its impact on victims and perpetrators; differences between genocide, democide, ethnocide, and other forms of mass violence; the interaction of psychological, sociological, cultural, and/or political roots of evil, human cruelty, mass violence, and genocide; Staub's theory of evil and the application of this theory to the perpetration of genocide and mass violence in Nazi Germany, Turkey, Cambodia, and Argentina; the nature of bystander behavior and the impact of bystander behavior on the perpetration of genocide; the interrelationship between genocide and war; and the question of what can be done to prevent human cruelty, mass violence, and genocide.

HRTS 3700 Human Rights and Business (3)

Human rights standards are often incorporated into the civil law of nations, but not always -- and often incompletely. Business practice is generally required to conform to national law, but businesses operating internationally are also under pressure to conform to international human rights standards. The course examines conformity of national and international business with relevant human rights standards and the pressures leading toward greater conformity or increased violation.

HRTS 4500 Human Rights Field Experience (3)

For students undertaking travel and research into a specific human rights topic or area through direct contact with the material or people studied, outside academic confines, or students undertaking experience working in an organization whose mission includes work in the area of international human rights. Requires prior and follow-up consultation with an appropriate faculty member approved by the director of the human rights program or a site academic director. The student must prepare a portfolio, to include an advance description of the intended field and/ or work experience and, whichever is appropriate: either a projected itinerary, documentation of the travel and experiences, and a summary of and formal reflection on those experiences; or a description of the projected work experience and a summary of and formal reflection on the work experience. **Prerequisites**: HRTS 1100, HRTS 2800 and approval of the director of the human rights program or the site academic director.

HRTS 4600 Overview (3)

A critical examination of a text, a theme, or a current problem in international human rights. Each student writes a paper reflecting significant mastery of the methods and content of the chosen area, and an ability to evaluate the evidence and assumptions in light of criteria relevant to human rights. **Prerequisites**: HRTS 2800 or INTL 2700 or ANSO 2850; and advanced standing.

ILC - International Languages and Cultures

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning

INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

ILC 1000 The Power of Languages (3)

Languages are a central part of what makes us human. They allow us to identify with each other and form communities but also constitute obstacles between peoples. What constitutes a language? How many languages are spoken in the world today? How does the domination of certain languages alter global relations and cultures? Should we be trying to protect the linguistic diversity in the world and how? How do we learn languages and why do some people acquire languages more easily than others? How can you best approach the learning of a new language in the United States? How do languages impact the way we perceive the world around us? How can graduates leverage linguistic skills in the job market? In this interdisciplinary course, students will study languages from multiple perspectives and prepare themselves for future language study.

ILC 1070 Intensive Introduction to Language: Level I (1-3)

A beginning-level course offered in a variety of formats. It teaches listening comprehension, speaking, reading, and writing skills. The goal is to develop basic linguistic structures and vocabularies for specific needs: e.g. travel, business, medicine, law enforcement. The target language varies. May be repeated once for credit with permission of the department chair.

ILC 1080 Intensive Introduction to Language: Level II (1-3)

This course is a continuation of ILC 1070. It teaches further listening comprehension, speaking, reading, and writing skills. The goal is to improve basic linguistic structures and vocabularies for specific needs: e.g. travel, business, medicine, law enforcement. The target language varies. May be repeated once for credit with permission of department chair. **Prerequisite**: ILC 1070 or equivalent.

ILC 1090 Elementary Language: Level I (1-4)

Develops listening comprehension, speaking, reading, and writing skills. The goal is fluency in basic linguistic structures needed for expression in everyday situations and the recognition of challenges in intercultural communication. The target language varies. May be repeated for credit with permission of the department chair.* **GCP Coding**: (GLBL) (INTC)

ILC 1091 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. May be repeated for credit with permission of department chair. **Co-requisite**: Corresponding ILC 1090 language course.

ILC 1100 Elementary Language: Level II (1-4)

This course is a continuation of ILC 1090. Teaches listening comprehension, speaking, reading, and writing, with emphasis on understanding and speaking. The goal is fluency in basic linguistic structures needed for everyday situations and an understanding of the origin of specific cultural differences. May be repeated for credit with permission of the department chair.* **Prerequisite**: ILC 1090 or equivalent.

ILC 1101 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. Students will be exposed to appropriate video and software programs, as well as internet resources. May be repeated for credit with permission of the department chair. **Co-requisite**: Corresponding ILC 1100 language course.

ILC 1170 Elementary Conversation (1-3)

Uses the basic elementary vocabulary of the language to develop basic oral communication and cultural understanding. Functions as a preparation for travel abroad or to give additional oral practice to students currently enrolled in a language course. May be repeated for credit with permission of the department chair.

ILC 2000 Study Abroad: Intermediate (1-13)

Intermediate-level language study program offered abroad by Webster University or in cooperation with an approved study abroad program. May be repeated for credit if content differs. **Prerequisites**: Intermediate level in appropriate foreign language and permission of the department chair.

ILC 2090 Intermediate Language: Level I (1-4)

Strengthens listening comprehension, speaking, reading, and writing skills with the emphasis on understanding and speaking. Proceeds from the concrete basic language of everyday situations to expressions of ideas and opinions, with the goal of achieving intermediate low level fluency and basic intercultural competence. May be repeated for credit with permission of the department chair.* **Prerequisite**: ILC 1100 or equivalent.

ILC 2091 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. May be repeated for credit with permission of the department chair. **Co-requisite**: Corresponding ILC 2090 language course.

ILC 2100 Intermediate Language: Level II (1-4)

This course is a continuation of ILC 2090. The goal is intermediate mid-level fluency and basic intercultural competence. May be repeated for credit with permission of the department chair.* **Prerequisite**: ILC 2090 or equivalent.

ILC 2101 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. May be repeated for credit with permission of the department chair. **Co-requisite**: Corresponding ILC 2100 language course.

ILC 2150 Topics in Culture(s) (1-3)

An introduction to the culture; including customs, history, literature, and arts of a particular region or country, taught by faculty trained and experienced in the target culture or language. Through single or multiple themes, students will learn about the historical and sociopolitical contexts for areas where the target culture differs significantly from U.S. culture and develop their intercultural competence skills. Students may also learn linguistic tools, such as greetings, polite and ceremonial formulas, and culturally specific terms that do not exist in English, that would help them establish contact with the people of the target region. May be repeated for credit if content differs. **GCP Coding**: (GLBL) (INTC)

ILC 2250 Food, Language and Identity (3)

Like language, food is a culturally loaded commodity tightly linked to cultural identity and used and needed by all human communities. Peoples and cultures develop their gastronomies using staple ingredients autochthonous to their regions. Food

items move, travel, are shared, traded or exchanged, and enter in contact with foreign cultures that integrate and acculturate them to their own gastronomy and cuisine thus creating new cultural hybrids. Globalization imposes and facilitates this particular cultural exchange more intensely and faster than ever. This course explores the intrinsic relationship between food, language and identity: how food, like linguistic practices constitutes one of the most powerful vehicles of cultural identity. This course will be taught in English. Topics may vary. May be repeated for credit if content differs.

ILC 2610 Intermediate Language: Readings (1-3)

Strengthens and develops reading skills. The goal is to encourage students to enhance their linguistic abilities, particularly discipline-specific reading skills. Sections are offered in various languages (e.g., French, German, Chinese (Mandarin), Japanese, Italian, Spanish, etc). May be repeated for credit if content differs. **Prerequisites**: ILC 2100 or equivalent and permission of the instructor or the department chair.

ILC 3000 Study Abroad: Advanced Level I (1-13)

Advanced-level language study program offered abroad by Webster University or in cooperation with an approved study abroad program. May be repeated once for credit if content differs, with permission of department chair. **Prerequisite**: High-intermediate or advanced level in appropriate language and permission of the department chair.

ILC 3090 Advanced Language: Level I (1-3)

Provides a thorough review of the language linguistic structures. The goal is to strengthen previous language knowledge and to lead students to advanced levels of proficiency in the spoken and written language. May be repeated for credit with permission of the department chair. **Prerequisite**: ILC 2100 or equivalent.

ILC 3250 Comparative Global Literatures (3)

An exploration of literature in a comparative context: what is it, how does it function and what value does it offer both local and global communities today? How does literature transcend cultural and linguistic boundaries and how is it defined by these? Students will develop skills that will help them interpret, both in writing and verbally, literary texts. They will also examine the production of these literary artifacts and the ways in which gender, sexuality, race, geography and history impact literary production and reception. By looking at literatures from at least two different cultural traditions, either in the original languages or in translation, students will consider theories of translation and the concept of untranslatability. Topics differ and may look at one genre across cultures and historical periods or may examine themes across multiple genres such as world literature, postcolonial literature, ecocriticism, etc. May be repeated for credit if content differs. **Prerequisite**: Intermediate-level reading proficiency in French, German or Spanish (FREN 2090/GRMN 2090/SPAN 2090 or equivalent).

ILC 3550 Language Practicum (1-6)

Provides practical experience in projects utilizing languages in different fields: teaching, development of teaching materials, translating, interpreting, etc. May be repeated for credit if content differs. **Prerequisite**: Permission of the department chair.

ILC 4000 Study Abroad: Advanced Level II (1-13)

Advanced-level language study program offered abroad by Webster University or in cooperation with an approved study abroad program. May be repeated for credit if content differs. **Prerequisites**: Advanced level in appropriate foreign language and permission of the department chair.

ILC 4050 Translation and/or Interpretation (1-3)

Studies the art and science of translation, with emphasis on clear, logical transmission of the message from foreign language into English or vice versa. This activity enables and encourages students to think critically about the nature of languages. Comparative linguistics, psycholinguistics, and in-depth cultural understanding are important components of the course. May be repeated for credit if content differs. **Prerequisite**: Advanced level in appropriate language.

ILC 4060 Methods in Teaching Languages (1-4)

Includes study of the nature of language and psycholinguistics, analysis of historical approaches to language teaching, and recent developments in techniques and materials for grades K-12. May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor, acceptance to the Teacher Certification Program, or permission of the director of teacher certification and field experiences.

ILC 4150 Contemporary Issues (1-3)

Studies contemporary news issues from French-, German-, or Spanish-speaking countries, using radio broadcasts, TV programs, the internet, etc. The study of cultures and the understanding of socio-historical and political events leading to contemporary issues are important components of these courses. May be repeated for credit if content differs. **Prerequisite**: Advanced level in appropriate language.

ILC 4200 Lyric Diction (2)

Teaches voice students the correct pronunciation of language sounds, using the International Phonetic Alphabet. May be repeated for credit if content differs.

ILC 4600 Topics in Language(s) (1-3)

Exploration of an interdisciplinary topic related to the appropriate language and culture. May be repeated for credit if content differs. **Prerequisite:** Advanced level in appropriate language or permission of the instructor.

ILC 4610 Reading Course (1-4)

Involves preparing a bibliography on a topic chosen by the student and submitted to the instructor for approval, reading the listed books, meeting with the instructor, and writing a term paper. May be repeated for credit if content differs. **Prerequisites**: Advanced level in appropriate language and permission of the instructor.

ILC 4700 Overview (0-1)

An oral exam and portfolio review required of all language majors. The topic must be approved by the department beforehand, and the exam date must be set at least two weeks before the exam takes place. See department for more details. **Prerequisites**: Senior standing, admission into department as major, and approval of the department chair.

When Latin is the subject, the goal is not to speak the language but to prepare the students to read classical texts. Acquisition of vocabulary and grammatical forms enables students to decipher ever more complex sentences and encourages them to think critically about the nature not only of this complicated and interesting language, but also of their own native language.

INDZ - Individualized Learning

Global Citizenship Program

Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

INDZ 2000 Practicum (Freshmen or Sophomores) (1-12)

On-the-job experience, an internship, fieldwork, an apprenticeship, and direct participation in community or professional activity are all possible within the framework of a practicum. Evaluation is usually based on the quality of the student's performance in the chosen practicum setting and on reflective analysis of the experiential learning. Practica are arranged with the appropriate department or program. May be repeated for credit if content differs.

INDZ 2500 Independent Study (Freshmen or Sophomores) (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs.

INDZ 3000 Practicum (Juniors or Seniors) (1-12)

On-the-job experience, an internship, fieldwork, an apprenticeship, and direct participation in community or professional activity are all possible within the framework of a practicum. Evaluation is usually based on the quality of the student's performance in the chosen practicum setting and on reflective analysis of the experiential learning. Practica are arranged with the appropriate department or program. May be repeated for credit if content differs.

INDZ 3500 Independent Study (Juniors or Seniors) (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs.

INDZ 3750 Cooperative Education I (1-16)

Placement in a planned and supervised work experience related to the student's academic coursework. Faculty advisors and work supervisors assist the student in developing goals and objectives to integrate academic studies with practical experiences in educational, vocational, or cultural learning situations outside of the classroom. A maximum of 32 credit hours in cooperative education may be applied as elective credit toward a baccalaureate degree. Pass/fail grades only. May be repeated for credit up to 16 credit hours. **Prerequisites**: Approval of the coordinator of experiential education, 3.0 GPA and coursework related to work experience.

INDZ 4000 Sabbatical (12-16)

In a sabbatical, a student conducts research or participates in a special learning situation on a full-time basis. There may be no concurrent additional registration while a student pursues a sabbatical.

INDZ 4750 Cooperative Education II (1-16)

Continuation of INDZ 3750. Pass/fail grades only. May be repeated for credit up to 16 credit hours. **Prerequisites**: INDZ 3750, approval of the coordinator of experiential education, 3.0 GPA and coursework related to work experience.

INTL - International Relations

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
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Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

INTL 1050 Introduction to International Relations (3)

This course examines how state and non-state actors confront contemporary global problems. It also introduces students to the subfields of international relations: international security, international political economy, foreign policy, international relations theory, international organizations, and international law. Cross-listed with POLT 1050. **GCP Coding**: **(GLBL)** (CRI)

INTL 1200 Careers in History, Politics, and International Relations (1)

This one-credit-hour course provides students majoring in history, political science or international relations with the opportunity to explore career paths, including those related to their academic disciplines. Through a series of assignments, students will identify their interests and skills with various careers. The course will include guest speakers from a variety of careers, as well as individuals from Webster University's Career Services.

INTL 1500 The World System since 1500 (3)

Examines the origin and evolution of the current world system. The course explores the political, cultural, technological, social, and economic forces that have shaped world history from 1500 until the present. Cross-listed with HIST 1000. **GCP Coding**: **(GLBL)** (CRI)

INTL 2000 Issues in International Relations (3)

Examines various issues and processes in international relations. Specific topics vary from semester to semester. May be repeated for credit if content differs.

INTL 2030 International Law (3)

Introduces public international law, including the law of international institutions. Topics include the sources of international law, questions relating to state jurisdiction and state responsibility, the regulation of the use of force, and the legal aspects of the structure and functions of the United Nations.

INTL 2100 Model U.N. (0-3)

Studies the structure, operations, and politics of the United Nations. Attention will focus on current U.N. issues, and students will be required to participate in classroom simulations. Students will attend the Collegiate Midwest Model U.N. and represent a country as U.N. delegates.

INTL 2610 Advocacy, NGOs, and Civil Society (3)

Studies multilateral activities designed to promote economic, social, and technical progress. Examines international cooperation in such "nonpolitical" fields as trade, economic development, communications, health, humanitarian assistance, and environmental protection.

INTL 2620 Ideological Influences in International Relations (3)

Examines ideologies and value systems such as liberal democracy, pragmatism, materialism, nationalism, racism, and internationalism in light of their influence on foreign policies of the major Western countries and of select developing nations.

INTL 2630 New States in World Politics (3)

Introduces the political process in the non-Western world and a survey of different methodological approaches to the study of non-Western systems. Emphasizes analysis of foreign policies and the role of new states in world politics.

INTL 2650 The Politics of Peace (3)

Studies issues of war prevention, including social justice, ecological balance, large-scale social change, impacts of science and technology, and political processes relating to national and transnational institutions.

INTL 2680 International Relations Theory (3)

Analyzes the nature of international society and of the forces affecting the behavior of states in their relations with one another.

INTL 2690 Multinational Corporations (3)

Analyzes the emergence and significance of multinational corporations, their structure, and their impact on international relations.

INTL 2700 Methods of Political Inquiry (3)

Explores the nature of political inquiry and the conceptual approaches to the study of politics and government. Students examine and compare some major modes of political inquiry: discursive, systematic, philosophical, and scientific. **Prerequisite**: Usually sophomore standing or permission of the instructor.

INTL 3030 Advanced Studies in International Law (3)

The course examines a specialized area of international law in terms of the relevant treaties and court cases that have been adjudicated in national courts, international courts, and other types of legal bodies. The course also pays close attention to the interplay of international politics and international law. Approved topics include international human rights law, international humanitarian law, international criminal law, international refugee law, international environmental law, space law, diplomatic law, and the law of the sea. **Prerequisite**: INTL 2030.

INTL 3100 International Political Economy (3)

Explores, historically and conceptually, the theories and practices of international political economy. The course examines the interplay of politics and economics at the global level. It introduces students to ways of understanding the modern world system as a unity of international, political, and economic processes. This course is routinely cross-listed with INTL 5400 and may not be repeated for credit at the graduate level if cross-listed. **Prerequisites**: Sophomore standing or above plus INTL 1050 or POLT 1050 or 6 credit hours of relevant political science, history, or international relations courses.

INTL 3200 Comparative Politics: Western Europe and the United States (3)

Compares Western European and U.S. political culture, constitutional structure, and governmental development, with particular attention given to contemporary problems. **Prerequisite**: Usually sophomore standing or permission of the instructor.

INTL 3220 Current European and American Diplomatic Issues (3)

An overview of post-World War II development. Examines issues affecting international politics using guest lecturers, field trips, and simulations projects. May be repeated for credit if content differs. **Prerequisite**: Usually sophomore standing or permission of the instructor.

INTL 3240 United States Foreign Policy (3)

Surveys the constitutional and political factors entering into the formulation, execution, and substance of U.S. foreign policy, with special emphasis on contemporary problems. May be repeated for credit if content differs. **Prerequisite**: Usually sophomore standing or permission of the instructor.

INTL 3260 International Communications (3)

Examines the philosophy, process, problems, and potentials of communication across cultural boundaries. Emphasizes interrelationships between communications and social, political, economic, and cultural factors that affect international communications. Cross-listed with MDST 3260. **Prerequisite**: Usually sophomore standing or permission of the instructor.

INTL 3290 Politics of International Economic Relations (3)

Focuses on the interrelationships between politics and economics within the Western, North-South, and East-West systems. **Prerequisite**: ECON 2030 or permission of the instructor.

INTL 3300 Governments and Politics of Eastern Europe (3)

Overview of the political and governmental organization of the communist and post-communist countries of Eastern and Central Europe. Encompasses contemporary social and ethnic structures, institutions, practices, and ideologies; includes interregional relations and the international position of those states that formed the "Soviet bloc" in the decades after World War II. **Prerequisite**: Usually sophomore standing or permission of the instructor.

INTL 3330 International Economic Integration (3)

Examines customs unions, common markets and free trade, capital and labor movement, international economic aid, and development programs. Explores conflict, cooperation, and unification of world economic policies. **Prerequisite**: Usually sophomore standing or permission of the instructor.

INTL 3420 International Relations Practicum (3-15)

Students will work with a community or public organization in an area related to international studies. Students will be expected to develop their understanding of a foreign culture, particularly in the areas of policy formation, decision making, and communications.

INTL 3500 Environmental and Energy Security (3)

This course introduces students to the role that environmental and energy issues play in causing and exacerbating conflict between groups and states in the international system. Students will learn theories of international conflict and then apply them to pressing issues in environmental studies. **Prerequisite**: INTL 1050 or POLT 1050 or permission of instructor.

INTL 3700 International Organizations: Structure and Political Conflict (3)

Analyzes the international organization to determine whether it is an effective instrument for achieving peace and security and for the promotion of human welfare. Attention is given to the adjustment of political conflicts by international organizations, and to interactions between different types of multinational enterprises and various levels of government.

INTL 3800 International Security (3)

This course explores the nature of international conflict in the world from the perspective of international relations, focusing extensively on the causes, conditions, and consequences for war (both historical and contemporary), and the possible paths to peace. This course is routinely cross-listed with INTL 5590 and may not be repeated at the graduate level if cross-listed. **Prerequisite:** INTL 1050 or POLT 1050 or permission by the instructor.

INTL 4000 Research Requirement (0)

Required of all international relations majors in conjunction with a designated 3000-level or 4000-level course. Recognizes successful completion of the departmental research requirement.

INTL 4280 International Economics (3)

A policy-oriented course that covers both international financial relations and international trade relations and includes such topics as international monetary policies, international regional trade organizations, trade problems of developing countries, and international mobility of productive factors. May be repeated for credit if content differs. **Prerequisite**: ECON 2030 or permission of the instructor.

INTL 4600 International Relations Seminar (3)

In-depth analysis of international relations. May be repeated for credit if content differs. **Prerequisites**: Usually senior standing or permission of instructor.

INTL 4610 Reading Course: Advanced (1-6)

May be repeated for credit if content differs. **Prerequisites**: Usually junior standing and filing of official form.

INTL 4620 Overview (0-1)

Designed to improve students' skills in analysis and oral communication within the disciplines of history, political science, and international relations. Consists of a series of informal discussions with department faculty, culminating in a formal oral examination. Subject matter varies yearly. **Prerequisites**: Senior standing and major in history, political science, or international relations.

INTL 4700 Senior Thesis (2-4)

Allows senior students to pursue significant independent research/ writing projects in international relations. **Prerequisites**: Senior standing and approval of the department.

INTM - Interactive Digital Media

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

INTM 1600 Introduction to Interactive Digital Media (3)

A practical introduction to interactive media. Students learn the concept, information and interactive design, production strategies, technical aspects of production and publication, and practical applications of interactive media in educational, commercial, and public environments. Students create formal design documents

that include flowcharts, treatments, scripts, and storyboards. **GCP Coding**: **(SSHB)** (CRI)

INTM 2000 Strategic Writing for Interactive Media (3)

Students learn the application of traditional media writing to interactive contexts with an emphasis in content development and marketing. Writing is focused on creating and distributing valuable, relevant and consistent content to attract and retain a clearly-defined audience. Students develop more sophisticated approaches to information design, with an emphasis on search engine optimization, and interactive design through the writing course. **GCP Coding**: **(SSHB)** (WCOM)

INTM 2200 Visual Design for Interactive Media (3)

This is a course that covers the fundamentals of 2D graphic image creation and digital image manipulation using Adobe Illustrator and Adobe Photoshop. Fundamental principles of graphic design and image creation will be emphasized as well as current techniques and trends. Students will become familiar with tools, panels, menus, and creative capabilities of the software. This class will utilize lecture, demonstration, discussion and hands-on experience. **Prerequisite**: Permission of the instructor. **GCP Coding**: **(ARTS)** (CRI)

INTM 2350 Digital Production Tools (3)

In this hands-on, practical course, students will learn basic digital production skills such as image editing, illustration, page layout, and design that are required in many professions. In addition to learning how to best use the software for persuasive communication, students will critically evaluate existing examples they encounter in their daily life. **GCP Coding**: **(ARTS)** (CRI)

INTM 3050 Information Visualization (3)

Information visualization refers to the visual representation of abstract data to enhance human understanding. Through hands-on projects and regular assignments, students will learn strategies to present this abstract data (numerical, narrative, spatial) in an understandable form. **Prerequisite**: INTM 2200 or persmission of the instructor.

INTM 3100 Introduction to Web Development (3)

Students learn the application of interactive media to the internet. The course addresses concepts and strategies for integrating interactive function and design in the World Wide Web context. Students learn how to organize information and design the interactive function of a web-based delivery system. The projects in this class are publications of websites that have interpreted and applied interactive design and function in their website. **Prerequisites**: INTM 1600 and INTM 2200 or permission of the instructor.

INTM 3150 Special Topics (3)

This course addresses current and significant issues in interactive media and interactive communications. The course focuses on existing theories and practices, with emphasis on new and emerging topics and technologies in this field. The course topics could include 1) Computer-Based Training; 2) Games and Entertainment; 3) Journalism on the internet; and 4) Interactive Narrative Writing. May be repeated for credit if content differs. **Prerequisites**: Will vary with topic.

INTM 3599 Independent Study (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually an individual pursuit of a specific content area. May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official form.

INTM 3850 Interactive Marketing Communications (3)

This course addresses marketing communications in a variety of interactive contexts, from the World Wide Web to public environments. Students learn information and interactive design strategies and the integration of new media into publications and marketing plans. This class is conducted in a collaborative and workshop environment, with students producing interactive projects. **Prerequisites**: PBRL 2920 or ADVT 2550; and INTM 3100 or COAP 2000.

INTM 4050 Professional Practice of Interactive Digital Media (3)

INTM 4050 will prepare students to become professionals in the field of interactive digital media. This preparation will involve learning about job resources and tactics, developing and presenting a portfolio, and honing interview skills. Students will also be exposed to the wide range of entrepreneurship and employment opportunities in the field of interactive digital media and be able to identify the ideal type of role they seek. In addition, ethical and legal issues that frequently arise in the field of interactive digital media will be presented and analyzed, and potential solutions to these dilemmas will be proposed. The course will conclude with a public presentation of final portfolios to faculty and industry professionals. **Prerequisite**: Senior standing.

INTM 4100 Programming for Web Communications 2 (3)

The first half of this course will focus on advanced XHTML and CSS development. The goal of this portion of the class is to produce a complete bulletproof set of XHTML / CSS website templates. Topics will include development workflows, best practices, browser testing, optimization, troubleshooting, and continued education. The second half of the course provides a comprehensive introduction to PHP and build upon the XHTML/CSS templates developed in the first part of the course. This section will review the language and standard open-source development tools with the goal of providing a student an end-to-end understanding of techniques used to build a wide range of dynamic websites. Topics will span creation of flat (non-database) PHP-based websites and thereafter introduce the use of a MySQL database for dynamic sites, PHP-based content management systems, and frameworks. **Prerequisite**: INTM 3100.

INTM 4150 Advanced Topics in Interactive Digital Media (1-3)

Course description will vary depending on topic. May be repeated if topic is different. **Prerequisites**: May vary depending on topic.

INTM 4200 User Experience Design (3)

User experience design is the process used to create interactive products with the user in mind. In this course, students will conduct user research and make design decision based on their findings. Students will also learn how to conduct user testing to find flaws and improve their applications. **Prerequisites**: INTM 2200.

INTM 4620 Senior Overview (3-6)

This course provides an opportunity for seniors to demonstrate their proficiency in a selected area of interactive media production. The student assumes responsibility for the production of a project under the direction of a faculty member. The projects can be collaborative and must demonstrate creative strategies using multimedia and interactive elements. **Prerequisites**: Senior standing, acceptance of the petition to proceed with senior overview, and permission of the instructor.

ISTL - Global Studies

Global Citizenship Program Knowledge Areas (....)	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

ISTL 1000 Introduction to Global Studies (3)

This course serves to expose students to global issues and cultures different from their own. It also introduces students to cross-disciplinary perspectives to key theoretical and methodological issues in global studies. **GCP Coding**: **(GLBL)** (INTC)

ISTL 1100 Introduction to Latin American Studies (3)

An interdisciplinary survey of the cultures and people of Latin America. Introduces students to the accomplishments and problems of Latin Americans and to the concepts and methodologies employed in area studies. **GCP Coding**: **(GLBL)** (INTC)

ISTL 1492 Topics in Latin American Studies (3)

A topical course integrating distance learning and/or attendance at lectures, films, plays, and artistic performances, as well as class discussions and other more traditional academic activities. May be repeated for credit if content differs.

ISTL 1550 Topics in Global Studies (1-3)

Introductory topical course in global studies. Subject matter varies from semester to semester. May be repeated once for credit.

ISTL 1600 Introduction to International Tourism and Development (3)

Tourism is a complex and multifaceted phenomenon. It is of economic importance to most countries and a major source of foreign exchange for much of the developing world. It is also the most intimate of all industries, bringing culturally diverse people together in close association, and placing large numbers of tourists in sensitive situations and socially/ecologically fragile places. In addition, tourism plays a significant role in conflicts that arise over how people and their places are represented and served with identities. This course will explore some of the social, cultural and environmental consequences of travel and tourism.

ISTL 2150 Global Exposures: Study Abroad and Global Engagement (1-3)

This course introduces students to Webster's study abroad programs and the university's global network of campuses. The course builds basic academic, linguistic and practical knowledges and skills facilitating international travel, inter-cultural competence and engagement with global social-cultural issues.

ISTL 2450 Modern Latin America (3)

This course analyzes the history of Latin American since independence with a focus on the twentieth century and after. As well as looking at political events, students will uncover the cultural and social history of the region with an emphasis on issues of class, race and gender. Cross-listed with HIST 2040 when appropriate.

ISTL 2500 International Field Experience in Global Studies (1-6)

This course is for students embarking on travel and conducting topic-specific research through direct interaction and/or engagement with the material or people studied in a country other than that of the student's home campus. Requires prior and follow-up consultation with an appropriate faculty member approved by the head of the global studies program. To complete this course, the student must prepare a portfolio detailing the following: a comprehensive description of the intended field experience and projected itinerary, documentation of the travel and experiences, and a summary of and formal reflection on those experiences. **Prerequisite**: ISTL 1000 or approval of the director of the global studies major.

ISTL 2550 Topics in Global Studies (3)

Examines various global issues and topics from one or more disciplinary perspectives. May be repeated for credit if content differs.

ISTL 2600 Natural Systems and Sustainable Ecologies (3)

Examines ecosystems, how they function, and how they shape and are shaped by human societies. Includes both a comparative and global perspective on environmental issues and ecology.

ISTL 3550 Advanced Topics in Global Studies (3)

Allows students to pursue advanced studies in global studies or one of its subfields. Subject matter varies from semester to semester. May be repeated for credit if content differs. **Prerequisites**: ISTL 1000 or permission of the instructor.

ISTL 3600 Intercultural Negotiations (3)

Human communication is a complicated process replete with challenges. These are particularly acute when those involved come from different cultural backgrounds and communicate according to different norms. In this course, students will analyze the conditions of negotiations across cultures (geographical, cultural and organizational context, identities, motivation), the potential obstacles to a satisfying outcome of these negotiations for the involved parties, and finally strategies for a meaningful resolution. In order to accomplish the course goals, students will cultivate cultural and linguistic awareness and sensitivity, learn how to interpret nonverbal cues, consider the implications of language choices and practice the integration of perspectives and the articulation of intercultural motivations, ideas and action steps. **Prerequisites**: ISTL 1000 or ISTL 1600. Knowledge of a second language is strongly recommended.

ISTL 4500 Capstone Seminar in Global Studies (3)

Thematic topics chosen to encourage interdisciplinary engagement, such that students from different thematic concentrations in global studies make special contributions. A senior project related to both the student's areas of concentration and the seminar theme is required to fulfill the overview requirement for students majoring in global studies.

ISTL 4510 European Studies Overview (0-1)

This course is required for and only open to European studies majors with senior standing. Students will write an 8-10 page essay that synthesizes their reading and course work on European politics, culture, and history. Each year there will be one question, general in nature, that provides an organizing theme for the capstone. The students themselves – in consultation with the instructor – will choose the question. The course will meet only intermittently -- at most, 3 times in a semester.

ISTL 4550 Topics Seminar in Global Studies (3)

Allows students to pursue advanced studies in global studies or one of its subfields. Subject matter varies from semester to semester. May be repeated for credit if content differs. **Prerequisites**: ISTL 1000 and senior standing or permission of the instructor.

ISTL 4610 Reading Course (1-4)

Involves preparing a bibliography on a topic chosen by the student, submitting it to the instructor for approval, reading the listed books, meeting with the instructor, and writing papers. May be repeated for credit if content differs. **Prerequisites**: ISTL 1000.

ITAL - Italian

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

ITAL 1090 Elementary Italian: Level I (1-4)

Develops listening comprehension, speaking, reading, and writing skills. The goal is fluency in basic Italian structures needed for expression in everyday situations and the recognition of challenges in intercultural communication. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(GLBL)** (INTC)

ITAL 1091 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary development, grammar review, and cultural contextualization. May be repeated once for credit with permission of the department chair.
 Co-requisite: ITAL 1090.

ITAL 1100 Elementary Italian: Level II (1-4)

This course is designed as the continuation of Italian Elementary Level I. Students will complete the basics of grammar and expand their vocabulary beyond daily topics. The goal is fluency in the basic Italian needed for everyday situations and an understanding of the origin of specific cultural differences. May be repeated once for credit with permission of the department chair. **Prerequisite:** ITAL 1090 or equivalent.

ITAL 1101 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary development, grammar review, and cultural contextualization. May be repeated once for credit with permission of the department chair.
Co-requisite: ITAL 1100.

ITAL 2090 Intermediate Italian: Level I (1-4)

Strengthens listening comprehension, speaking, reading, and writing skills. Proceeds from the concrete basic language of everyday situations to expressions of ideas and opinions, with the goal of achieving intermediate low-level fluency and basic intercultural competence. May be repeated once for credit with permission of the department chair. **Prerequisite**: ITAL 1100 or equivalent.

ITAL 2091 Workshop (1)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. May be repeated once for credit with permission of the department chair.
Co-requisite: ITAL 2090.

ITAL 2100 Intermediate Italian: Level II (1-4)

This course is a continuation of ITAL 2090. It continues to develop the grammatical structures of Italian, as well as vocabulary and fluency. The goal is intermediate mid-level written and oral fluency and basic intercultural competence. May be repeated once for credit with permission of the department chair. **Prerequisite:** ITAL 2090 or equivalent.

ITAL 2101 Workshop (1)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. May be repeated once for credit with permission of the department chair.
Co-requisite: ITAL 2100.

JAPN - Japanese

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding

PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

JAPN 1090 Elementary Japanese: Level I (1-4)

This course is an introduction to beginner-level Japanese. Students learn to speak socially and culturally appropriate Japanese, not merely to translate from English. Emphasizing Japanese and culturally appropriate behavior through role play, students will learn basic expressions, including self introductions and those appropriate to daily life and community experiences, as well as learning to recognize challenges in intercultural communications. Students will also learn to read and write Hiragana and Katakana script, a Japanese phonetic alphabet. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(GLBL)** (INTC)

JAPN 1091 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. **Co-requisite**: JAPN 1090.

JAPN 1100 Elementary Japanese: Level II (1-4)

This course strengthens students' speaking, listening, reading, and writing skills. Focus will be placed on the listening and oral skills needed by students to understand others and express themselves in everyday situations and on the understanding of the origin of specific cultural differences. In addition, students will be introduced to Kanji script, the Chinese characters for reading and writing. May be repeated once for credit with permission of the department chair. **Prerequisite**: JAPN 1090 or equivalent.

JAPN 1101 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. Co-requisite: JAPN 1100.

JAPN 2090 Intermediate Japanese: Level I (1-4)

Students will continue to learn how to communicate in various situations and develop reading comprehension and writing skills in Japanese. In addition, they will continue to learn Kanji, the Chinese characters for reading and writing. May be repeated once for credit with permission of the department chair. **Prerequisite**: JAPN 1100 or equivalent.

JAPN 2091 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. **Co-requisite**: JAPN 2090.

JAPN 2100 Intermediate Japanese: Level II (1-4)

In this course, students strengthen their speaking, listening, reading, and writing skills in Japanese. They will learn to communicate appropriately in a variety of situations and to express their own ideas and opinions. They will continue to learn Kanji, the Chinese characters for reading and writing. May be repeated for credit with permission of the department chair. **Prerequisite**: JAPN 2090 or equivalent.

JAPN 2101 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. **Co-requisite**: JAPN 2100.

JAPN 2610 Intermediate Japanese: Level III (1-3)

Designed to strengthen students' comprehensive skills at the intermediate level. Students will continue to acquire basic skills in speaking, listening comprehension, reading and writing. Short essays related to readings will regularly be assigned. New Kanji characters and usage will be introduced and practiced. Culture lessons are interspersed among the language lessons. May be repeated once for credit with permission of the department chair. **Prerequisites**: JAPN 2100 or equivalent and permission of the instructor or the department chair.

JAPN 2620 Intermediate Japanese Reading and Writing (1-3)

A continuation of JAPN 2610, with special attention on the drafting, writing and rewriting process besides speaking skills. Culture lessons are interspersed among the language lessons. Final evaluation will be based on written assignments, periodic quizzes, a final exam and class participation. May be repeated once for credit with permission of the department chair. **Prerequisites**: JAPN 2610 or equivalent and permission of the instructor or the department chair.

JAPN 3090 Advanced Japanese: Level I (3)

Provides a thorough review of Japanese linguistic structures. The goal is to strengthen previous language knowledge and to lead students to advanced levels of proficiency in spoken and written Japanese. May be repeated once for credit if content differs or with permission of the department chair. **Prerequisite**: JAPN 2610 or equivalent and permission of the instructor or the department chair.

JOUR - Journalism

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures

Course Descriptions

SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

JOUR 1020 Introduction to Media Production for Journalists (3)

Students learn basic aesthetic and technical requirements in the capturing of sound, still images and motion media for delivery to diverse media outlets. Through a series of assigned projects, students become proficient in using equipment for acquiring sound, stills and motion media. In post-production, students learn to edit and prepare content for delivery and publishing to media outlets, such as radio, cellular phones, podcasts, web blogs, etc.

JOUR 1030 Fundamentals of Reporting (3)

Students learn the basic forms and techniques of modern journalistic writing. Students write both simple and complex news stories and are introduced to feature writing and other specialized story forms. Basic word processing skills and competence in diction and grammar are required.

JOUR 1830 Broadcast Delivery and Interpretation (3)

Students learn and practice on-air presentation techniques for effective broadcast delivery and interpretation. The course focuses on voice control, voice, and the phrasing and interpretation of copy. May be repeated for credit.

JOUR 1930 Sports Broadcasting (3)

Students learn techniques, strategies, style, and structure of sports play-by-play and color commentary. The distinguishing characteristics of the media of television and radio and their impact on style and content of sports broadcasting are considered. The course focuses on the characteristics of radio and television, sports as drama, journalism, and entertainment, and critiques of professional and student broadcasts. Assignments include radio and television coverage of Webster Gorlok athletic events. May be repeated for credit.

JOUR 2070 History of Broadcasting (3)

Students learn the principles, events, and trends that characterize the broadcasting industry in America, including organization, structure, economics, technological developments, news and entertainment programming, audience research and public policy, regulation, and future directions.

JOUR 2110 Production Techniques (3)

Students learn how to use audio and video techniques as related to broadcast journalism. Students learn to successfully maximize available technology in production of pieces for radio and television news. **Prerequisites**: EPMD 1000 and JOUR 2410.

JOUR 2140 Advanced Reporting (3)

Students learn a variety of specialized news story forms, as well as the formats for interpretative stories, editorials, op-ed pieces, and personal columns. Actual reporting assignments, both on- and off-campus, are an integral part of the course work. Students are expected to compose subjective commentaries based on their objectively reported story assignments. **Prerequisite**: JOUR 1030 or permission of the instructor.

JOUR 2170 Multimedia News Editing (3)

This course is an intensive workshop where students learn the essentials of copyreading and editing. **Prerequisite**: JOUR 1030 or permission of the instructor.

JOUR 2300 Journalism: Layout and Design (3)

Students learn the fundamentals of newspaper and magazine layout and design, principles of good typography, front and interior page makeup, and photo placement.

JOUR 2350 Outdoor/Nature Journalism (3)

This course has a three-fold purpose: to acquaint new journalists and writers with the best works of those who have found inspiration for their prose from the outdoors; to familiarize student writers with journalism about nature sites in the Missouri and Midwest region; to encourage developing outdoor/nature writers to experiment with expository and advocacy journalism.

JOUR 2360 History and Principles of American Journalism (3)

Students learn the historic and contemporary influences on both print and electronic journalism in the American political scene. The course content focuses on key individuals in American media development and their political impact. **Prerequisite**: Junior/senior standing or permission of the instructor.

JOUR 2380 Free Expression and the First Amendment (3)

Students learn the history and application of free expression and the First Amendment, the various areas of free speech, and the pressures to limit such expression. Included are the areas of political dissent, hate speech, funding of the arts, prior restraint, and wartime restrictions.

JOUR 2410 Introduction to Radio-TV Journalism (3)

Students learn the basics of broadcast news, broadcast style writing, and the problems and challenges of electronic reporting. Lab time is required at a radio station. **Prerequisite**: JOUR 1030.

JOUR 2600 Introduction to Digital Journalism (3)

This course will help students begin to conceptualize how a multi-media, interactive on-line environment changes the dynamics of news storytelling. Students will learn how to integrate text, images, sound and video into cohesive, compelling and comprehensive news packages. Students will learn how to use converging media to enhance reporting. This is an advanced reporting course, and students will be expected to produce work consistently approaching professional quality. **Prerequisites**: JOUR 1030 and INTM 1600.

JOUR 2750 Reporting Natural Disasters (3)

This course provides aspiring journalists and writers on climate with the tools necessary to report on climatology and on natural phenomena that result in disaster for flora, fauna - and humans. Missouri and the Midwest provide an excellent location for field study and historical analysis when it comes to disaster coverage. Students will learn how to report on weather trauma from

tornadoes, floods, lightning, snow storms, ice storms, temperature extremes and more.

JOUR 2850 Radio-TV News Reporting (3)

Students learn how broadcast news is gathered, prepared, and reported. The course assignments emphasize procedures and strategies involved in covering events, interview skills and techniques, working with sources, and the operation of the newsroom. May be repeated once for credit. **Prerequisites**: JOUR 1020 or JOUR 1030, or permission of the instructor.

JOUR 3050 Sports Reporting (3)

Students learn the principles, strategies, and techniques involved in sports reporting by analyzing a variety of sports styles and approaches and producing sports articles throughout the course. **Prerequisite**: JOUR 1030 or permission of the instructor.

JOUR 3060 Community Reporting (3)

Students learn and apply the concepts of local reporting of city government, police, fire, schools, and special business districts. Students are assigned community "beats" and are expected to report regularly with stories in their assigned areas. **Prerequisite**: JOUR 2140.

JOUR 3080 Global Journalism (3)

Students learn strategies and techniques used by the United States and across the globe in the management of domestic and international news. Students listen to and evaluate broadcasts from world capitals, including Moscow, London, Tokyo and Beijing. Students also do content analysis of international newspapers and news websites from all continents. Students learn the different philosophies of freedom of the press operating in international and American news media. May be repeated for credit if taken at an international campus.

JOUR 3090 Covering Global Conflicts (3)

Students will study the risks and requirements for covering global conflicts and world hot spots. Students will also explore the technological changes that have revolutionized the way audiences receive news from dangerous locations. Students will study leading professionals in international reporting from war zones, scenes of natural disasters and areas where terrorism has taken place. **Prerequisite**: JOUR 2140 or permission of the instructor.

JOUR 3120 Global Affairs Reporting (3)

Students learn the role of the foreign correspondent and the structure and importance of global news organizations. Students also examine current international issues and global trouble spots, analyzing how events are covered both in the U.S. media and non-U.S. media. **Prerequisite**: MDST 1010.

JOUR 3130 Feature Writing (3)

Students learn the longer feature and the interpretative or specialized newspaper or magazine article writing style. Student-written articles from class assignments are submitted for publication on a free-lance basis. **Prerequisite**: JOUR 2140 or permission of the instructor.

JOUR 3150 Topics in Modern Media (1-3)

This course provides the latitude to feature topics in media and journalism not covered by regularly offered courses. May be repeated for credit if content differs. **Prerequisite**: May vary with the topic.

JOUR 3190 Topics in International Journalism (3)

This course focuses on a particular facet of international media. Content may vary from semester to semester. For example, it may focus on the British Media System and History one semester, while focusing on Press Freedom from Lenin to Yeltsin in another. **Prerequisite**: JOUR 3080 or permission of the instructor.

JOUR 3220 Presentation of TV News (3)

Students learn the presentation of television news, including stand-up reporting, anchoring, and on-camera interviewing. Extensive use of video allows participants to be critiqued and individual progress to be monitored in all physical aspects of TV news delivery. **Prerequisites**: JOUR 1830, FTVP 1000 and JOUR 2850.

JOUR 3300 Newspaper Production Workshop (2-4)

The course forms the center of the journalism curriculum. In it students learn to apply the journalistic theories, principles, and techniques they have learned in the classroom to newspaper production. Theories of journalism are tested and refined by the everyday practice of getting out the campus newspaper.

Students meet several times during the week to gain firsthand experience in developing the skills necessary to produce a readable and attractive publication. Students are required to work a minimum of five hours per week on production of the campus newspaper. May be repeated for credit. **Prerequisite**: JOUR 2140, JOUR 2170, JOUR 2300, or permission of the instructor.

JOUR 3310 Global Journalism Production (3)

This online course will provide students with the fundamentals of maintaining an international news website. News judgment, interviewing skills, news gathering, layout and design, digital delivery and blogging skills will all be discussed and practiced. Visual storytelling will also be emphasized. The basics of internet media law will be discussed, along with general principles of media ethics as they apply to the internet. Emphasis will be placed on the preparation of informative, concise and accurate reports. **Prerequisites**: JOUR 1020, JOUR 1030, JOUR 2110 and JOUR 2140.

JOUR 3580 Radio News Reporting and Production (3)

Students apply principles and techniques of radio broadcast journalism in a production setting. Students write, report, edit, and present newscasts and public affairs programs on the Webster University radio station. Students learn to apply broadcast journalism theories within this laboratory setting. Lab time is required at a radio station. May be repeated for credit. **Prerequisite**: JOUR 2850.

JOUR 3590 Television News Reporting and Producing (3)

Students demonstrate proficiency in applying principles and techniques of television broadcast journalism in a production setting. Students write, report, and edit newscasts, which are broadcast to the St. Louis community. Students learn to apply broadcast journalism theories within a laboratory setting. May be repeated for credit. **Prerequisites**: JOUR 2850.

JOUR 3599 Independent Study (Juniors or Seniors) (1-12)

Independent study involves research on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official form.

JOUR 3600 Multimedia News Production (3)

Students apply principles and techniques of digital journalism in a production setting. Students write, report, edit and produce content on a Webster University digital news site. Students learn

to apply digital journalism theories within this laboratory setting. **Prerequisites**: JOUR 3300 and JOUR 2110.

JOUR 3750 Environmental Journalism and Communications (3)

In this course students learn how journalists, advocacy group spokespersons, and public relations officials communicate on environmental issues. The course provides future environmental reporters with a sensitivity to the language of hazard and risk, as well as technical and quantitative knowledge about environmental issues. For future public information professionals involved with environmental issues, the course will provide insight on how the media reports on the environment. This is a writing course, and students can be expected to research and write on an array of local and national environmental concerns. **Prerequisites**: JOUR 1030, sophomore standing, SCIN 1520, or permission of the instructor.

JOUR 4170 Investigative Journalism (3)

In this course, the advanced journalism student learns the specialized techniques of seeking out hidden, untapped news sources, and interpreting specialized data and information. Students learn the skills of investigative reporting in the beat areas of the environment, medicine, business, consumer issues, politics, elections, crime, and more. Students study major practitioners of investigative journalism, from Ida Tarbell and Upton Sinclair to Bob Woodward and Carl Bernstein. **Prerequisite**: JOUR 2140 or permission of the instructor.

JOUR 4200 Teaching Scholastic Publications (3)

This course provides an overview of teaching beginning journalism and advising high school publications. Topics discussed include press rights and responsibilities; gathering, reporting, and editing the news; photo and electronic journalism; mass media and society; design techniques; management and business skills necessary for advising publications; and evaluation techniques necessary for grading students involved in school publications. Students learn how to write lesson plans for daily use in their journalism classes, and each student is required to submit a lesson plan including activities, and tests and projects on teaching the First Amendment. Each student submits a sample staff manual, which he/she adapts to the school publication that he/she will be advising. This course applies to the Missouri Department of Elementary and Secondary Education certification of teachers of journalism in secondary education. **Prerequisite**: Admission to teacher post-baccalaureate certification program through the School of Education.

JOUR 4220 Advanced Global Journalism (3)

Students learn six aspects of mass media in countries representing a spectrum of economic and political systems: the nature and treatment of the news; socialization and social control; persuasion and opinion functions; the entertainment function; the organizational and economic structure; and the concept and future of press freedom. The course incorporates the use of shortwave and satellite technology to examine international broadcasts. May be repeated for credit if taken at an international campus. **Prerequisite**: JOUR 3080.

JOUR 4250 Methods of Teaching Secondary Publications/Journalism (3)

This course provides the instruction necessary for the teacher to aid in the publication of the high school newspaper, yearbook, or broadcasting medium. Students learn the process of writing bids for selecting the printing company, and techniques needed to publish the school paper or yearbook. Students learn classroom organization, photography (both digital and darkroom procedures), assigning beats, the public relations of scholastic journalism distribution and mailing of publications, press freedom and mass

media in society, advertising and business skills for teaching journalism, and newspaper and yearbook production. This course applies to the Missouri Department of Elementary and Secondary Education certification of teachers of journalism in secondary education. **Prerequisite**: Admission to teacher post-baccalaureate certification program through the School of Education.

JOUR 4380 Magazine Journalism (3)

Students learn the elements of magazine journalism, including research, interviewing, structure, formats, feature writing, and style. The class is conducted as a workshop, with students producing articles and critiquing the work of their peers. **Prerequisite**: JOUR 3300 or permission of the instructor.

JOUR 4390 Magazine Production (3)

This course will provide the principles and techniques of producing a student magazine, including writing, editing, photography and other artwork, as well as working with a printer for production. The students in the class assume responsibility for production of the magazine under the supervision of a faculty advisor. May be repeated for credit.

JOUR 4400 Business Journalism (3)

Students learn the function, role, and practice of the business press, with emphasis on the strategies, style, and techniques involved in this specialized application of journalism. Students analyze business articles as well as produce a variety of written materials in this subject area. **Prerequisite**: JOUR 3300.

JOUR 4500 Media Criticism for Publication (3)

Students learn to research and write media analysis within a journalism format. Students learn about the techniques of writing media literacy analysis designed for popular consumption in newspapers, magazines, and online publications. Students analyze the content of news and entertainment media and prepare articles based on this research for publication. **Prerequisite**: JOUR 3130,
MEDC 3190,

MEDC 5460 for graduate students or permission of instructor.

JOUR 4610 Readings in Journalism (1-6)

May be repeated for credit if content differs. **Prerequisites**: Usually junior/senior standing, permission of the instructor and filing of official form.

JOUR 4620 Senior Overview (3-6)

Provides an opportunity for seniors to demonstrate their proficiency in a selected area of journalism. The student assumes responsibility for the production of a writing/research project under the direction of a faculty member. Projects may include an investigative article, a story series, or a thesis. **Prerequisites**: Senior standing, acceptance into the major through portfolio review, permission of the instructor and filing of official form.

JOUR 4700 Professional Development in Journalism (3)

Students learn the various careers available in the field of journalism and apply this knowledge to their personal portfolio development and presentation; attend appropriate journalistic professional organizations; improve their interviewing skills; and prepare their résumés. **Prerequisites**: Journalism major and senior standing.

KEYS - Global Keystone Seminars

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

KEYS 4001 Real-World Survivor (3)

This course explores the contributing factors and ethical implications of global poverty. The United Nations Sustainable Development Goals are used as a framework to explore issues of hunger, universal education, gender equality, child and maternal health, sustainability and development assistance.

Experiential Component: Students will participate in a global poverty learning simulation. This experience takes place over fall break.

Fall Semester Only

KEYS 4002 Water: The World's Most Valuable Resource (3)

Water concerns are among the most important and controversial global issues of the 21st century. Examples of current issues include water shortages impacted by political systems; difficulties for vulnerable populations in relation to water-borne diseases; and impacts of water pollution of ecological ecosystems. This course examines the many factors that have contributed to this global water crisis.

Experiential Component: Students could test water samples; explore different types of aquatic ecosystems; interview people about water access, quality and usage; and then will compare their position relative to water usage with the majority world position.

KEYS 4003 Contemporary Slavery and Human Trafficking (3)

Slavery is illegal globally, yet more people are enslaved/trafficked today than they were at any point in history. There are approximately 27 million slaves in the world, which is more than the total number of people taken from Africa during the three centuries of the transatlantic slave trade. Work performed by slaves has become an important part of the global economy; many of the products we use and consume, from children's toys to clothes and electronic goods, are made from materials and components that have been produced by slaves. This course begins with a brief history of slavery in the ancient world through to the present time. The local, national and global economic, political, social, cultural and legal policies, structures, institutions, conditions and practices (or lack thereof) that sustain contemporary slavery and the trafficking of human beings will be examined. The question of what can and must be done to eradicate slavery will be addressed throughout the course.

Applied real-world opportunities: Documenting and understanding one's own slavery footprint will help students identify ethical dilemmas in counteracting modern day slavery in every day life. Students will have an opportunity to interact with local organizations involved in combatting slavery and human trafficking and may also participate in transcribing interviews for the Bijlmer Project.

KEYS 4004 Design for Sustainability (3)

Although architects, artists, scientists and other community members have designed ingenious, innovative solutions to meet needs, we have not fully addressed how these solutions affect interconnected systems. What are the dynamics of these systems? How can observing the systems in nature to determine form and function drive a sustainable future? How do we take a systems-based approach to design from the micro to macro? How do we design individual products? How do we design cities and buildings to provide for the health and well-being of its citizens?

Applied real-world opportunities: Participants will compare and contrast environmental, economic, and social aspects of community-based and global problems; will examine existing and green products and projects; design and implement green projects and products.

KEYS 4005 Global Gender Rights (3)

This course will examine the status of women and women's rights locally, nationally and globally. This includes analyses of the economic, political and cultural policies, structures, institutions, constraints and conditions that affect the status and rights of women. Possible topics addressed may include: violence against women, women's health, women's education and economic development, women in leadership and LGBT rights.

Experiential component: Interviews of NGO workers or service learning at homeless/women's shelters.

KEYS 4006 Placelessness (3)

This course will explore what it means to have a 'place' whether that place is a nation, an ethnic identity, a physical dwelling, or a valued and meaningful position in society. We will examine all dimensions of place starting at the highest levels of place such citizenship and working our way down to the highly individual. Along the way we will investigate how many other social, cultural, environmental and political problems intersect with our understanding of place and the various meanings attached to it.

KEYS 4007 School on a Shoestring: Educational Inequities (3)

Education is the foundation for economic, social, and personal success, and yet for millions of children primary education is inadequate or unavailable. In this course, educational inequities affecting elementary and secondary students and the systems contributing to these inequities will be examined at the local, national, and global levels. Students will consider populations particularly vulnerable to educational inequities and evaluate

the unique effects they have on these populations. Students will explore possible solutions to these issues at the local, national and/or global levels.

Experiential component: Multiple observations in formal and informal education settings as well as a problem-based learning project involving the design of an experiential project for students at a local school.

KEYS 4008 Leading From Where I Am (3)

This interdisciplinary course explores leadership styles and assists students in developing their strengths in order to develop a distinctive philosophy of leadership. Students will be given the opportunity to develop their leadership through an assessment of their own strengths, projects to develop leadership and learn how to exercise leadership in teams, and reflections on these experiences.

Applied real-world opportunities: Shadowing community leaders and/or a team leadership project with a real-world application to address a challenge in the students' community.

KEYS 4009 Through the Looking Glass: Discovering Identity, Purpose and Path (3)

At this point in college, we are either firming up who we are or our lives are turning upside down. Identity is a fluid, ever changing aspect of who we are, what we want to be, and what we value. We see it in how we view others and how others view us. In this class, we will examine theories of personal, cultural, and societal identities. Through this, we will move forward into examining what we love to do, what we are good at, and how we can use this to make a positive difference in our communities.

Applied real-world opportunities: Cultural plunges, overnight retreat, and portfolio development will be involved.

KEYS 4010 The Democratic Process (3)

Students in this course will explore democratic processes at the local, national, and international levels. This course will challenge students to define what a democracy is, and what cultural and political developments make democracy possible. It will give students the chance to reflect on their own responsibilities as citizens, and to put their insights into practice as they work as part of a team to advocate for a particular issue or position of their choosing.

Applied real-world opportunities: In groups, students will choose a local or state issue that is important to them. With the guidance of the instructor, they will design a plan to advocate for a particular position. Possible activities could include participating in a political campaign, mounting a petitioning campaign, or lobbying local or state lawmakers. At the conclusion of the project, students will reflect on what effect their participation in the democratic decision-making process had.

KEYS 4011 Crossing Borders: Language and Power (3)

This course considers the relationship between language and power, particularly in the way global languages like English enable populations and societies in positions of power to protect their political, literary, philosophical and religious interests.

Experiential component: Students will design and present a conference addressing issues discussed within the course using social media to maximize audience outreach and impact.

KEYS 4012 City Life (3)

Is space merely a container of social action? Is the city merely the background, the context, of urban research? In this interdisciplinary course, we will examine the city as cultural construct and the city as the site and object of local and global social struggles. Students will explore themes and concerns in the study of urban spaces/places, including how the city has informed imaginations of the social norms, inequality, justice, and the good life. For example, the city has nurtured modernist dreams of the perfectible society, and conversely, has fed rabid fears of social disorder and violent contagion. The city is an object of contention, complexly entwined with notions of class, gender, race, and ethnicity.

Applied real-world opportunities: The experiential component will be tailored to fit the urban problem being investigated by the class. Some possibilities include: shelter and soup kitchens, work with refugees, work with local government agencies, interviews with stakeholders.

KEYS 4013 Innovation and Creativity (3)

Creu Gwir fel gwydr o ffwrnais awen (Creating truth like glass from the furnace of inspiration) —Gwyneth Lewis

What fires innovation and creativity? Often, creativity and innovation are seen as mysterious qualities that only certain people have, but creativity is a quality everyone possesses. This course offers an opportunity to learn about innovations of the past, to work creatively toward solving some problems of today, and to think about the effects of today's new ideas on tomorrow.

Applied real-world opportunities: Students will be encouraged to discover how innovation has affected their everyday lives in ways they have probably never considered – for instance, why are there wheels on their luggage? What historical, sociological, and situational forces have pushed for luggage that is small, lightweight and can easily be pulled along? Students will identify a current problem or inefficiency in the world, devise practical solutions/improvements, get feedback from users, and modify their inventions.

KEYS 4014 Social Movements and the Impact of Technologies (3)

Students will explore social movement thematic topics including: the history of social movements, the connection between social justice and social movements, social movement theories, and ethics. Social movement case studies may consist of some of the following movements: American Civil Rights Movement, Black Panthers Movement, Apartheid, Student Activism/Vietnam Protest, Women's Movement, LGBTQ+ Movement, Environmental Movement, American Right-Wing Movement, White Nationalism, Antifa, Extremists Movements, Global Movement, and New Movements such as BLM. Those seeking social change have always made use of the communications technology of the day to promote causes. Hence, the impact of technologies will be an ongoing thread that weaves through each theme with an emphasis on technological systems including social networks and social media. Connections to current-event examples of social movement and protest activity will regularly supplement course material.

Applied real-world opportunities: Students will conduct research on a current social movement issue(s) and contribute data to that topic. Research will also include the use of technology to reach a wide audience. Students will disseminate research findings to the Webster community or other appropriate stakeholder groups.

KEYS 4015 Food for Thought (3)

We all eat and most of us love food, but do we ever think about how and where our food is produced? In this course, we stop to think about both the practical and ethical issues surrounding our food choices, including culture, nutrition, economics, marketing and distribution, environmental and human impact, and the effect of personal choice.

Experiential component: Multiple trips to food production and distribution centers, food stamp budget or social welfare simulation, and/or service learning at foodbank/soup lines.

KEYS 4016 Business, Behavior, Health and Society (3)

This course will examine the intersection of business, behavior, health, and society. We will consider the business of health (e.g., weight loss companies, 24 hour gyms, advertising of the fad-type health products and programs, and advertising of health products and of unhealthy products such as fast food). We will also examine the culture of health and illness (e.g., comparing cultures to look at healthy and unhealthy behaviors and the cultural perceptions of those behaviors). Across these questions we will consider how these issues play out in the context of contemporary societies.

Applied real-world opportunities: Students will conduct an audit of their own access to health-supporting environments (e.g., memberships) and compare this familiar access to something new (e.g., a different culture). The experiential component also includes options for assisting with human subject studies on the effects of advertising on diet or the success of weight loss or get-fit programs and creating a business plan for a health-related company.

KEYS 4017 Pedal Power (3)

This course will look at the bicycle as transportation, as exercise, and as industry. The place of bicycles in different societies will be examined, including their social, economic, political, and cultural impact. Ethical concerns related to bicycling will also be explored.

Applied real-world opportunities: Local bicycling events, such as a ride for charity, group project to identify an area of need and to plan actions/advocacy to fill that need.

KEYS 4018 Plays and Concerts and Inks, Oh my!: Encountering Art in Our Communities (3)

What is art? What is community? This course explores how a community is reflected in art and how its arts are a reflection of that community. After developing an awareness of what kinds of artistic efforts exist in a particular community, students will bolster these efforts through practical, hands-on activities.

Applied real-world opportunities: Multiple field trips to arts events, an arts advocacy team project focusing on identifying an arts lack in a community and rectifying it.

KEYS 4019 Art & Social Engagement: How Do the Arts Impact the World? (3)

Whether visual art, performance art, music, film, dance, or theater — art surrounds our lives daily and mirrors our interactions as social beings. The arts are one of the principal drivers of social change, while social engagement also forms a fundamental motive for artistic expression. This course will examine the socio-political implications of art production. To approach the cultural settings of art and social engagement, students will consider (through readings, discussion, written essays, audience involvement, and personal projects) how art histories (i.e. essays/reviews/criticism, and the academic disciplines of art history, musicology, theatre history, etc.), art receivers (viewers/audience/participants), and art producers (artists), interact in creating and experiencing works of art that address social and political events.

Applied real-world opportunities: Students will reflect on the production of socially engaged art and on themselves as primary actor/audience via discussion, audience involvement (attending/experiencing), lecture/ presentations, and group and/or personal projects.

KEYS 4020 Future Human: Humanity and Technology A.D. 2100 (3)

One of the earliest fables that has come down to us is that of the sorcerer's apprentice, where a bumbling assistant learns how to turn on his master's creation, but doesn't also learn how to turn it off. Whether it is a golem, Frankenstein's monster, or the artificial intelligences of The Matrix movies, the fear that what we create will ultimately overpower us, enslave us, or even destroy us, is evident throughout literature and art. Yet, we live in a world where we can hardly exist without the constant assistance of computers. Every day, computers become more integrated into our daily lives, such as phones that talk to us, and even into our bodies, such as cochlear implants, gene therapy cures for cystic fibrosis, contact lenses that track blood sugar, and prosthetic limbs that respond to thought. In the future, when machines become ever more a part of our selves, what will it mean to be human? What will it mean to be a machine? And will we in control, or will they?

Applied real-world opportunities: Students will be offered the opportunity to tour at least one local facility that demonstrates, in some fashion, the future of humans and their daily interactions with technology, and will be researching and interviewing people from local firms who are designing the future today.

KEYS 4021 Citizen Science (3)

This course will explore the methodologies and best practices that have been identified by the citizen science community. The course will model an integrative approach and involve the direct involvement of multiple institutions and departments to explore the relationships between the different disciplines involved such as biological sciences, education, social sciences, data management, and volunteer management. This course will also highlight and explore current citizen science projects from the global, national, and regional level through hands-on activities and projects.

Applied real-world opportunities: Participation in a class Bioblitz event, a group project, and a group presentation will be required.

KEYS 4022 Living Generously (3)

This course explores generosity as an essential component of a happy life and global citizenship. The different ways to be generous will be examined along with the benefits for both the giver and the receiver. Programs and organizations will be analyzed to determine which ones provide the greatest relief and the most impact in improving quality of life. A personal plan for generosity will be developed.

Applied real-world opportunities: Students will experience the joy of giving through acts of kindness and generosity. Students will affect positive change in the community as a volunteer and through participation in a team project.

KEYS 4023 Critical Issues in Global Health (3)

The focus of this course will be on the current state of global health. The Institute of Medicine defines global health as "health problems, issues, and concerns that transcends national boundaries and maybe best addressed by cooperative action." The course will explore the best ways to solve the many issues and problems associated with global health. Methods of furthering productive partnerships transcending cultural differences and political boundaries will be presented.

Applied real-world opportunities: Students will conduct an audit of their own "access" to health supports and environments and compare this familiar access to a different culture). Students will complete an agency review that offers services to immigrant and/or refugee populations. There will be a team project to collect health products for distribution.

KEYS 4024 Family Violence: A Global Perspective (3)

Family violence is a global problem that occurs in virtually every country and culture. Victims of family violence face many challenges in accessing protection, healthcare, social services, and legal assistance. From a global perspective, this course provides an overview of the current knowledge related to family violence and identifies services, programs, and policies to assist children, adults, and communities. Topics include: characteristics and consequences of family violence; violence as a human rights issue; types of family violence across the lifespan; services and programs to assist individuals, families, and groups affected by family violence; and global efforts to prevent and end violence.

Applied real-world opportunities: Students will participate in a community or campus event to increase their awareness of violence prevention programs and services. Examples of community or campus events may include plays, documentaries, art exhibits, presentations, agency interviews, high-profile legal cases, or campaigns (e.g., Take Back the Night March, V-Day activities, The Clothesline Project, Candlelight Vigil and Walk). For this event, students will be encouraged to work in small groups.

LATN - Latin

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

LATN 1090 Elementary Latin: Level I (1-3)

Introduces the language and culture of ancient Rome. The acquisition of vocabulary, grammatical forms, and linguistic structures enables students to decipher complex Latin sentences and encourages them to think critically about the nature of this language, and that of their own native language. The cultural content of this course touches on the roots of Western civilization and develops students' intercultural skills. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(ROC)** (INTC)

LATN 1100 Elementary Latin: Level II (1-3)

This course is a continuation of Elementary Latin I. The remaining grammar, inflected forms, and syntax of Latin are learned, while texts illustrating these various constructions are read. The texts used for translation are stories from Roman mythology and history, and excerpts from classical literature. The cultural content of this course touches on the roots of Western civilization and develops students' intercultural skills. May be repeated once for credit with permission of the department chair. **Prerequisite**: LATN 1090 or equivalent.

LATN 2090 Intermediate Latin: Level I (1-3)

This course is a continuation of LATN 1100, with increased emphasis on translation of the classical authors into thoughtful and accurate English and a deeper insight into the culture of Ancient Rome. May be repeated once for credit with permission of the department chair. **Prerequisite**: LATN 1100 or equivalent.

LEGL - Legal Studies

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
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Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
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INTC	Intercultural Competence
OCOM	Oral Communication
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** Course fulfills two skill areas	

LEGL 2080 Topics in Law (3)

In-depth study of various law topics: e.g., privacy law, sex-based discrimination, family law, consumer law, and juvenile law. May be repeated for credit if content differs.

LEGL 2400 Introduction to Law (3)

This course introduces students to the basic history, function, and substance of the American legal system. This course covers the entire gamut of law in general terms, as well as on specific areas of law such as torts, contracts, and property. Students will be introduced to legal terminology, the court system, and the nature of legal reasoning. Furthermore, students will integrate their prior knowledge with the knowledge they gain in this course. Current legal events and cases will be discussed and integrated into the course. Cross-listed with POLT 2400.

LEGL 3000 Legal Ethics (3)

Examines the ethical and professional responsibilities of legal professionals. Students will examine such issues as confidentiality, unauthorized practice of law, and conflict of interest, as well as other ethical concerns likely to face legal assistants. **Prerequisite**: LEGL 2400 or POLT 2400, or permission of the department chair.

LEGL 3490 Civil Litigation (3)

This course focuses on the elements of trial practice including fact investigation, discovery, drafting of motions and pleadings, control of deadlines and dates, and construction of the trial notebook. **Prerequisite**: LEGL 2400 or POLT 2400.

LEGL 3500 Criminal Litigation (3)

This course is an in-depth study of all facets involving criminal law. Students will study the criminal court system from law enforcement investigations through criminal trial and correctional facilities. Students will also study United States Constitutional Amendments that deal with criminal law, as well as statutory laws involving crimes against persons and property. **Prerequisite**: LEGL 2400 or POLT 2400.

LEGL 4460 Methods of Legal Research and Writing I (3)

A primary purpose of this course is to focus on the practical skills and ethical decisions required of practicing paralegals. This course focuses on familiarizing the student with legal reference materials by locating, analyzing, and summarizing state statutes, local ordinances, court opinions, and administrative rules. Students learn the essential skills of legal researching and legal and logical reasoning, and begin to develop legal writing skills. This course enables the student to apply the theory of legal research and writing to practical problems encountered in the legal environment. **Prerequisites**: Junior standing or permission of the department chair and LEGL 2400 or POLT 2400.

LEGL 4470 Methods of Legal Research and Writing II (3)

As this course is designed to train paralegals with the theoretical and practical skills necessary to be a successful paralegal in the legal environment, this course continues to develop the knowledge and skills learned in LEGL 4460 Legal Research and Writing I. Students will focus on finding, analyzing, and summarizing federal statutes, court opinions and administrative rules. Students completing this course will further develop their legal researching, reasoning, and writing skills and will gain a working knowledge of frequently used civil litigation documents (e.g. petitions, client communications, discovery documents, etc.). An emphasis will be placed on drafting these documents and using persuasive writing techniques. **Prerequisites**: Junior standing or permission of the department chair, LEGL 2400 or POLT 2400, and LEGL 4460.

LEGL 4480 Computerized Legal Research (3)

Acquaints students with the fundamental concepts of locating and accessing legal information utilizing computer technology. **Prerequisites**: Junior standing or permission of the department chair, LEGL 2400 or POLT 2400, and LEGL 4460.

LEGL 4490 Advanced Paralegal Procedures (3)

Teaches students practical skills applicable to a variety of civil law areas and that are needed by paralegals. Some of those skills are case assessment, witness preparation, document acquisition, task-based billing, and recognizing the unauthorized practice of law. **Prerequisites**: LEGL 2400 or POLT 2400 and LEGL 4460, or permission of the department chair.

LEGL 4600 Legal Studies Seminar (3)

In-depth examination of carefully selected legal subjects, which will involve extensive law-related research and writing. This course is offered periodically and requires focused and intense study. May be repeated for credit if content differs. **Prerequisites**: Usually senior standing or permission of the department chair and LEGL 2400 or POLT 2400, LEGL 4460, and LEGL 4470.

LEGL 4601 International Trials: An International and Informed View (3)

This course will utilize the unique function of The Hague as a center of international trials by preparing students with an understanding of the basics of international law and the facts and issues that underpin the trials and related institutions before they observe such trials and court proceedings on location. The procedural and substantive law that controls trials in the United States and in international law will be compared. Because this course depends heavily on the specific trial being conducted at the time of the course, it is impossible to present definite class agendas.

LEGL 4602 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 nongovernmental organizations that are located in the Hague.

LEGL 4603 International Issues Related to Women and Children (3)

This course will explore issues relating to women and children from an international perspective. Special attention directed toward comparing and contrasting law and policy on juvenile delinquency; women, children, and poverty; child labor; child soldiers; and child maltreatment.

LEGL 4604 International Jurisprudence and Law (3)

This course will study the historic background of international law, its formation, and its 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 4605 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.

LEGL 4606 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 4607 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 in the future.

LEGL 4608 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 also 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 4800 Advanced Topics in Law (3)

An advanced, in-depth study of law topics directed toward the paralegal student. Includes topics such as evidence, probate and estates, intellectual property, environmental law, family law, elder law, employment law, and alternative dispute resolution. May be repeated for credit if content differs. **Prerequisite:** LEGL 2400 or POLT 2400, or permission of the department chair.

LEGL 4810 Tort Law Practice (3)

This course is an examination of the various causes of action under tort law. Emphasis will be primarily divided among the three areas of negligence, strict liability, and intentional torts, with additional discussion of various business, employment, and vehicular torts, as well as some emphasis on legal analysis and discovery as they relate to tort issues. **Prerequisites**: Junior standing, LEGL 2400 or POLT 2400, or permission of the department chair.

LEGL 4820 Contract Law Practice (3)

Review of substantive law and practical implications for paralegals in the area of interpretation and drafting of contracts, the Uniform Commercial Code, and remedies. **Prerequisites**: Junior standing, LEGL 2400 or POLT 2400, or permission of the department chair.

LEGL 4830 Real Estate Law Practice (3)

This course provides students with a greater depth of knowledge regarding real estate law and practice. Readings and assignments will permit the student to become familiar with standardized forms and contracts that are used in the practice of real estate law. Course permits students to learn to function as a legal assistant/paralegal in the real property area by preparing actual documents, deeds, and contracts based upon an attorney's instructions. **Prerequisites**: Junior standing, LEGL 2400 or POLT 2400, or permission of the department chair.

LEGL 4840 Corporations and Business Organizations (3)

This course reviews the substantive law and practical implications for paralegals of agency, partnerships, corporations, and sole proprietorships in a business environment. This course is designed to teach paralegals the theoretical and practical skills necessary to be successful in a legal environment engaged in the practice of business organization and operations. **Prerequisites**: Junior standing, LEGL 2400 or POLT 2400, or permission of the department chair.

LEGL 4850 Computers and the Law (3)

This course will provide students with an overview of computer technology applicable to law office management, document production, scheduling (including docket control), research, litigation support, and communication with other systems. This course will include hands-on computer assignments. It is designed to train paralegals with the theoretical and practical skills to enable them to work in legal environments that utilize computers. **Prerequisites**: Junior standing, LEGL 2400 or POLT 2400, or permission of the department chair.

LEGL 4900 Paralegal Clinical Studies (3-6)

Students are placed in law-related work environments to augment students' knowledge of legal studies, procedures, decision-making, paralegal practices, and related areas. A total of 6 credit hours of clinical studies (internships) may be used to satisfy departmental degree requirements, with a maximum of 3 credit hours counting as upper level coursework. May be repeated for credit. **Prerequisite**: Completion of all paralegal certificate courses with a grade of C- or better.

LEGL 4910 Senior Overview (3)

This is a capstone course for senior legal studies students. Relying on the American Association for Paralegal Education's Core Competencies for Paralegals Programs, students will demonstrate the ability to apply the knowledge they have learned in all of their legal studies courses to practical situations. Students will complete a portfolio that contains examples of the student's work, an employment cover letter and résumé. The student's portfolio should also demonstrate the ability to do basic legal research, draft legal documents, use law office software, summarize depositions, and draft interrogatories. Finally, students will also have to show their ability to communicate effectively through oral interviews with the professor and potential employers. **Prerequisites**: Senior standing and major in legal studies.

MATH - Mathematics

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

MATH 1010 Fundamentals of Mathematics (3)

Develops and strengthens the concepts and skills of elementary mathematics, particularly skills related to various disciplines of the college curriculum. For credit only.

MATH 1050 Basic Algebra (3)

Introduces the basic topics of algebra, including linear and quadratic equations.

MATH 1100 Math Tutoring (1)

This course identifies basic tutoring techniques that encourage a child to think about, verbalize and solve problems. It will also identify some common K-5 math problem areas, provide video examples of good tutoring techniques and materials, and address classroom etiquette. Successful completion of this course is a requirement for participation in the Webster Math Tutoring Program. **Prerequisite:** Approval of the instructor.

MATH 1200 Topics in Mathematics (3)

For students interested in applications of elementary mathematics to everyday life. May be repeated for credit if content differs.

MATH 1360 Business Mathematics (3)

This course provides the student with a variety of opportunities to strengthen math skills necessary for analyzing numerical information and solving practical business problems. Students will learn to translate business-related problems into simple equations. Topics include applications of ratio and proportion, computing taxes, commercial discounts, simple and compound interest, basic statistics, and graphs. **GCP Coding**: (QL)

MATH 1370 Business Applications of Algebra (3)

This course will emphasize the use of basic algebra concepts in solving numerical problems common in business and management. Students will apply skills of writing, solving, and graphing elementary equations. Students will apply basic linear programming methods to management science problems.

MATH 1410 Introductory College Mathematics (3)

Covers various topics of mathematics that are both conceptual and practical. Course is designed to enable a student to appreciate mathematics and its application to numerous disciplines and professions. **GCP Coding**: (QL)

MATH 1420 Modular Algebra (3)

This course explores algebra through the lens of the modular systems, each a finite and unique world generated by remainders. Students will develop number sense, problem-solving skills, and a deeper understanding of arithmetic and algebra as they experience the beauty, underlying structure, surprising results, and creative potential of mathematics.

MATH 1430 College Algebra (3)

Covers sets, the real number system, functions, equations, inequalities, and logarithms. **GCP Coding**: (QL)

MATH 1440 Trigonometry (3)

Presents trigonometric functions using the unit circle. **Prerequisite**: MATH 1430 or equivalent competence.

MATH 1470 Survey of Calculus (3)

Introduces the ideas of calculus without the rigor associated with the course in the standard calculus sequence. It can be used by students who are not mathematics or science majors to understand the concepts of calculus well enough to apply them to their own discipline. It might also be used as a stepping stone to get a head start before taking the standard calculus course. The emphasis is on computational ability, problem solving, and applications. **Prerequisite**: Proficiency in algebra.

MATH 1480 Precalculus (3)

This course covers topics including factoring, simplifying rational functions, functions and their graphs, solving linear and nonlinear equations, polynomial functions, inverse functions, the binomial theorem, logarithms, exponentials, solutions to systems of equations using matrices, solutions to nonlinear systems of equations, sequences and limits. Student will also study trigonometric and inverse trigonometric functions with emphasis on trigonometric identities and equations.

MATH 1490 Finite Mathematics (3)

Studies set terminology and operations, subsets, the power set, Cartesian products, and finite cardinality, relations as sets of ordered pairs, characteristic functions, digraphs, functions as relations, types of functions and relations. **Prerequisite**: MATH 1430.

MATH 1580 Formal Logic (3)

Covers all the fundamental topics in deductive logic. A thorough introduction to propositional and predicate logic. Cross-listed with COSC 1580 and PHIL 2020.

MATH 1610 Calculus I (5)

Introduces differential and integral calculus of a single variable. Topics include limits, derivatives, integrals and applications. introduces calculus of transcendental functions. Only offered in a 16-week format. May be repeated once for credit. **Prerequisite**: High school trigonometry, precalculus, or MATH 1480 with a grade of B or better. **GCP Coding**: (QL)

MATH 1620 Calculus II (5)

Continues the study of calculus of a single variable. Topics include techniques of integration, parametric equations, polar coordinates, sequences and series, and applications. Only offered in a 16-week format. **Prerequisite**: MATH 1610.

MATH 2200 Statistics (3)

Statistics is the science of analyzing data and arriving at reasonable and intelligent conclusions based upon that analysis. This course will acquaint students with the mathematical concepts of statistical analysis. **Prerequisite**: Sophomore standing. **GCP Coding**: (QL)

MATH 2410 Discrete Mathematics (3)

Discrete math deals with finite numbers and finite processes. This course uses the algorithmic approach to problem solving. Topics may include set, relations, and functions; graphs and trees; counting techniques; and recurrence relations. **Prerequisite**: COSC 1550.

MATH 2450 Introduction to Abstract Mathematics (3)

This course serves as a transition course from calculus to abstract mathematics. The emphasis is on understanding and writing mathematical proofs. Topics include logic, set theory, relations, functions, and elementary number theory. **Prerequisite**: MATH 1620.

MATH 3000 Calculus III (5)

Includes differential and integral calculus of several variables. Only offered in a 16-week format. **Prerequisite**: MATH 1620.

MATH 3020 Numerical Analysis (3)

Numerical methods are used to analyze a variety of problems. Emphasis is on understanding why these methods work and their limitations. **Prerequisite**: MATH 3000.

MATH 3030 Theory of Equations (3)

This course is an introduction to the study of algebraic equations that goes beyond what is generally covered in a standard college algebra class. **Prerequisite**: MATH 1610.

MATH 3040 Differential Equations (3)

Studies techniques for solving ordinary differential equations; examines existence and uniqueness of solutions; considers a variety of applications. **Prerequisite**: MATH 3000.

MATH 3050 History of Mathematics (3)

This course is a survey of the history of mathematics. Topics include the history of numbers, numeration systems, arithmetic, algebra, geometry, calculus, and modern geometry. **Prerequisite**: MATH 1610.

MATH 3070 Calculus IV (3)

This course studies calculus with more rigor and depth than in the usual calculus sequence. **Prerequisites**: MATH 2450 and MATH 3000.

MATH 3090 Advanced Topics (3)

Includes a variety of advanced topics offered under different subtitles. May be repeated for credit if content differs. **Prerequisites**: Vary with subtitle.

MATH 3130 Real Number System (3)

Presents the real number system as a complete ordered field. Topics include rational and irrational, algebraic and transcendental numbers, sequences and their limits, and continuous functions of real numbers. **Prerequisite**: MATH 2450.

MATH 3160 Linear Algebra (3)

Linear algebra is concerned with vectors, matrices, and systems of linear equations and with functions called linear transformations. Linear algebra is one of the most important tools of applied mathematics. Some of the disciplines using linear algebra are economics, physics, biology, statistics, computer graphics, engineering, business, ecology, sociology, demography, and genetics. **Prerequisite**: Junior standing.

MATH 3210 Data Mining Foundations (3)

This course explores the core concepts of data mining including the research methodology and process, data sources, messy data and data cleansing. It also examines algorithms in each of the main data mining groupings of classification, categorization, and association rules. The course emphasizes the use of data mining concepts in real-world applications with database components. Students will present their findings and recommendations in written and oral project reports. **Prerequisite**: Junior standing.

MATH 3220 Data Mining Methods (3)

This course surveys the current techniques of problem solving using modern heuristics. It covers classic methods of optimization, including dynamic programming, the simplex method, and gradient techniques, as well as recent innovations such as simulated annealing, tabu search, and evolutionary computation. Besides exploring a compendium of specific techniques, this course also delves into the approaches of framing and attacking the issue of problem solving itself. Students will present their findings and recommendations in written and oral project reports. **Prerequisite**: Junior standing.

MATH 3300 Introduction to Number Theory (3)

Studies elementary properties of integers, primes, congruencies, and arithmetic functions. **Prerequisite**: MATH 3000.

MATH 3500 Introduction to Algebraic Structures (3)

Presents concrete material designed to make the transition from college algebra to modern abstract algebra; includes an introduction to groups. **Prerequisite**: MATH 2450.

MATH 3510 Vector Geometry (3)

This course studies geometry using vectors. **Prerequisite**: MATH 1620.

MATH 3530 Modern Geometry (3)

Provides a review of Euclidean geometry and an introduction of non-Euclidean geometries; general axiomatic systems are considered. **Prerequisite**: MATH 2450.

MATH 3610 Probability (3)

Focuses on those mathematical models that have been developed to best deal with the phenomena of chance and random behavior. **Prerequisite**: MATH 1620.

MATH 4010 Abstract Algebra (3)

Presents an axiomatic study of groups, rings, and fields. **Prerequisites**: MATH 2450 and MATH 3000.

MATH 4110 Introduction to Analysis (3)

Provides a theoretical look at the concepts presented in elementary calculus. Topics include basic topology of the real number line, series of functions, theory of integers, etc. **Prerequisites**: MATH 2450 and MATH 3000.

MATH 4500 Applications of Mathematics (3)

Includes applications of advanced mathematics selected at the instructor's discretion. May be repeated for credit if content differs. **Prerequisite**: MATH 3000.

MDST - Media Studies

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
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SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication

WCOM	Written Communication
** Course fulfills two skill areas	

MDST 1010 Media Foundations (3)

Students will learn the history and impact of all media formats as well as the theories and thinkers behind mass communication scholarship. The course focuses on media systems, structure and ethics as well as the relationship between the media and society.

MDST 1050 Media Writing (3)

This course offers an introduction to principles, style and mechanics of writing for print, Web and broadcast formats. Drawing on critical readings, lectures, class discussions and writing exercises, students will learn to write for communications fields including journalism and public relations. Working as both individuals and teams throughout the semester, students will develop a clear understanding of the differences among media formats, and of the importance of audience. Writing and presenting aloud to the class are integral parts of this course, as are assigned readings. **GCP Coding**: (WCOM)

MDST 1160 Communication for Media Professionals (3)

This course introduces students to the essentials of human communication as they relate to a variety of media contexts. Students will explore interpersonal, group and presentational concepts and practices, with a focus on their roles in media messaging, processing and careers. Activities will include written reflections and reports, oral presentations and group activities.

MDST 1500 Applied Media Aesthetics (3)

Students learn the basic aesthetic principles involved in the production of visual media by analyzing the various audio and visual stimuli that become elements of photography, video or film forms; their nature; how these elements function individually and together; how they may be used creatively; and how a viewer may perceive them. Students learn the aesthetics of light, color, space, time, motion and sound. **Prerequisite**: EPMD 1000.

MDST 2100 Media Literacy (3)

Students learn to systematically decode, evaluate and analyze information conveyed through the channels of mass communication. They learn the process, language and effects of the media and develop a critical awareness of messages sent through channels including (but not limited to) news, advertising, film, television, websites and platforms. **GCP Coding**: **(SSHB)** (CRI)

MDST 2200 Ethics in the Media (3)

Students learn the ethical considerations applied to journalism, broadcast journalism, photography, audio, film, video, interactive digital media, the internet, public relations and advertising. Students learn to analyze the ethical dilemmas facing media professionals. **Prerequisite**: MDST 1010 or MDST 2100.

MDST 2490 Media Externship (1)

Students participate in a series of informational interviews as a means of learning the characteristics, structure, and operations of media-related professional organizations. Attendance is required at an orientation and two seminars. **Prerequisite**: Permission of the instructor.

MDST 2500 Professional Development for Media Careers (3)

This course prepares students to market themselves and their skill sets for the professional workforce. Students practice resume-writing, interview and presentation techniques, and online personal branding, and collect and revise previous works to create a professional portfolio. The course culminates with a portfolio review.

MDST 2800 Media, Diversity and Society (3)

This course offers instruction on responsible media coverage and presentation of issues of diversity beyond solely race. Students both observe and create news coverage, advertisements and public relations campaigns related to diversity as it is associated with protected status groups (sex, race, age, disability, color, creed, national origin, religion or genetic information) and sexual orientation). **GCP Coding**: **(SSHB)** (INTC)

MDST 3100 Social Media Strategies & Tactics (3)

With an emphasis on critical thinking about media audiences, use and effects, students analyze efforts of journalists, activists, corporate brands and politicians to inform and influence their publics through social media, and devise and implement their own social media campaigns. **Prerequisite**: Junior or senior standing.

MDST 3150 Topics (1-3)

These courses are offered periodically to feature topics in media and journalism not covered by regularly offered courses. May be repeated for credit if content differs. **Prerequisites**: May vary with the topic.

MDST 3260 Global Media Practice (3)

In this course, students will cultivate information from diverse international media sources in order to engage critically with the problems presented by the production, distribution and consumption of global media products with an understanding of the social, political and economic influences that shape these globalized cultural products. This class also focuses on communication as it relates to developing relationships with global audiences across different media, including digital web content, social media and other networking platforms. Cross-listed with INTL 3260. **GCP Coding**: **(GLBL)** (INTC)

MDST 3300 Media Law, Ethics & Policy (3)

This class will provide an in-depth examination of issues surrounding the media profession as it relates to regulatory issues, ethical issues and legal issues. Students will examine and analyze common media law principles and ethical concerns relevant to today's changing -- and increasingly digital -- professional media environment. This class will cover topics related to current legal issues including, but not limited to, the First Amendment, contract law, copyright law, fair use, piracy, privacy, trademarks, licensing, data storage/use as well as international regulations. Junior or senior standing is advised.

MDST 3599 Independent Study (Juniors or Seniors) (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. Requires the filing of official form and permission of instructor. May be repeated for credit if content differs.

MDST 3700 Topics in International Communications (3-6)

Students learn the cultural aspects of international media communications; international advertising; international public

Course Descriptions

relations; international communications as a political tool; international communications and cultural stereotypes; and media systems as a reflection of a country's cultural, political, and economic structures. May be repeated once for credit if content differs. **Prerequisites**: May vary with topic.

MDST 4110 Digital Media and Culture (3)

This course applies the principles of media literacy to digital media, which includes interactive media, voice and image transmission devices, simulations, and video games. The course examines the technological characteristics of digital media as well as the impact of digital technology on content. The course also considers the impact of digital media on the individual and society and identifies strategies for the analysis of media messages. **Prerequisite**: Junior or senior standing.

MDST 4200 Media Research (3)

Future reporters, editors, producers, advertisers and public relations professionals must now perform legitimate research or at least understand the research of others. In this course, students will practice both qualitative and quantitative techniques for studying media audiences, content and effects, and will plan, conduct, analyze and evaluate media research. **Prerequisite**: Junior or senior standing.

MDST 4220 Genre Studies (3)

This course offers an in-depth study of genres that appear in the media. Students learn a range of approaches to the study of genre, including formulaic, ideological, historical, cultural and audience response analysis. Students conduct primary research on a particular genre using selected approaches.

MDST 4500 Political Communications (3)

Students learn the role of the media on the American political process. Topics include the history and evolution of political media, the role of the press and its influence on the political process, and how media strategies are created, developed, and produced. Political advertising campaigns are analyzed. **Prerequisite**: MDST 1010.

MDST 4620 Media Practicum/Thesis (3-4)

With the instructor's approval and input, students enrolled in this course complete an individual project, exhibit or thesis to demonstrate their proficiency in media studies or practice. Students wishing to complete their degree at Webster Vienna Private University must select the thesis option and register for 4 hours. **Prerequisites**: Junior or senior standing, successful completion of portfolio review and permission of the instructor.

MDST 4950 Internship (3-8)

Students will participate in a media professional industry field experience within the industry of their major with a structured theory-based academic component. The industry setting will be the primary learning laboratory for students to explore and apply the knowledge and skills of their field of study and learn about the professional world. To further develop knowledge and competencies, students will participate in regular seminars, explore concepts, apply analysis and reflection to the internship experience.

Students are offered assistance in the internship search process by the director of the School of Communications internship program and must secure a School of Communications approved, credit-bearing internship, submit an Internship Authorization Form before they are enrolled in the course and before beginning their internship. Note: Students may earn up to a total of 8 internship credit hours by enrolling in multiple semesters of MDST 4950.

Prerequisites: Students generally intern during the senior year. Permission is required to enroll in the course. Each academic program/major has specific eligibility criteria for acceptance into the course and students can check with their academic advisor about eligibility.

MNGT - Management

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
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SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

MNGT 2100 Management Theory and Practices (3)

This course presents a broad view of management theory and practices, classical to modern. It examines the basic management functions of planning, organizing, directing and controlling. It also covers such issues as ethical decision making and social responsibility, innovation, globalization, and working with a diverse work force. There is an additional course fee of $42.

MNGT 2150 Business Ethics (3)

Presents theories of the role of the firm and socioeconomic responsibilities to the stockholders, employees, customer, suppliers, the community, the nation, and the world.

MNGT 2340 History of American Business and Management (3)

Traces the rise of business as a major American cultural institution, with consideration given to its impact on government, law, education, and social customs. Special emphasis is given to the changes in managerial thought and practice in the twentieth century and the rise of corporate bureaucracy. Cross-listed with HIST 2340.

MNGT 2400 Supervisory Management (3)

Introduces the student to the functions and responsibilities of the supervisor as a first-line manager directing the work of others. Includes supervisor-subordinate relationships, developing worker motivation and cooperation, employee training, development,

performance appraisal, absenteeism, tardiness, and complaints and grievances.

MNGT 2500 Marketing (3)

Studies the marketing process as it relates to management, channels of distribution, trends in selling, consumer behavior, promotion and pricing policies, research, communications, and government regulation.

MNGT 2700 Introduction to Entrepreneurship and Small Business Management (3)

This course introduces the concept of entrepreneurship and its relationship with small business. The course focuses on activities involved in planning, organizing, establishing, and controlling a small business. Includes procedures and problems in starting a business, managerial functions, marketing, and financing a new enterprise, as well as governmental regulations.

MNGT 2900 Human Communications (3)

Deals with a variety of verbal and nonverbal communication techniques. Specific subject matter may vary from semester to semester. Such areas as the following may be covered: interpersonal communication, small group interaction, self-awareness, written and nonverbal communication techniques, and electronic communications. May be repeated for credit if content differs.

MNGT 3100 Issues in Management (1-3)

Analyzes current management issues in terms of historical background, present status, and possible solutions. Utilizes case studies in discussing each issue.

MNGT 3150 Consumer Behavior (3)

The purpose of this course is to better understand consumer behavior and the impact it has on marketing decisions. The course will study external and internal factors that impact consumption behavior, behavioral concepts as they relate to the buying situations, consumer information search methods and its influence on the decision process and how marketing is utilized to drive consumer behavior. The course will focus on the use of consumer-behavior knowledge in realistic action-oriented situations; utilizes role play, readings, case materials and simulations.

MNGT 3200 Total Quality Management (3)

Course provides students a basic understanding of total quality management theory and practices as they relate to improving customer service. Course follows a "how-to" approach to identifying "internal" and "external" customers, focusing on their needs and expectations, examining those processes that serve customers, brainstorming improvement opportunities, and prioritizing and taking actions for improvement. Students will be able to apply these concepts immediately to their own workplace situations.

MNGT 3280 Introduction to Business Law (3)

This course introduces students to legal concepts that influence business relationships, decisions, and practices. Topics introduced include: structuring business transactions by contracts; legal forms of business organizations; legal aspects of financial transactions; laws related to property (including intellectual property); business-related torts (civil liability only); and business related crimes. These topics are approached from a "law for managers" perspective.

MNGT 3320 Business Law: International (3)

Introduces the fundamentals of law and legal relationships related to business in the United States and the Common

Market and selected national legal systems. Emphasizes legal problems, laws, and issues in international trade transactions: contracts, agency, distributorship arrangements, sales, negotiable instruments, financing, corporate organization, exports, ventures, and licensing.

MNGT 3400 Human Resource Management (3)

Studies the relationship between management and employees; principles of dealing with the human factor to maximize the individual's fulfillment and the productive efficiency of the firm through sound procurement, development, and utilization of the firm's employees; and labor-management relations. **Prerequisite**: MNGT 2100.

MNGT 3420 Labor-Management Relations (3)

Studies the historical development and legal framework of labor-management relations, labor unions, and collective bargaining. Explores current trends in labor relations. **Prerequisite**: MNGT 3400.

MNGT 3440 Stress Management (3)

Studies the impact of stress conditions within organizations and how they impair effective communication and organizational perceptions of organizational behavior. Involves a holistic approach to emotional and physiological stress management. **Prerequisite**: MNGT 2100.

MNGT 3450 Principles of Organizational Behavior (3)

Presents individual and group processes involved in management-employee relationships; deals with leadership, group dynamics, communications, motivation, morale, power, conflict management, and job design and satisfaction. Includes analysis of modern concepts of participatory management, organizational culture, change, and development.

MNGT 3470 Women in Management (3)

Designed to increase women's expertise in achieving success in management through a theoretical, issues-oriented analysis of problems facing women in male-oriented organizations. Goes beyond sex-role stereotypes and labels to expand women's potential for achievement, leadership, and power. **Prerequisite**: MNGT 2100.

MNGT 3510 Management of Integrated Marketing Communications (3)

Studies the integrated marketing communications process in terms of its relation to the economy, marketing management and behavioral sciences. Includes the use, organization, planning and preparation of the various components of the IMC plan and its economic and social effects. **Prerequisite**: MNGT 2500 or ADVT 1940.

MNGT 3540 Digital Marketing (3)

This course provides a fundamental understanding of digital marketing. Students will learn the basic current approaches to digital marketing management, including online listening and monitoring, analytics, search engine optimization, search and display ads, email marketing and social media. The course is designed from a digital marketing professional approach and gives students experiences with industry-relevant hands-on assignments and exercises. **Prerequisites**: MNGT 2500 or ADVT 1940.

MNGT 3550 Public Relations (3)

Studies public relations policies and practices as an integral process of information gathering, assembling, evaluating, and reporting. Includes an overview of the role of public relations

in developing favorable external public opinion toward an organization, corporation, institution, or individual.

MNGT 3580 Professional Selling (3)

This course is designed to teach students the importance of the selling role, provide them with basic professional selling skills and begin to prepare them for a future role in sales or sales management. Students will gain an appreciation and understanding of successful sales and sales management behaviors. Students will develop their competence in professional selling using practical approaches based on theoretical perspectives.

Course topics include the selling process, the buying process, creating value in buyer-seller relationships, prospecting, sales call planning, communicating the message, negotiating for win-win solutions, closing the sale, as well as customer relationship management and customer lifetime value. **Prerequisite**: MNGT 2500.

MNGT 3600 Management in the Arts (2-3)

Deals with many aspects of the business world and how they relate specifically to the fine arts. Each semester, on a rotating basis, the areas of music, art, and media studies are presented individually by instructors from those departments. Includes copyrights, contracts, studio engineering, unions, merchandising, filmmaking and film music, and artist management, according to the needs of each department. **Prerequisites**: Junior or senior standing and permission of the instructor.

MNGT 3720 Entrepreneurial Marketing (3)

This course introduces students to the unique marketing issues faced by today's entrepreneurs when creating and growing their businesses. Students will learn the process of designing and implementing marketing concepts to address challenges facing entrepreneurial organization. This process, known as Entrepreneurial Marketing, takes into account the special challenges and opportunities involved in developing marketing strategies from the "start-up phase", through growth and maintenance phases. Students will develop a comprehensive entrepreneurial marketing plan over the course based on their own business concept.

MNGT 3730 Innovation, Creativity and the Entrepreneur (3)

This course introduces students to basic theories of innovation and creativity. The concepts are balanced between an analysis of what has been done and what can be done. The course includes an analysis of the sources of creativity as seen from multiple perspectives and from an interdisciplinary perspective. The creativity of artists and musicians is analyzed. The role played by language, and to a lesser extent, literature is also analyzed. The social contexts for creativity and economic activity are evaluated and analyzed. Practical tools for individual creativity are introduced to the student to advance their own approaches to creativity in their specific field to assist the student toward realizing what might be done.

MNGT 3740 Global Entrepreneurship (3)

The Global Entrepreneurship course will increase the probability of success for students who wish to start and grow a global business. Students will gain knowledge and insight into how a global business is born. Because global business factors increasingly impinge upon entrepreneurs, whether the venture addresses a domestic market or a global market the course in global entrepreneurship is relevant to both US-based and non-US-based students. Course provides both experiential learning and case studies involving The World Trade Center, US Export/Import Bank, and The US Chamber of Commerce. Students will develop

a global entrepreneurial action plan that can be implemented. **Prerequisite:** MNGT 2700 or permission of the instructor.

MNGT 3741 Social Entrepreneurship (3)

Designed for individuals who want to help change the world around them, students in this course will explore the expanding field of social entrepreneurship - blending a social mission with a financially sustainable business organization. This course will introduce strategies and tools for identifying, planning, and starting a social entrepreneurial organization. Core concepts addressed in the course include: recognizing social opportunities, organizational structures (for-profit or nonprofit), funding models, and social impact measurements. Students will also examine existing social-change organizations. The course project will offer the opportunity for students to develop a feasibility plan for a social-change organization based on the students' passion. **Prerequisite:** MNGT 2700 or permission of the instructor.

MNGT 3790 Entrepreneurship Consulting (3)

In this course students will gain insight into how entrepreneurial consulting teams function. Working as a mock board of directors they will develop solutions to problems presented to them by entrepreneurs. Students learn to employ creative problem solving tools and techniques to create implementable solutions. Entrepreneurs will engage in this process and provide guidance and support to student teams to explore optimum solutions to their business problems. This course also provides an overview of the profession of consulting with a subsequent emphasis on entrepreneurial consulting techniques. The course emphasizes developing proficiencies in a range of skills required to practice as a consultant. **Prerequisites**: MNGT 2700, MNGT 3720 and BUSN 3710 or permission of the instructor.

MNGT 3800 Health Care Organizations (3)

Examines the various components of the health care delivery system in the United States from a historical perspective and shows how contemporary, social, economic, political, educational, and scientific factors influence its organization, management, and stability.

MNGT 3820 Health Care Administration (3)

Analyzes organizational patterns of various types of health care institutions. Introduces various administrative functions, including medical staff organization, departmental functions, policy formation, internal control systems, planning procedures, fiscal and personnel management, public relations, and the various information needs of administration. **Prerequisite**: MNGT 3800.

MNGT 3840 Health Care Budgeting and Finance (3)

Studies accounting and financial management principles and their application to operational problems in the health care environment. Includes budgeting and the purposes and techniques of forecasting financial results for individual projects and the entire institution. **Prerequisite**: ACCT 2010.

MNGT 3860 Social and Economic Issues in Health Care (3)

Studies social and economic aspects of illness and the health care industry. Includes economic, social, cultural, and psychological influences and the responsibilities of the patient and the health care facilities.

MNGT 4100 International Management (3)

Students examine the environment and operations of international management. Topics include the globalization of business, strategic planning for the multinational, global, and transnational organizations, multinational structure, foreign subsidiary

coordination and control, and special issues concerning expatriate employees. **Prerequisites**: MNGT 2100 and MNGT 3400.

MNGT 4330 International Marketing (3)

The student will be exposed to several aspects of international marketing. These will include the international marketing mix; product, pricing, distribution, and promotion; as well as emerging issues in international trade, such as trading blocs, trade barriers, and standardization/adaptation. **Prerequisite**: MNGT 2500.

MNGT 4400 Personnel Law (3)

Covers federal legislation affecting personnel management and labor-management relations, including pre-1890 legislation, the Sherman Act, the Clayton Act, the Norris LaGuardia Act, the Wagner Act, the Labor-Management Relations Act of 1947 and 1950 amendments, Occupational Safety and Health Act, Equal Employment Opportunity, and Affirmative Action. **Prerequisite**: MNGT 3400.

MNGT 4420 Compensation Management (3)

Analyzes the labor market, insights into socioeconomic-political institutions that influence wage and salary administration, methods of building an adequate and equitable compensation package in order to attract and retain competent employees, reward for merit and accomplishments, and providing incentives for development. **Prerequisite**: MNGT 3400.

MNGT 4510 Advanced Advertising (3)

Concentrates on the relationships that exist between advertising and the mass media, managerial decision making in media planning and buying, and the development of strategy in the use of advertising. Case studies included. **Prerequisite**: MNGT 3510.

MNGT 4550 Marketing Management (3)

Studies marketing management issues, methodology, and practices. Focus will be on information processing and analysis, defining marketing objectives, market selection, product management, channel management, advertising and promotion, personal selling, pricing, marketing research, and organizing the marketing effort. Cases involving marketing challenges outside of North America will constitute an important emphasis within the course. Emphasis will be on problem-solving approaches through case study work. **Prerequisites**: ACCT 2010, ACCT 2025 and MNGT 2500.

MNGT 4570 Marketing Research (3)

Studies the nature and scope of research techniques employed in gathering information concerning marketing and advertising practices and procedures. Subjects include sources and collection of data, sampling, interpretation of data, and research in areas of motivation, advertising, and consumer behavior. **Prerequisite**: MNGT 2500.

MNGT 4600 Contemporary Human Resource Strategies (3)

This overview course for the human resource management emphasis utilizes case studies and readings to survey contemporary human resource management problems, challenges, and opportunities. Discussions of changes in the economic, political, social, and technological environments assess the impact of these changes on the human resource management function from both national and international perspectives. There is an additional course fee of $42. **Prerequisite**: Completion of other courses in the area of emphasis.

MNGT 4610 Reading Course (1-4)

May be repeated for credit if content differs. **Prerequisite**: Filing of an official form.

MNGT 4800 Health Care Law (3)

Introduces the legislation and various legal issues affecting the healthcare industry. Includes legal obligations of the governing board, administration, and medical staff; consent for treatment; patients' rights; admission and discharge of patients; negligence and malpractice; licensure; liability of hospital and staff; and medical research.

MNGT 4850 Health Care Administration Overview (3)

This seminar involves case studies designed to provide a practical analysis and application of the theories and problem-solving tools acquired in the health care administration courses. **Prerequisite**: Completion of other courses in the area of emphasis.

MNGT 4900 Managerial Policies and Strategies (3)

This course takes a broad view of business from the perspective of the CEO and general manager. Students will learn concepts and tools for company and environmental analysis and the formulation, implementation and control of strategies. Students then will apply this knowledge in problem-solving case analyses of firms and industries. There is an additional course fee of $42. **Prerequisite**: Completion of the other courses in the area of emphasis.

MNGT 4915 Digital Marketing Internship (1-6)

The digital marketing specialization includes a compulsory internship in the area of digital marketing. Students are responsible for finding an internship, but will be assisted by the University's career services support office(s).

This 'internship for credit' will be organized in accordance with local labor laws. It requires 240 internship hours (6 weeks full-time equivalent) directly related to digital marketing. Internships must occur during the fall or spring academic schedule, or during the summer. The intership may also be completed abroad (in students' home countries). An alternative will be provided to students who are unable to find an internship, in the form of a project at the university. **Prerequisites**: MNGT 3540 and at least three other courses required in the undergraduate certificate in digital marketing management.

MNGT 4920 Marketing Strategies (3)

This capstone course covers a variety of marketing practices, procedures and problems. Employs an applications-based method, with emphasis on use of techniques in product image building and problem solving. Specific, substantive projects are undertaken by the students. There is an additional course fee of $42. **Prerequisite**: Completion of other courses in area of the marketing emphasis.

MNGT 4940 Global Competitive Strategies (3)

A capstone course that covers a variety of international business and management practices, procedures, and problems. Employs a case-study method with emphasis on problem-solving techniques in a global perspective. There is an additional course fee of $42. **Prerequisite**: Completion of other courses in area of emphasis.

MNGT 4950 Internship (1-6)

Prerequisite: Major in Management Department.

MNGT 4960 Entrepreneurship Capstone (3)

This capstone course is about building a roadmap for your dreams. It is an integrative, "capstone" project course designed to bring together a student's entrepreneurial education experience at Webster University. Building on this entrepreneurial education, each student will develop a comprehensive business plan based on the student's original and innovative concept. At the end of the

Course Descriptions

term, each student will present their business plan before a review panel comprised of faculty, entrepreneurs, financial organizations, and the business community who will evaluate your plan using "real-world standards." **Prerequisite**: For students seeking the certificate in entrepreneurship, they must complete all of the required courses for the certificate. For students seeing the BA in entrepreneurship, they must complete all required courses for the degree.

MNGT 4970 Senior Thesis (3-9)

This course allows students to pursue significant independent research and writing projects in management. Students apply integrative and analytical skills to provide a final report. They develop the topic, design the study, and integrate the theories, tools, and concepts that they have learned during the program to analyze a management problem in a coherent, systematic, and scientific fashion. The course comes in two parts: the preparatory course with taught classes concluded by a proposal, and the individual research component. The thesis prepares students for further master-level studies. Serves as senior overview. **Prerequisites**: BUSN 2750, completion of all other courses in the area of emphasis and be within 15 credit hours of graduation. See Senior Thesis or Thesis Project in the George Herbert Walker School of Business & Technology section of this catalog for more information.

MNGT 4990 Entrepreneurship Practicum (3)

The Entrepreneurship practicum course provides students with a valuable opportunity to explore different kinds of real life business activities entrepreneurs engage in to build entrepreneurial skills, competencies and industry specific expertise. Students explore various entrepreneurial career pathways guided by entrepreneurs, industry experts and smart capital providers. **Prerequisite**: Students must submit a written application to become enrolled in the entrepreneurship practicum course. Selected students will have the opportunity to explore how they can implement their entrepreneurial action plans.

MTHT - Mathematics Education

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication

WCOM	Written Communication
** Course fulfills two skill areas	

MTHT 1350 Mathematics for Teachers (3)

This course provides teacher candidates with increased skills in number theory, algebra, geometry, probability and statistics. Content and skills are aligned with state certification requirements. Students must pass this course with a B- or better to meet the requirement for admission to teacher certification. **GCP Coding: (QL)**

MTHT 4310 Elementary-School Mathematics Methods (3)

This course presents methods, curricula, and materials for elementary school mathematics, with an emphasis on problem solving and critical thinking. **Prerequisite**: A grade of B- or better in a college-level mathematics course.

MTHT 4450 Middle-School Mathematics Methods (3)

This course analyzes the curriculum and methods of middle-school mathematics, as well as the principal materials available for teaching. **Prerequisites**: 3 credit hours of mathematics at the 3000-level and acceptance to the Teacher Certification Program or permission of the student's advisor.

MTHT 4460 Secondary Mathematics Methods (3)

Analyzes the curriculum and methods of secondary school mathematics, as well as the principal materials available for teaching. **Prerequisites**: 6 credit hours of mathematics at the 3000-level and acceptance to the Teacher Certification Program or permission of the student's advisor.

MULC - Multicultural Studies

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

MULC 1100 Introduction to Multicultural Studies (3)

Introduces the methods of studying cultural pluralism in the United States, including the dynamics, problems, and rewards resulting from interactions among diverse groups. Strategies for avoiding stereotyping and discrimination; combating institutional and personal oppression and racism; and promoting cultural empathy and cooperation are addressed. **GCP Coding**: **(SSHB)** (INTC)

MULC 2000 Topics in Multicultural Studies (3)

This course provides an opportunity to examine topics of interest within multicultural studies. Content will vary and will include particular focus on race, sexual orientation, age, ability, ethnicity, religion, and other aspects of diversity. May be repeated for credit if content differs.

MULC 4650 Seminar in Multicultural Studies (3)

This course provides an opportunity for advanced study in multicultural studies. Content will vary and will include particular focus on race, sexual orientation, age, ability, ethnicity, religion, and other aspects of diversity. May be repeated for credit if content differs. **Prerequisites**: MULC 2010 and 6 additional credit hours of multicultural studies curriculum or permission of the instructor.

MULC 4900 Independent Research Project (0)

An independent project required of all students earning the certificate in multicultural studies. Students who wish to earn the certificate in multicultural studies must submit an independent research project. Students must propose a research project relevant to multicultural issues in the United States by the end of the fourth week of the semester in which they wish to receive the certificate, and upon approval, complete the project, and present it to the Multicultural Studies committee no later than two weeks before the end of the semester. The format and content of the project is flexible. In addition, students must submit a 500-word self-reflective learning statement related to the project.

MUSC - Music

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication

> ** Course fulfills two skill areas

MUSC 0790 Piano Proficiency (0)

Piano Proficiency Examination to be completed by music education majors in the semester before apprentice teaching.

MUSC 0890 Recital Attendance (0)

Attendance at Music Department recitals and concerts. Six semesters required of all music majors. Graded as Pass or Fail.

MUSC 0990 Master Class (0)

Required of all piano, voice, composition, jazz (performance and music technology), and instrumental performance majors each semester of enrollment. Graded as Pass or Fail.

MUSC 1000 Fundamentals of Musicianship (2-3)

A section of MUSC 1000 is available for music majors who need additional background in fundamentals before beginning the theory sequence. This course is also taken by musical theatre majors.

MUSC 1001 A Musical Odyssey (3)

Designed for non-majors. Music is a language, and in learning a new language, one must first learn the rudiments and basic rules that govern that language. The course will cover the building blocks of the music language, to include pitch, rhythm, scales, and chords, and will conclude with a study of melody, harmony and how music is constructed. Students will gain experience with these concepts through a combination of "nuts and bolts" exercises, performance, composition, and written reflection/critique. **GCP Coding**: **(ARTS)** (WCOM)

MUSC 1005 Fundamentals of Music for Audio (3)

Music fundamentals class intended to provide future audio professionals with basic knowledge of musical concepts necessary to working with musicians. **Prerequisite**: Only open to audio majors or with permission of the instructor.

MUSC 1010 Music Theory I (3)

Music Theory I is the first of four music theory courses required of music majors and the first of two music theory courses required of music minors.

This course begins with a review of music fundamentals, including notation of pitch and rhythm, major and minor scales, key signatures, intervals, simple and compound meters, triads and seventh chords. It continues with an introduction to species counterpoint, melodic embellishment, four-part writing, melody harmonization and realizing figured bass. **Prerequisite**: MUSC 1000 or MUSC 1001 or permission of the instructor.

MUSC 1015 Music Theory for Musical Theatre (3)

This course begins with a review of music fundamentals as compound meters, triads, and seventh chords. It continues with melodic embellishment, three and four part writing, melody harmonization, and realized figured bass. The course concludes with secondary dominates and non-chord tones as used in musical theatre styles. **Prerequisite**: MUSC 1000 or permission of the instructor.

MUSC 1020 Music Theory II (3)

Music Theory II is the second of four music theory courses required of music majors and the second of two music theory courses required of music minors.

This course begins with a review of the basic phrase model and the expansion of this model through the use of six-four chords, other diatonic harmonies, embellishing tones and the leading-tone chords. It continues with an introduction to phrase analysis and diatonic sequences, and it concludes with secondary dominants and an introduction to modulation. **Prerequisite**: MUSC 1010 or equivalent experience.

MUSC 1035 Introduction to Electronic Music (2)

Practical study and application of electronic and computer music techniques. Includes study of acoustics, psychoacoustics, sound synthesis, digital audio, MIDI and historical overview of experimental electronic music.

MUSC 1050 Introduction to Music Appreciation (3)

Designed for students majoring in areas outside music. The course covers the elements, style, genre, and structures of major works of traditional Western music. In some semesters, instructors may also cover jazz, popular music, or music of other world cultures. **GCP Coding**: **(ARTS)** (WCOM)

MUSC 1051 The Sound of Surprise: An Introduction to American Jazz History to 1970 (3)

A historical overview of the development of American jazz styles to the jazz-rock fusion period including New Orleans, Chicago, and Kansas City styles, swing, bop and post-bop, cool, and free jazz. Introduces structural elements and instrumental function, and examines the innovations of major jazz figures such as Armstrong, Ellington, Young, Holiday, Parker, Davis, Coltrane, and Coleman. **GCP Coding**: **(ARTS)** (WCOM)

MUSC 1052 History of Rock and Roll (3)

A chronological overview of the development of rock and roll from its roots in American folk music and blues with an examination of each primary development up to 1965 within a social and political context. **GCP Coding**: **(ARTS)** (WCOM)

MUSC 1053 Introduction to History of Popular Music Styles (3)

Introduction to History of Popular Music Styles is designed to give an overview of popular, mass market styles of the 20th and 21st centuries, from an American point of view. Beginning with Tin Pan Alley and working through the advent of hip-hop and progressive rock, students will discover the pockets of musical trends, how each came about, the overwhelmingly popular product of American music and its international reach. **GCP Coding**: **(ARTS)** (WCOM)

MUSC 1055 Exploring Popular Songwriting (2)

This course is an introduction to popular songwriting in a variety of styles. Course activities include analysis of existing songs, creation and performance of original material, and frequent peer review of classmates' songs. **Prerequisite**: Ability to accompany oneself on guitar, piano or other suitable harmonizing instrument.

MUSC 1070 Topics in Music (3)

Designed for students majoring in areas outside of music. These courses include African music, American music, jazz, music and spirituality, rock music, women in music, and world music. See the current course description book for the topics offered for a particular semester. Emphasizes listening skills by examining musical materials and structures. May be repeated for credit if content differs. **GCP Coding**: **(ARTS)** (WCOM)

MUSC 1071 Interdisciplinary Topics in Music (1-3)

This variable topics course provides and introduction to various aspects of music study with an emphasis on how the study of music connects to disciplines outside of music and how our understanding of music can be enhanced through the application of interdisciplinary approaches. May be repeated for credit if content differs, up to a maximum of 3 credits.

MUSC 1080 Beginning Class Piano (2)

Group study of basic piano technique, treble and bass clef, with an introduction to scales, harmony, improvisation and literature.

MUSC 1085 Intermediate Class Piano (2)

Group study of piano technique, with an introduction to various scales types, harmonic progressions, improvisation and literature. **Prerequisite:** Completion of MUSC 1080 or permission of the instructor.

MUSC 1090 Beginning Guitar Class (2)

Group study of basic accompaniment using open position chord voicings. Introduction to 12 bar blues song form, the minor pentatonic and blues scales. Gaining a working knowledge of chord diagram notation, tablature notation, tuning procedures and basic musical concepts.

MUSC 1095 Intermediate Guitar Class (2)

Group study of strumming and finger-style chordal accompaniment patterns. Further exploration of the minor pentatonic and blues scale. Introduction to major and minor scales and reading standard music notation in the open position. Expansion of chord vocabulary to include extended chords (seventh, ninth, etc.) and bar chords. Gaining a working knowledge of chord diagram notation, tablature notation, tuning procedures, and basic musical concepts. **Prerequisite**: Successful completion of MUSC 1090.

MUSC 1370 Jazz Theory I (3)

Examines theoretical principles and nomenclature associated with jazz. Emphasizes spelling, naming, and aural recognition of chords, scales, and harmonic progressions; principles of substitute scales and chords; harmonic and melodic analysis of jazz tunes and of combo and big band arrangements. Includes some composition.

MUSC 1380 Jazz Theory II (3)

Continues MUSC 1370. **Prerequisite**: MUSC 1370.

MUSC 1500 Music Software Applications: Notation (1)

An introduction to fundamentals of computerized music notation using Finale and Sibelius software applications. **Prerequisite**: MUSC 1010 or approval of the instructor.

MUSC 1501 Music Software Applications: Digital Audio Workstations (1)

An introduction to the use of digital audio workstations in teaching and arranging music. **Prerequisite**: MUSC 1010 or approval of the instructor.

MUSC 1502 Music Software Applications: Presentation Tools (1)

An introduction to various software programs appropriate for music educators and performers. **Prerequisite**: MUSC 1010 or approval of the instructor.

MUSC 1791 Piano Proficiency (1)

A one-credit eight-week course designed to address various aspects of the Piano Proficiency Exam as required for all music degrees. Successful completion of this course satisfies the Department of Music piano proficiency requirement. **Prerequisites**: Two semesters of MUSC 2001, MUSC 2501, and/or MUSC 3001.

MUSC 1800 Basic Musicianship for Musical Theatre Majors (2)

Studies in interval recognition, triad and seventh-chord recognition, recognition of basic elements of rhythm. Sight-singing, exercises in rhythm, melodics, harmonic dictation; keyboard progressions. The analysis of music from an aural perspective. *Open only to musical theatre majors in the Conservatory of Theatre Arts.*

MUSC 1810 Musicianship I (2)

Musicianship I is the first in a series of four musicianship courses.

The primary goal of this course is to develop your skills and fluency in sight singing, rhythmic reading and listening skills. Prepared singing, sight reading and performing exercises will address the ability to read musical notation and translate it into sound, both internally (hearing music without the aid of an external instrument) and externally (through meaningful performance). Dictation, transcription and aural analysis will cultivate your ability to translate musical sound into musical notation.

Musicianship I curriculum focuses on the use and recognition of major and minor scales, triad quality and beginning functional harmony; rhythmic patterns in simple and compound meters; and reading music in treble and bass clefs. Class activities may include prepared and at-sight singing (solo, duets, or groups); melodic, rhythmic, and harmonic dictation and transcription (multi-voice settings, two-part and solo textures); conducting while singing; playing chord progressions and accompanying your own singing on piano; and aural analysis of melodic, rhythmic, harmonic and formal elements.

MUSC 1820 Musicianship II (2)

Musicianship II is the second in a series of four musicianship courses.

The primary goal of this course is to develop your skills and fluency in sight singing, rhythmic reading and listening skills. Prepared singing, sight reading and performing exercises will address the ability to read musical notation and translate it into sound, both internally (hearing music without the aid of an external instrument) and externally (through meaningful performance). Dictation, transcription and aural analysis will cultivate your ability to translate musical sound into musical notation.

Musicianship II curriculum focuses on the use and recognition of diatonic harmonies, including seventh chords, common chord progressions, and beginning chromaticism; rhythmic patterns using 2 against 3, less common simple and common meters, and syncopation; reading music in treble, based and C clefs; and formal elements to include phrase and cadence recognition. Class activities may include prepared and at-sight singing (solo, duets, or groups); melodic, rhythmic, and harmonic dictation and transcription (multi-voice settings, two-part and solo textures); conducting while singing; playing chord progressions and accompanying your own singing on piano; and aural analysis of melodic, rhythmic, harmonic and formal elements. **Prerequisite**: MUSC 1810 or equivalent experience.

MUSC 2001 Applied Piano (1)

One half-hour lesson weekly on piano. For all students. May be repeated for credit. **Prerequisite**: MUSC 1085 or permission of the instructor.

MUSC 2002 Applied Voice (1)

One half-hour lesson weekly on voice. For all students. May be repeated for credit.

MUSC 2003 Applied Jazz (1)

One half-hour lesson weekly on a jazz instrument. For all students. May be repeated for credit.

MUSC 2004 Applied Instrument (1)

One half-hour lesson weekly on an orchestral instrument. For all students. May be repeated for credit.

MUSC 2005 Applied Organ (1)

One half-hour lesson weekly on organ. For all students. May be repeated for credit.

MUSC 2010 Music Theory III (3)

Music Theory III is the third semester in the four-semester sequence of music theory courses at Webster.

This course will be devoted to studying how composers use different chords, sonorities and structures in a piece of music. The concepts we will focus on include secondary functions and tonicization, modulation, mode mixture, Neapolitan sixth chords, augmented sixth chords, chromatic mediant relationship and enharmonic modulation. We will also examine various musical forms, including: sonata form, rondo form, contrapuntal genres (including inventions and fugues), vocal forms, popular song forms, and theme and variations.

As a result of this study, you should become more comfortable producing a formal analysis of a piece of music, demonstrating how and why a composer uses various musical elements, composing with simple forms, and discussing how your analytical observations can inform a performance of the work. **Prerequisite**: MUSC 1020 or equivalent experience.

MUSC 2020 Music Theory IV (3)

Music Theory IV is the last of four music theory courses required of music majors.

Music Theory IV begins with a review of fundamental concepts from Music Theory III and a discussion of the dissolution of the common-practice style. Following this, the focus shifts toward the twentieth- and twenty-first centuries and the compositional and analytical tool associated with these works. Topics include modes and alternative scales, polytonality, free atonality, new approaches to rhythm and form, twelve-tone/serialism, electronic/computer music, minimalism and indeterminacy. **Prerequisite**: MUSC 2010 or equivalent experience. **GCP Coding**: (OCOM)

MUSC 2030 Survey of Music History I (3)

The first semester of a two-course chronological survey of Western music, from the ancient world through contemporary music. Emphasizes stylistic analysis and gives attention to each period's broader cultural and historical background. Survey I covers music of antiquity through the Baroque period (early eighteenth century). The student is also introduced to basic music reference and research materials. **Prerequisite**: MUSC 1020 or permission of the instructor.

MUSC 2040 Survey of Music History II (3)

Continuation of MUSC 2030. Covers the music of the classical through the contemporary periods (late eighteenth to early twentieth centuries). **Prerequisite**: MUSC 1020. **GCP Coding**: **(ROC)** (WCOM)

MUSC 2050 Songwriting Theory (3)

This course dives deeply into the mechanics of 20th and 21st century mass-market songwriting form, melodic and harmonic structure as well as lyric function, construction and the prosody of lyrics and music. Course activities include analysis of existing

songs and genres, understanding of form and content of popular songs, and the composition and performance of an original work in class. **Prerequisite**: MUSC 1020.

MUSC 2085 Piano Proficiency Practicum (2)

This course helps students successfully complete the piano proficiency exam, required of all music majors. Included in Piano Proficiency are scales, triads, seventh chords, basic harmonic patterns, modulation and transposition.

MUSC 2121 Brass Methods (2)

This course focuses on elements of playing and teaching various band and orchestra brass instruments. Primarily for music teacher certification (instrumental track) preparation. Also appropriate for music composition majors.

MUSC 2122 Woodwind Methods (2)

This course focuses on elements of playing and teaching various band and orchestra woodwind instruments. Primarily for music teacher certification (instrumental track) preparation. Also appropriate for music composition majors.

MUSC 2123 String Methods (2)

This course enables music education majors to set up and maintain an effective school strings program. Students will acquire rudimentary playing levels and develop tools for problem solving. The class combines "hands-on" learning with research in the field. Primarily for music teacher certification (instrumental track) preparation. Also appropriate for music composition majors.

MUSC 2124 Percussion Methods (2)

This course focuses on elements of playing and teaching various band and orchestra percussion instruments. Primarily for music teacher certification (instrumental track) preparation. Also appropriate for music composition majors.

MUSC 2126 Class Voice (1)

Designed for beginning voice students and instrumental music education majors, this course teaches the foundations of healthy vocal production including body alignment, breath management, tonal production, diction and a basic repertoire of vocal literature. The fundamental principles of vocal production will be explored with emphasis on individual performance in a class setting. **Prerequisite**: Ability to read music.

MUSC 2127 Vocal Diction Practicum (1)

Provides introductory experience in topics in vocal diction in a language, with a focus on usage of International Phonetic Alphabet, variety of sounds within a language, and language as a soundscape. May be repeated for credit if the focus is on a language not yet studied in this course.

MUSC 2210 Beginning Practicum in Music Education (1)

This practicum provides supervised field experience for students who are beginning their education studies. The focus on this practicum is observation of teachers and students in a specific classroom setting. **Prerequisite**: Filing of appropriate form eight weeks prior to beginning of placement.

MUSC 2200 Introduction to Music Education (2)

This course is an orientation to the music education profession. Students will build a foundation by viewing the profession through the lens of a teacher and student, exploring current issues relevant to music education, investigating the teacher roles of planning, teaching, assessing, reflecting, and managing; observing local school music classes; and developing a philosophy of music and music teaching.

MUSC 2300 Jazz Improvisation I (2)

Studies harmonic and melodic materials as a means to development of improvisational skills in the jazz idiom. **Prerequisite**: MUSC 1380 or permission of the instructor.

MUSC 2305 Jazz Improvisation II (2)

Studies harmonic and melodic materials as a means to development of improvisational skills in the jazz idiom.

MUSC 2310 Jazz Improvisation III (2)

Continues MUSC 2300. **Prerequisite**: MUSC 2300.

MUSC 2315 Jazz Improvisation IV (2)

Studies harmonic and melodic materials as a means to development of improvisational skills in the jazz idiom.

MUSC 2370 Jazz Theory III (2)

Continues MUSC 1380. **Prerequisites**: MUSC 1370 and MUSC 1380.

MUSC 2375 Jazz Theory IV (2)

Examines theoretical principles and nomenclature associated with jazz. Emphasizes spelling, naming, and aural recognition of chords, scales, and harmonic progressions; principles of substitute scales and chords; harmonic and melodic analysis of jazz tunes and of combo and big band arrangements. Includes some composition.

MUSC 2380 Jazz Theory V (2)

Continues MUSC 2375. **Prerequisite**: MUSC 2375.

MUSC 2385 Jazz Theory VI (2)

Examines theoretical principles and nomenclature associated with jazz. Emphasize spelling, naming, and aural recognition of chords, scales, and harmonic progressions; principles of substitute scales and chords; harmonic and melodic analysis of jazz tunes and of combo and big band arrangements. Includes some composition.

MUSC 2501 Applied Piano (2)

One hour-long lesson weekly on piano. For all students. May be repeated for credit. **Prerequisite**: MUSC 1085 or permission of the instructor.

MUSC 2502 Applied Voice (2)

One hour-long lesson weekly on voice. For all students. May be repeated for credit.

MUSC 2503 Applied Jazz (2)

One hour-long lesson weekly on a jazz instrument. For all students. May be repeated for credit.

MUSC 2504 Applied Instrument (2)

One hour-long lesson weekly on an orchestral instrument. For all students. May be repeated for credit.

MUSC 2505 Applied Organ (1)

One hour-long lesson weekly on organ. For all students. May be repeated for credit.

MUSC 2601 Applied Piano (2-3)

One hour-long lesson weekly on piano as the primary instrument. May be repeated for credit. **Prerequisite**: For music majors only.

MUSC 2602 Applied Voice (2-3)

One hour-long lesson weekly on voice as the primary instrument. May be repeated for credit. **Prerequisite**: For music majors only.

MUSC 2603 Applied Jazz (2)

One hour-long lesson weekly on a jazz instrument as the primary instrument. May be repeated for credit. **Prerequisite**: For music majors only.

MUSC 2604 Applied Instrument (2-3)

One hour-long lesson weekly on an orchestral instrument as the primary instrument. May be repeated for credit. **Prerequisite**: For music majors only.

MUSC 2605 Applied Organ (2-3)

One hour-long lesson weekly on organ as the primary instrument. May be repeated for credit. **Prerequisite**: For music majors only.

MUSC 2810 Musicianship III (2)

Musicianship III is the third in a series of four musicianship courses.

The primary goal of musicianship courses is to develop your skills and fluency in sight singing, rhythmic reading and ear training. Prepared singing, sight reading and performing exercises will address the ability to read musical notation and translate it into sound, both internally (hearing music without the aid of an external instrument) and externally (through meaningful performance). Dictation, transcription and aural analysis will cultivate your ability to translate musical sound into musical notation.

Musicianship III begins with a review of beginning chromaticism. It then focuses on the use and recognition of secondary dominants, mode mixture, the Neapolitan chord, augmented sixth chords, modulation to closely related keys and more complex modulation; rhythmic patterns that include irregular subdivisions and more complexities; and formal elements to include phrase structure and cadence recognition. Class activities may include prepared and at-sight singing (solo, duets, or groups); melodic, rhythmic, and harmonic dictation and transcription (multi-voice settings, two-part and solo textures); conduction while singing; playing chord progressions and accompanying your own singing on piano; and aural analysis of melodic, rhythmic, harmonic and formal elements. **Prerequisite**: MUSC 1820 or equivalent experience.

MUSC 2820 Musicianship IV (2)

Musicianship IV is the last in a series of four musicianship courses.

The primary goal this course is to develop your skills and fluency in sight singing, rhythmic reading and listening skills. Prepared singing, sight reading and performing exercises will address the ability to read musical notation and translate it into sound, both internally (hearing music without the aid of an external instrument) and externally (through meaningful performance). Dictation, transcription and aural analysis will cultivate your ability to translate musical sound into musical notation.

Musicianship IV curriculum focuses on the complex modulation, shifting tonalities, non-diatonic scales, polytonality and atonality; rhythmic patterns in changing meters, metric modulation, polyrhythms and asymmetric meters; reading music in all clefs; and formal elements to include phrase structure recognition. Class activities may include prepared and at-sight singing (solo, duets, or groups); melodic, rhythmic, and harmonic dictation and transcription (multi-voice settings, two-part and solo textures); conducting while singing; playing chord progressions and

accompanying your own singing on piano; and aural analysis of melodic, rhythmic, harmonic and formal elements. **Prerequisite**: MUSC 2810 or equivalent experience.

MUSC 2910 Applied Musicianship for Musical Theatre (3)

The goal of this course is to prepare the musical theatre singer for "real world situations" involving musicianship. Keyboard, sight singing, dictation, and theory skills are studied with the express purpose of dealing with issues commonly faced by musical theatre performers. **Prerequisite**: MUSC 1800.

MUSC 3001 Applied Piano (2-4)

One hour-long lesson weekly on piano. For music majors only. May be repeated for credit. **Prerequisite**: Successful completion of Sophomore Candidacy.

MUSC 3002 Applied Voice (2-4)

One hour-long lesson weekly on voice. For music majors only. May be repeated for credit. **Prerequisite**: Successful completion of Sophomore Candidacy.

MUSC 3003 Applied Jazz (2-3)

One hour-long lesson weekly on a jazz instrument. For music majors only. May be repeated for credit. **Prerequisite**: Successful completion of Sophomore Candidacy.

MUSC 3004 Applied Instrument (2-4)

One hour-long lesson weekly on an orchestral instrument. For music majors only. May be repeated for credit. **Prerequisite**: Successful completion of Sophomore Candidacy.

MUSC 3005 Applied Organ (2-4)

One hour-long lesson weekly on organ. For music majors only. May be repeated for credit. **Prerequisite**: Successful completion of Sophomore Candidacy.

MUSC 3010 Composition (3)

Deals with the attitudes and skills necessary for composing original music. Music calligraphy will constitute an important part of the course. In addition, students over the course of the semester prepare a portfolio of all their compositions. Readings of students' compositions are held as part of the classes, with critiques by both the instructor and the students. A public performance of works composed during the term may be required of students. **Prerequisite**: MUSC 1020.

MUSC 3020 Composition (3)

Continuation of MUSC 3010. **Prerequisite**: MUSC 3010.

MUSC 3070 Orchestration I (3)

Study of orchestral instruments together with practical work in the art of symphonic scoring. Includes periodic readings of student works and analytical score study. **Prerequisite**: MUSC 2020.

MUSC 3080 Orchestration II (2)

Continues MUSC 3070. **Prerequisite**: MUSC 3070.

MUSC 3099 Independent Study (1-6)

Independent study involves research work on a specialized subject or project or artistic work. The emphasis in an independent study is usually on individual pursuit of a specific content or creative arena. May be repeated for credit if content differs.

MUSC 3170 Jazz History I (3)

Study of the style characteristics of the many types of music that generally fall under the heading "jazz," with a historical approach placing much emphasis on listening to jazz for comprehensive understanding of rhythm, melody, harmony and instrumentation.

MUSC 3180 Jazz History II (3)

Continues MUSC 3170, with an emphasis on the music from 1945 to the present. **Prerequisite**: MUSC 3170.

MUSC 3210 Elementary School Music Methods (3)

Presents methods and materials for teaching vocal and general music in elementary schools; development of a resource file and techniques and strategies for lesson planning. **Prerequisite**: Acceptance to the Teacher Certification Program or permission of the director of music education.

MUSC 3220 Classroom Management in Music Settings (1)

This course focuses on principles of managing the classroom environment in music settings, with emphasis on developing classroom norms and procedures, developing and nurturing relationships with and among students, and cultivating classroom community. **Prerequisite:** MUSC 2200.

MUSC 3230 Secondary General Music Methods (2)

This course prepares students to teach general music in secondary schools, with a specific emphasis in exploring how popular/vernacular musics can be taught and learned in school. **Prerequisite**: Acceptance to the Teacher Certification Program or permission of the director of music education.

MUSC 3240 Teaching Reading in the Music Classroom (3)

This course explores effective strategies for teaching reading in the music content area. Participants will evaluate text and plan instruction that will engage learners, increase motivation to learn, and develop critical thinkers and active, independent learners through the application of specific strategies to music content materials. This course fulfills state certification requirements for elementary and secondary music teachers. **Prerequisites:** MUSC 2200, EDUC 2900 and EDUC 2300.

MUSC 3300 Jazz Improvisation V (3)

Continues MUSC 2310. **Prerequisite**: MUSC 2310.

MUSC 3310 Jazz Improvisation VI (3)

Continues MUSC 3300. **Prerequisite**: MUSC 3300.

MUSC 3410 Conducting I (3)

Provides instruction and practice in the fundamental techniques of conducting vocal and instrumental ensembles. **Prerequisite**: Music major, junior standing, or permission of the instructor.

MUSC 3420 Advanced Instrumental Conducting (3)

Advanced work in instrumental conducting leads toward proficiency in score reading, rehearsal technique and musical leadership. **Prerequisite**: MUSC 3410.

MUSC 3430 Advanced Choral Conducting and Literature (3)

This course is designed to prepare the prospective choral music teacher/conductor with the necessary musical knowledge, conducting technique and teaching/rehearsing skills for effective musical leadership of choral ensembles in the K-12 public/private school and/or church setting. **Prerequisite**: MUSC 3410.

MUSC 3510 Arranging for Popular Styles (3)

Students develop a practical, applied understanding of arranging music in popular styles, including effective voicings for instruments, rhythm section notation, intros and endings, melodic embellishment, articulations and dynamics, and how to create an emotional contour throughout the arrangement. **Prerequisites:** MUSC 1020 and permission of the instructor.

MUSC 3520 History of Popular Styles (3)

An advanced survey of popular song styles, including pop, rock, jazz, country, soul and other styles appropriate for contemporary songwriter/composers. **Prerequisites:** MUSC 1020 and permission of the instructor.

MUSC 3530 Lyric Writing (3)

Songwriters develop an ability to express concepts, emotions, and desires in lyrics; organize rhythms and rhymes into compelling verses, bridges, and choruses; and use creative approaches to process, structure and evaluation of song lyrics. **Prerequisites:** MUSC 1020 and permission of the instructor.

MUSC 4001 Applied Piano (2-4)

One hour-long lesson weekly on piano. For music majors only. May be repeated for credit. **Prerequisite**: Two semesters of MUSC 3001.

MUSC 4002 Applied Voice (2-4)

One hour-long lesson weekly on voice. For music majors only. May be repeated for credit. **Prerequisite**: Two semesters of MUSC 3002.

MUSC 4003 Applied Jazz (2-4)

One hour-long lesson weekly on a jazz instrument. For music majors only. May be repeated for credit. **Prerequisite**: Two semesters of MUSC 3003.

MUSC 4004 Applied Instrument (2-4)

One hour-long lesson weekly on an orchestral instrument. For music majors only. May be repeated for credit. **Prerequisite**: Two semesters of MUSC 3004.

MUSC 4005 Applied Organ (2-4)

One hour-long lesson weekly on organ. For music majors only. May be repeated for credit. **Prerequisite**: Two semesters of MUSC 3005.

MUSC 4006 Applied Conducting (1-2)

Individual instruction in conducting technique, score study, aural skills and other abilities necessary for musical theatre directions. This course may be repeated. **Prerequisites**: MUSC 3410; open only to students in the bachelor of music in music direction for musical theatre major.

MUSC 4010 Composition (1-3)

For students contemplating composition and related activities as occupations. Each student develops content in consultation with the instructor. May be repeated for credit. **Prerequisite**: MUSC 3010 or permission of the instructor.

MUSC 4030 Eighteenth-Century Counterpoint (3)

Practical study of counterpoint as used in the works of Bach. Includes study of the invention, chorale prelude and fugue, and extensive analysis of the music of the period. **Prerequisite**: MUSC 2020.

MUSC 4040 Music of the Twentieth Century (3)

A historical survey from Debussy, Ives, Stravinsky, and Schoenberg to Bartók, Cage, Babbitt, and Glass. Involves musical analysis of works involving twentieth-century tonality, modality, the 12-tone method, set theory, microtonality, and aleatoric elements. **Prerequisites**: MUSC 2020 and MUSC 2040 or permission of the instructor.

MUSC 4070 Choral Arranging (2)

Covers arranging for choral ensembles of various voice groupings and abilities. Projects may include arrangements of folk songs, simplification or re-voicing of previously composed choral music, adapting choral parts to accommodate boys' changing voices, limited ranges, and other exigencies. **Prerequisite**: MUSC 2020.

MUSC 4080 Secondary Choral Methods and Literature (3)

This course is designed to help prepare the prospective music educator with the essential musical knowledge, teaching skills, and values necessary to provide a meaningful choral experience for his or her students. **Prerequisite**: MUSC 3410 or permission of the instructor.

MUSC 4120 Piano Accompanying (2)

Designed primarily for piano majors. Teaches the specific skills required for accompanying. Emphasizes art song literature, but also includes operatic and instrumental music. **Prerequisite**: Permission of the instructor.

MUSC 4140 Lyric Diction (2)

Focuses on the correct pronunciation of foreign language sounds using the International Phonetic Alphabet. **Prerequisite**: Students must be voice majors of junior or senior status.

MUSC 4150 The Art Song (3)

Solo art songs of the nineteenth and twentieth centuries are studied and performed, with emphasis on works by German, French, and American composers. Studies include analysis of style and idea in music and poetry, and the art of programming the song recital. **Prerequisites**: Music major and junior or senior standing.

MUSC 4160 Operatic Literature (3)

Studies important works from 400 years of operatic history, including Monteverdi through Glass. The history of operatic style is studied as are the development of recitative, aria, ensembles, and other aspects of operatic form. **Prerequisites**: MUSC 2020 and MUSC 2040.

MUSC 4170 Piano Literature I (2)

Designed primarily for junior or senior piano majors. A survey of the standard keyboard literature for piano. Style analysis, performance-practice problems, and editions are emphasized. **Prerequisite**: Permission of the instructor.

MUSC 4175 Piano Literature II (2)

Continues MUSC 4170. **Prerequisite**: MUSC 4170.

MUSC 4180 Piano Literature III (2)

Continues MUSC 4175. **Prerequisites**: MUSC 4170 and MUSC 4175.

MUSC 4185 Piano in Chamber Music Literature (3)

A survey of the chamber music keyboard literature. Style analysis, performance-practice problems and editions are emphasized. **Prerequisite:** Permission of the instructor.

MUSC 4190 Orchestral Literature (3)

Examines the development of orchestral literature from the eighteenth century to the present. Study topics include sonata form, instrumentation, the concerto, the tone poem, and so forth. Major works from Haydn, Mozart, Beethoven, the German Romantic composers, and twentieth century composers such as Bartok, Hindemith, Schoenberg, Schwantner, Shostakovich, and Stravinsky will be covered. **Prerequisite**: MUSC 2040.

MUSC 4220 Instrumental Music Methods (3)

Teaching and administering the instrumental music program, grades 5-12, with emphasis placed on philosophy, facilities/equipment management, ensemble development (concert band/wind ensemble, orchestra, marching band, and chamber ensembles), and appropriate repertoire and methodology for technical and musical growth. **Prerequisite**: Two semesters of MUSC 2120.

MUSC 4250 Voice Pedagogy I (2)

Studies the human voice and its registers, classification of voices, methods of practicing, analysis, style, and selection of literature. **Prerequisite**: Junior or senior voice student or permission of the instructor.

MUSC 4255 Voice Pedagogy II (2)

Students enrolled in the Voice Pedagogy courses study the human voice through reading, writing, listening and class discussion. **Prerequisite:** MUSC 4250.

MUSC 4260 Piano Pedagogy I (3)

Examines teaching materials from beginning through intermediate levels. Students gain supervised teaching experience. **Prerequisite**: Junior or senior piano student or permission of the instructor.

MUSC 4270 Piano Pedagogy II (1)

Continues MUSC 4260. **Prerequisite**: MUSC 4260.

MUSC 4320 Jazz Education Methods (2)

(formerly MUSC 3320) A survey of pedagogical techniques, conducting and teaching materials for the development of the middle school and high school instrumental and vocal jazz program. **Prerequisite**: Permission of the instructor.

MUSC 4340 Jazz Scoring and Arranging I (3)

Covers scoring and arranging for jazz ensembles of various sizes, from combo to jazz orchestra. Material covered includes melodic and rhythmic variation, reharmonization and voicing techniques, jazz instrumentation and orchestration, elements of form, and score and part preparation. **Prerequisites**: MUSC 1380 and MUSC 2020.

MUSC 4350 Jazz Scoring and Arranging II (3)

Continues MUSC 4340. **Prerequisite**: MUSC 4340.

MUSC 4360 The Working Musician (3)

Examines aspects of contracts, auditions, copyright, publishing, license (BMI, ASCAP, SESAC), union issues, promotion-marketing, taxes, grant applications, non profit organizations and foundations, exploration of careers in the music industry: entertainment law, retail, marketing, recording industry, arts management, self employment as a free lance musician (business owner, recording studio musician, teacher, composer, conductor, and so forth). **Prerequisite**: BUSN 3700 or permission of the instructor.

MUSC 4370 Marketing for Musicians (3)

Examines aspects of image building, promotion kits (letterhead, internet site, photography, video/audio discs (repertoire, recording, art work, copyright, licensing, promotion, sales, reviews, etc), working with a publicist, advertising agency, manager and/or agent, audience connections (targeting educational residencies, seminars, and conventions), contracts, auditions, professional organizations and memberships. **Prerequisite**: MUSC 4360 or permission of the instructor.

MUSC 4450 World Music and Ethnomusicology (2)

A capstone course synthesizing various aspects of music history, theory, performance practice and/or vernacular and world music traditions. Prerequisites: MUSC 2020 and MUSC 2040; junior standing, or permission of the instructor.

MUSC 4610 Reading Course (1-3)

Individual student exploration of a specific area or repertoire of music literature. May be repeated for credit. **Prerequisites**: Usually junior standing and filing of official form.

MUSC 4611 Senior Thesis (2)

This course serves as a capstone for the BA in music degree. Students research, write and present to the public a substantial thesis document that demonstrates a mastery of bibliographic, analytical and writing skills. Students share their research through a prepared presentation or lecture-recital. Thesis topics are chosen by the student in consultation with the instructor. **Prerequisites**: MUSC 2020, MUSC 2040 and MUSC 4614.

MUSC 4612 Writing About Music (1)

This course focuses on a variety of ways musicians can use written communication to portray their ideas about music. Students will learn the stylistic traits of a variety of written genres to include a personal biography, program or liner notes, an analytical essay, a concert review and an encyclopedia article. **Prerequisites**: MUSC 2020 and MUSC 2040.

MUSC 4613 Speaking About Music (1)

The course focuses on a variety of ways musicians can communicate their ideas through speaking and formal means of presentation. Activities in this class will span from the creation and presentation of the 30-second "elevator speech" to a lengthier public lecture presentation, which will feature the use of presentation software, musical examples and a question/answer session. **Prerequisites**: MUSC 2020 and MUSC 2040.

MUSC 4614 Music Research (1)

In this course, students will become familiar with the techniques and sources for scholarly research in music. This course will provide an overview of the research process, focusing on developing a topic and thesis statement, searching for and synthesizing source material and drafting a research proposal. **Prerequisites**: MUSC 2020 and MUSC 2040

MUSC 4650 Advanced MIDI Applications: Film Scoring (3)

Examines the technique of composing music for film and video. Includes discussion of synchronization, MIDI applications, post-scoring, and film music aesthetics. **Prerequisites**: AUDI 1650 and AUDI 3650.

MUSC 4700 Advanced Topics in Music (2-3)

A required capstone course synthesizing various aspects of music history, theory, performance practice, and/or vernacular and world music traditions. **Prerequisites**: MUSC 2040; junior standing or permission of the instructor.

MUSC 4705 The Vienna Musical Experience (3)

Vienna is the music capitol of Europe. This course guides students in discovering the breadth and depth of musical experiences while studying abroad in Austria. **Prerequisite**: Junior standing.

MUSC 4710 Practicum in Music Directing (2)

Practical experience as music director or assistant music director for musical theatre productions, under the supervision and guidance of faculty. May be repeated for credit. This course may be repeated for credit. **Prerequisites:** MUSC 3410; open only to students in the bachelor of music in musical theatre music direction major.

MUSC 4750 Vienna: Language of Lieder (3)

A three-week study program in the center of Europe's musical life -- the program is designed for advanced undergraduate and graduate students of singing, professional singers and teachers. The primary thrust is to help singers develop their abilities to perform Lieder (German art songs, written for solo voice and piano). **Prerequisite**: MUSC 2820 or equivalent, or permission of the instructor.

MUSC 4800 Advanced Topics (2-3)

Course content varies each semester. See current course description book for subject matter for a particular semester. Credit may be in music history, music theory, music business, or music education. May be repeated for credit. **Prerequisites**: MUSC 2020 and senior standing.

MUSC 4900 Webster University Chorale (1)

This choir is open to undergraduate singers in the University community. The Chorale performs a variety of choral literature representing many periods and styles, sometimes in cooperation with other Webster choirs. May be repeated for credit. **Prerequisite**: Audition or permission of the instructor.

MUSC 4910 Webster University Chamber Singers (1)

This select chamber choir is open to all students by audition. The Chamber Singers perform a cappella and accompanied choral masterpieces from the Renaissance to the present, sometimes in cooperation with other Webster choirs. May be repeated for credit. **Prerequisite**: Audition.

MUSC 4920 Webster University Aurelia (1)

This choir is open to undergraduate and graduate students in the University community. Aurelia performs a variety of choral literature for treble voices, representing many periods and styles, sometimes in cooperation with other Webster choirs. Treble voices only. May be repeated for credit. **Prerequisite**: Audition or permission of the instructor.

MUSC 4930 World Music Performance Ensemble (1)

A performance ensemble course synthesizing various aspects of music history, theory, performance practice and/or vernacular and world music traditions. **Prerequisite**: MUSC 2020 and MUSC 2040; junior standing, or permission of the instructor. **Co-requisite**:
Must be taken concurrently with MUSC 4450.

MUSC 4940 Webster University Orchestra (1)

The Webster University Orchestra is comprised of student musicians, faculty members, and community members. The orchestra presents five to six concerts each year with repertoire from chamber orchestra to full symphonic settings. May be

repeated for credit. **Prerequisite**: Audition. Instrumental majors who do not qualify will be placed in other instrumental ensembles.

MUSC 4950 Webster University Chamber Music Ensembles (1)

The Department of Music offers numerous smaller ensembles, including New Music Ensemble, Guitar Ensemble, String Quartet, Sax Ensemble, Woodwind Quintet, and the like. Enrollment in each of these ensembles is by permission of the appropriate instructor. Additional information is available from the Department of Music.

MUSC 4955 Webster University Jazz Singers (1)

A select vocal jazz ensemble focusing on jazz charts for mixed voices. Emphasis is placed on improving vocal technique, ensemble singing, development of improvisational skills, an ongoing emphasis in building sight reading, overall musicianship skills, improvisation and the study, listening, and performance of a variety of vocal jazz styles and vocal jazz repertoire. **Prerequisite**: Permission of the instructor.

MUSC 4960 Webster University Jazz Ensembles (1-2)

The Jazz Ensembles are combos of three to eight members that offer a practical approach to jazz styles and improvisation through rehearsals. The Jazz Ensembles perform a wide range of music from the past 100 years on weekly Monday afternoon recitals as well as public concerts each semester. May be repeated for credit. **Prerequisite**: Audition.

MUSC 4970 Webster University Jazz Collective (1)

The Jazz Collective is a large ensemble that performs literature from all style periods of jazz, with focus placed on works from after 1960. Emphasis is placed on developing skills in improvisation, stylistic awareness, reading, and ensemble interaction. The ensemble performs several concerts each semester. May be repeated for credit. **Prerequisite**: Audition.

MUSC 4980 Webster University Wind Ensemble (1)

The Wind Ensemble is open to all woodwind, brass, and percussion students. The ensemble is comprised of the brass ensemble, chamber winds, saxophone ensemble, and percussion ensemble, each of which is directed by a faculty specialist. These groups join together to form the Wind Ensemble. Emphasis is placed on literature that calls for one performer per part in works from the Renaissance through contemporary periods. The ensemble presents four concerts annually. May be repeated for credit. **Prerequisite**: Audition.

MUSC 4990 Webster University Opera Studio (1)

The Opera Studio is open by audition to all Webster voice students. The ensemble presents opera scenes and complete works from the Baroque through contemporary periods twice annually. The ensemble frequently works with renowned guest directors and conductors, and receives assistance from Repertory Theatre of St. Louis and Opera Theatre of St. Louis. May be repeated for credit. **Prerequisite**: Audition.

MUTH - Musical Theatre

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World

QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

MUTH 1030 History of American Musical Theatre (3)

Studies American musical theatre, from the origins of early America through the twentieth-century Golden Era. Works with book, lyrics, score, dance and design to study individual composers, their styles and contributions to this musical form. **GCP Coding**: **(ROC)** (WCOM)

MUTH 2410 Musical Theatre Dance Styles I (2)

An introduction to the various genres and styles of Musical Theatre Dance. May be repeated once for credit. **Prerequisite**: Two semesters of Jazz I, its equivalent or permission of the instructor.

MUTH 2420 Musical Theatre Dance Styles I (2)

A continuation of MUTH 2410. May be repeated once for credit. **Prerequisite**: Two semesters of Jazz I, its equivalent or permission of the instructor.

MUTH 3010 Conservatory III (5)

Concentrates on specific needs in musical theatre: musical theatre performance styles; major periods of acting styles, with advanced training in specific MUTH movement skills: combat, clowning, period dance, etc. Also, specific work with dialects and non-regional speech. **Prerequisites**: CONS 2020 and approval of area faculty.

MUTH 3020 Conservatory III (5)

Continues MUTH 3010. **Prerequisite**: MUTH 3010.

MUTH 3410 Musical Theatre Dance Styles II (2)

Contemporary Musical Theatre (1950s, 60s & 70s, 80s and 90s) genres of Broadway-style show dancing using original Broadway choreography. May be repeated once for credit. **Prerequisite**: MUTH 2420, its equivalent or permission of the instructor.

MUTH 3420 Musical Theatre Dance Styles II (2)

Contemporary Musical Theatre (1990-present) genres of Broadway-style show dancing using original Broadway choreography. May be repeated once for credit. **Prerequisite**: MUTH 3410, its equivalent or permission of the instructor.

MUTH 4010 Conservatory IV (5)

Final year of the training sequence. Advanced theatrical styles and performance needs, preparation for the audition and portfolio review process and performance and production work suited to

meet the needs of the students. Particular attention will be paid to preparation for the job market. **Prerequisite**: MUTH 3020.

MUTH 4020 Conservatory IV (5)

Continues MUTH 4010, with more specific work on audition and preparation for the job market. **Prerequisite**: MUTH 4010.

NURS - Nursing

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
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Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
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INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

NURS 3010 Concepts of Professional Nursing (3)

This course focuses on caring and professionalism in nursing practice. Core values and principles foundational to the profession are explored. Accountability for providing safe, effective care and advocacy for diverse individuals and families are addressed. Students discuss historical, legal, and ethical perspectives of nursing and examine contemporary practice issues.

NURS 3020 Lifespan Health Assessment for RNs (3)

Students focus on the acquisition, documentation, and interpretation of findings of a holistic nursing assessment (psychosocial, cognitive, emotional, physical, cultural, and spiritual). Assessment of variations across the lifespan is emphasized. **Prerequisite**: Admission to the BSN program.

NURS 3270 Evidence-based Practice for Nurses (3)

This course examines the relationships of theory, research and evidence-based practice. Students utilize the skills of questioning, searching, retrieving, appraising and synthesizing to support evidence based practice and innovation of practice. Barriers to evidence based practice, including challenges in dissemination, and the role of the nurse in addressing barriers and change will be emphasized. Also, ethical considerations in research and evidence-based practice will be explored.

NURS 3410 Health Promotion and Education (3)

This course focuses on theories and strategies relevant to health promotion and health education throughout the lifespan. Emphasis is on the role of the nurse in health promotion and the teaching process. Students plan, implement, and evaluate a health promotion plan for an individual based on assessment of needs.

NURS 3500 Issues in Women's Health (3)

Presents an overview of society's impact on women's health with discussion of how the women's health movement has introduced alternatives to medical control.

NURS 3600 Topics in Nursing (1-3)

Elective course focusing on a specific area or issue in nursing. May be repeated if content differs.

NURS 4060 Gerontology (3)

Explores topics pertinent to health care of well older adults and those with chronic health problems. Develops and strengthens the knowledge, skills, and attitudes of nurses caring for the older adult. Theories of aging, health promotion and preventive care, mental health issues in older adults, as well as palliative and end-of-life care are included.

NURS 4110 Interprofessional Collaboration (3)

This course focuses on effective collaboration skills needed for interprofessional practice. Roles and perspectives of the nurse and other health care professionals are explored. Students practice relationship building strategies, effective communication techniques, and group processing skills to provide high quality, safe, evidence-based patient-centered care.

NURS 4240 Organizational and Systems Leadership (3)

This course introduces the leadership skills of ethical and critical decision making, effective relationship building, skilled and mutually respectful communication, and interprofessional collaboration. Recognizing that high quality and safe patient care depends upon skilled organizational and systems leadership, quality improvement and patient safety concepts, students will gain understanding of and learn to use these skills in the complex healthcare setting.

NURS 4250 Population Health: Clinical Prevention with Families and Communities (3)

This course focuses on care of families and communities as the client. Students examine variables that influence the health of families and communities focusing on health promotion, health education, and disease reduction interventions. Current public health problems, epidemiology, trends in health care delivery, and community resources are examined. Students analyze the sociocultural, political, economic, ethical, and environmental factors that influence family, community and global health. A visit to a local agency serving vulnerable populations will be completed.

NURS 4255 Population Health Practicum (2)

In this course, students use the nursing process to build upon the community assessment and plan completed in NURS 4250 Population Health: Clinical Prevention with Families and Communities. Working from the knowledge and competencies gained in previous courses and in collaboration with members of the community, students will implement and evaluate an intervention to an agency or community group. **Prerequisite**: NURS 4250.

NURS 4410 Health Care Policy, Finance, and Regulatory Environments (3)

This course explores healthcare, financial and regulatory policies and how these influence nursing practice. Policy influences and shapes issues in healthcare such as: equity, access, affordability, and social justice. A broader perspective of healthcare is examined including how services are organized and financed. The role of advocacy in making policy change is explored specifically focused on vulnerable populations.

NURS 4600 Advanced Seminar in Nursing (2-3)

Elective course designed for in-depth study of a specific area or issue in nursing. May be repeated for credit if content differs.

NURS 4610 Advanced Readings in Nursing (1-3)

Individual student exploration of a specific area of interest in nursing. May be repeated for credit if content differs. **Prerequisites**: NURS 3010, permission of the department chair and filing of official form.

NURS 4800 Capstone Portfolio (1)

Students critically reflect on learning and professional growth throughout the program through development of a portfolio of academic work. Reflection on coursework, including practice experiences, at the end of the program facilitates professional development and demonstrates achievement of end-of-program outcomes.

PBRL - Public Relations

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
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Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
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WCOM	Written Communication
** Course fulfills two skill areas	

PBRL 1010 Fundamentals of Strategic Communications and Public Relations (3)

Students learn strategic and tactical communications skills necessary for the practice of corporate communications and public relations in business, organizational, and non-profit settings. Topics covered include the history and theory of public relations, strategic communications processes, stakeholder analysis and issues management, and communications tactics such as media relations, publications, community relations, consumer relations, employee communications, and online internet communications.

PBRL 2400 New Media Messaging (3)

This course will focus on new media platforms as they emerge and are used as tactical communications tools in strategic communications and public relations. New media such as social media will be identified and integrated into the course. Students will become familiar with the development and use of new media, will learn how to prepare content specifically for these new technological applications and integrate the use of new media into strategic communications plans. Analytics will be used to measure the effectiveness of these tactics in accomplishing organizational goals and objectives. **Prerequisite**: PBRL 1010.

PBRL 2800 Organizational Internal Communication (3)

Students learn to use the tools of mass media to communicate to employees, volunteers, and special organizational internal publics, and how those internal messages are used to achieve the goals and objectives of businesses and not-for-profit organizations. Students learn the theories of organizational communication and the techniques used to conduct an internal audit of the communication climate in an organization. **Prerequisite**: MDST 1010.

PBRL 2920 Writing for Public Relations (3)

Students learn the writing skills of public relations by adapting writing style and format to specific stakeholders and to a variety of public relations situations. Students examine professional copy and produce their own writing for inclusion in their portfolios. Each student receives instructor's critique of his or her writing and has a chance to critique fellow students' work. **Prerequisites**: MDST 1050, JOUR 1030 and PBRL 1010.

PBRL 3150 Topics (1-3)

These courses are offered periodically to feature topics in public relations not covered by regularly offered courses. May be repeated for credit if content differs. **Prerequisites**: May vary with topic.

PBRL 3500 Public Relations Research (3)

Students learn the basic concepts of public relations research using the internet for instruction and assignment. Students learn how to gather and apply data to public relations program design and evaluation. The course presents primary and secondary data collection methods used in PR research, as well as basic statistical concepts for data analysis. Students also learn to interpret, to report, and to apply findings to specific public relations cases and situations. **Prerequisite**: PBRL 1010.

PBRL 3599 Independent Study (Juniors or Seniors) (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. Requires the filing of official form and permission of instructor. May be repeated for credit if content differs.

PBRL 3600 Public Relations Case Studies, U.S. and Global (3)

Students in this course will study cases in public relations throughout the world to gain a better understanding of how the fundamental theories of public relations have been applied by real nonprofit, corporate, government and agency organizations.

Course Descriptions

Industry best practices will be highlighted, and students will distinguish between successful and unsuccessful applications of theory. Knowledge acquired in this course will be applied by students in their capstone course, PBRL 4920 Public Relations Campaigns, where they create campaigns for real clients. **Prerequisite**: PBRL 1010.

PBRL 3920 Public Information Production (3)

Advanced public relations students learn to use the tools of mass communication (audio, video, film, animation, print, interactive, and photographic media) to provide informational and promotional messages to target audiences. Focuses on writing and producing public and professional information materials. **Prerequisite**: PBRL 1010.

PBRL 4050 Special Events (3)

Students learn the theory and organizational strategies of special events as a function of public relations. Topics include client consulting, objective setting, budgeting, sponsorships, vendor negotiations, and follow-up procedures. Students apply these concepts by developing an actual event. **Prerequisite**: PBRL 1010.

PBRL 4250 Media Relations (3)

Students learn effective message-framing communication techniques and apply these concepts to a series of real-world simulations in which they learn to attract, work with, and be interviewed by radio, television, and newspaper reporters. Students will also learn how to use new forms of media communication as outlets for their organization's messages, including websites, Web portals, webcasts, blogs, podcasts, news consolidators, and search engines. **Prerequisite**: PBRL 1010 or PBRL 5322 for graduate students.

PBRL 4300 Crisis Communications and Issues Management (3)

Students learn techniques for identifying the stages of crisis communications for an organization starting with the process of issues identification and management and continuing through the creation of strategies and tactics necessary to retain and enhance organizational name equity with key stakeholders before, during and after an image crisis hits the organization. The student's ability to integrate social media and media relations tactics is demonstrated with the creation of a final crisis plan for an organization of the student's choice. **Prerequisite**: PBRL 1010.

PBRL 4500 Health Communication (3)

Overview of the field of health communication with attention to analysis and practice of health communication relationships and messages. Emphasis is placed on physician-patient communication, health journalism, and corporate communication, communication by nonprofit organization and government health agencies, and public health education campaigns. **Prerequisite**: PBRL 1010.

PBRL 4610 Readings in Public Relations (3-6)

May be repeated for credit if content differs. **Prerequisites**: Media major, junior standing, permission of the instructor and filing of official form.

PBRL 4620 Senior Overview (3-6)

Provides an opportunity for seniors to demonstrate their proficiency in public relations and/or communications campaigns. The student assumes responsibility for the production of a project under the direction of a faculty member. **Prerequisites**: Senior standing, acceptance into the major through portfolio review, the filing of official form and permission of the instructor.

PBRL 4700 Professional Development in Public Relations (3)

Students learn the various career options in the field of public relations and develop and present their personal portfolios. They learn the value of participating in professional public relations organizations; improving their interviewing skills; and preparing their résumés. **Prerequisites**: Public relations major and senior standing.

PBRL 4920 Public Relations Campaigns (3)

The culmination of the public relations curriculum, students in this course operate as a public relations agency, serving the needs of an actual client. The course offers students the opportunity to apply learned theories to developing a complete public relations campaign. Emphasis is placed upon concept, strategy, tactics, and presentation skills. **Prerequisite**: PBRL 1010.

PBRL 4960 Global Strategic Communication Campaigns (3)

Advanced preparation in strategic communication within the parameters of a global perspective on message creation, globalization, audience analysis and consideration, dissemination of information, public relations, corporate communication, social marketing, public diplomacy and international relations. **Prerequisites**: PBRL 1010 and PBRL 2920.

PHIL - Philosophy

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

PHIL 1000 Introduction to Philosophy (3)

Introduces a broad spectrum of topics in philosophy, such as knowledge, reality, freedom, morality, and art. The emphasis is not only on what is contained in these topics, but also on how to think critically about them. **GCP Coding**: **(ROC)** (CRI)

PHIL 1010 Introduction to Critical Thinking (3)

Emphasizes identifying the techniques of critical analysis and analyzing arguments in a variety of short essays, most of them not by professional philosophers. Gives special attention to educating students to distinguish between their own beliefs as to the truth or falsity of a claim and the validity of the arguments offered in support of that claim. **GCP Coding**: (CRI) (WCOM)**

PHIL 1200 The Meaning of Life (3)

This course explores what makes life meaningful from several perspectives, including Western and Eastern philosophical perspectives, theistic and atheistic perspectives, and social and political perspectives from different cultures both inside and outside the United States. Commitment to cultural values creates differences that often cause hostilities. This course aims to help students understand cultural values other than their own in order to promote an appreciation of and tolerance for cultural differences. **GCP Coding**: **(GLBL)** (INTC)

PHIL 2000 Making Decisions (4)

There are significant tensions between how we ought to decide (or how decision theory tells us we ought to decide) and how we in fact decide. This course reviews ideal methods for decision making, ways that decision makers habitually fall short of the ideals, and how decision theory can be applied in ordinary life to make more rational decisions and achieve better outcomes. Topics include mental and social impediments to good decision making, probabilities, risk, games, and bargaining. **GCP Coding**: **(QL)** (OCOM)

PHIL 2010 Informal Logic (3)

Introduces the study of reasoning, including the nature of argument, deductive and inductive inference, meaning and inference, validity, hypotheticals, syllogisms, and the identification of fallacies. Emphasizes reasoning in a natural language and arguments in practical contexts with minimum use of symbolic notation.

PHIL 2020 Formal Logic (3)

Studies techniques of deductive inference in a symbolic notation, including propositional calculus and some operations with quantifiers. Covers theory of logic, including such topics as axiomatization, rules of inference, the distinctions between use and mention and validity and truth, semantic interpretations, completeness, and consistency. Cross-listed with MATH 1580 and COSC 1580.

PHIL 2080 Topics in Philosophy (3)

Study of text or topic in a special area of philosophy. Contents and methodology on an introductory level. May be repeated for credit if content differs.

PHIL 2110 Introduction to Ethics (3)

A topical introduction to ethics. Topics to be covered may include: the nature of ethical reasoning, duty, and obligation; excuses, mitigating circumstances, and personal responsibility; conflicts between obligations and between duty and self-interest; conflict between personal and community moral standards; and the objectivity or subjectivity of values. Replaces BUSN 2110. **GCP Coding**: **(ROC)** (ETH)

PHIL 2200 Philosophy of Happiness (3)

This course is a philosophical exploration of concepts, values, experiences of -- and contexts for -- happiness and its pursuit. The course centers on the question of what happiness is as both an internal experience, as part of one's "inner world," and as an external, social and cultural, reality that includes but also extends beyond one's subjective inner world. We will draw on two different theoretical orientations: a descriptive orientation, which addresses the question what is the nature of happiness?; and a normative orientation, focused on the question what role does happiness play in a good life? To enrich our understanding, we will draw on a variety of readings in philosophy and the social sciences.

PHIL 2300 Social and Political Philosophy (3)

Introduces philosophical issues and concepts of political thought from antiquity to the present day through examination, from different perspectives, of democracy, sovereignty and authority, justice, liberty, and the relationship between the individual and the state. Cross-listed with POLT 1070. **GCP Coding**: **(ROC)** (CRI)

PHIL 2320 Contemporary Moral Problems (3)

Examines the opposing positions typically taken in discussions of contemporary moral problems, such as euthanasia, the death penalty, pornography, animal rights, and world hunger. The focus is on developing and critically analyzing reasons used to support a moral position. **GCP Coding**: **(SSHB)** (ETH)

PHIL 2330 Philosophy and Technology (3)

Philosophical consideration of technology, including such issues as how technologies embody values, technological determinism, consequences of technological choices, and how technologies can be helpful or hurtful. Typically focuses on one or a related group of technologies.

PHIL 2340 Bioethics (3)

This course explores the ethical issues that arise with changes in medical technologies and health care policies. Students explore the philosophical concepts of autonomy, duty, justice, and care as they apply to patients and physicians. Topics covered may include stem cell research and cloning technologies, organ transplantation, experimentation on animals, prenatal diagnosis and abortion, euthanasia and assisted suicide, access to experimental treatments, and allocation of scarce resources. **GCP Coding**: **(SSHB)** (ETH)

PHIL 2350 Introduction to the Philosophy of Leadership and Management (3)

Leadership and management are enormously consequential activities. We all want both to have good leaders and managers and to be good leaders and managers, given the opportunity. This course looks at leadership and management through the lens of social philosophy, asking at the most general level, "How shall I move my group in the right direction?" The course takes up several important conceptual and normative issues in organizational management and leadership, and will also look at practical implications. Classic philosophical texts will be considered as well as more recent work in philosophy and in management and political theory. **GCP Coding**: **(SSHB)** (CRI)

PHIL 2360 Environmental Ethics (3)

This course considers how one ought to live, given what we know (and are learning) about ourselves in the physical and natural world. Students explore the values, rights, responsibilities, and obligations relevant to environmental problems such as climate change, air pollution, waste disposal, land degradation, water depletion and pollution, threats to biodiversity, and population growth. **GCP Coding**: **(PNW)** (ETH)

PHIL 2370 Feminist and Gender Theory (3)

Feminism. Few words provoke the amount of anger, excitement, fear, celebration and qualification that the "F" word does. In this course students learn several theories of feminism, critically analyze them, and apply them to concrete social and political problems.

PHIL 2390 Philosophy of Sex and Love (3)

An introductory study of sexual philosophy including historical traditions as well as a variety of alternative belief systems. Critical analysis of topics such as marriage and adultery, sex with and without love, perversion, and pornography.

PHIL 2400 Human Rights and Animal Rights (3)

Many advocates for human rights see humans as possessing a unique and special value which places them in a separate moral category from other animals. Some argue that 'rights' is a uniquely human concept which cannot be applied to other species. In this class, we will examine the concept of rights as it applies to human and other animals in an effort to determine who is entitled to rights and what rights they are entitled to.

PHIL 2510 The First Philosophers (3)

This class is an exploration of the very beginnings of Western philosophy, an invitation to hear the authentic voice of its creators. We will catch the tremendous energy and excitement of this new intellectual creation at the moment of its birth, as we study famous Ancient Greek thinkers such as Heraclitus, Socrates, Plato, and Aristotle, as well as other, later thinkers from Hellenistic times and the Roman Empire. Our main theme is "the art of living." We will investigate the ways that the earliest thinkers considered philosophy to be "an existential choice of a way of life" (as Pierre Hadot says)-a choice about how to achieve human happiness and an intense joy in living, using Reason as our guide. **GCP Coding**: **(ROC)** (WCOM)

PHIL 2520 Philosophic Classics: Early Modern Europe (3)

Early modern Europe, an era of profound intellectual, scientific, religious, and philosophic change, produced philosophic works with enduring influence on Western culture. This course reviews selected classics, familiarizing students with famous thinkers, their thoughts, and their methods. **Prerequisite**: PHIL 2510 is recommended. **GCP Coding**: **(ROC)** (WCOM)

PHIL 2525 The Scientific Revolution and The Enlightenment (3)

An introductory survey of the main ideas of leading Western thinkers from the 17th to the 19th centuries-an era of profound intellectual, scientific, religious, and philosophical change. This period offered discoveries that went smaller, larger, and farther than humans had ever experienced before. As a result, intellectuals confronted questions about the role of experience in knowledge, about what things are, about our place in things, and about the limits of what we might know or say. Emphasis on the historical development of philosophical positions, especially the articulation of views in reaction to the ideas of others, the interactions between "philosophy" and "science," the development and consequences of the mechanical philosophy, and the veil of perception. **GCP Coding**: **(ROC)** (CRI)

PHIL 2540 American Philosophy (3)

Each civilization contributes a unique intellectual culture that characterizes the values and aspirations of its people. This course explores some intellectual impacts and influences of the unique contributions of American philosophers. An introductory study that combines the historical and cultural setting of inquiry into the nature of experience, truth, goodness, and society by nineteenth- and twentieth-century American philosophers, including Emerson, Thoreau, James, Peirce, and Dewey, and their influences on later philosophies in the United States. **GCP Coding**: **(ROC)** (INTC)

PHIL 2550 Existentialism (3)

Combining art, film, and literature, this course on existential philosophy aims to show that philosophy is relevant for life. Students explore existentialism-one of the most important traditions of recent thought, which gives primacy to our "lived experience"through a consideration of such vital concepts as "being-in-the-world," "authenticity," "bad faith," and "radical freedom." We look closely at what gives meaning to life and how to be a free individual. We give special attention to the moral and political implications of existentialism, particularly its implications for understanding gender and race (i.e., the nature of identity).

PHIL 2580 African American Philosophy (3)

This course will explore the history of African American philosophy in the United States. It will focus on the continuity of African thought and how it carries through to today. We will discuss topics such as the history of racism, the prison industrial complex, education, the role of the Black church, slavery, and Black Feminism. We will read thinkers like Frederick Douglass, W.E.B. Du Bois, Booker T. Washington, Sojourner Truth, Martin Luther King Jr., Malcolm X, Angela Davis, and many more.

PHIL 2610 Intermediate Reading (2-4)

Designed for students who have little background in philosophy but who have demonstrated an ability to do independent work and have an interest in exploring some philosophical or non-philosophical texts philosophically. **Prerequisites**: Permission of the instructor and filing of official form.

PHIL 3000 Proseminar (1)

This course develops practical communication, problem solving, and organizational skills as well as professional and cognitive skills associated with reading and writing in the discipline of philosophy. Students in this Philosophy Practicum course plan and manage the Undergraduate Philosophy Conference. May be repeated for credit.

PHIL 3080 Current Topics in Philosophy (3)

Upper-level study of influential texts or topics in a special area of philosophy, such as epistemology, metaphysics, ethics, aesthetics, philosophy of science, philosophy of social sciences, political philosophy, or logic. May be repeated for credit if content differs.

PHIL 3100 Literature and Philosophy (3)

Philosophical treatments of selected stories, novels, poems, plays, or films. Emphasizes the discovery of philosophical commitments in such works and the critical examination of their intelligibility, defensibility, and truth value. The question of the ineluctability of form is also raised.

PHIL 3110 Philosophy and Film (3)

Philosophic problems will be approached through their presentation in selected films. Emphasizes the discovery of philosophic commitments and claims in the works studied, the defensibility of those commitments and claims, and film as a mode of presentation for philosophic ideas. May be repeated for credit if content differs.

PHIL 3120 Philosophy and Art (3)

Raises philosophical issues surrounding the activities of producing and appreciating works of art. Sample topics: the theory of art, the relationship between art and other human institutions, standards of judgment in art, how works of art are meaningful and true, and the relationship between judgments of value in art and judgments of moral worth.

PHIL 3200 Philosophy of Religion (3)

This course explores the philosophical dimensions of religious belief and practice. Topics include: the nature of religion and of religious and spiritual experience; the problem of religious

diversity; the nature of the Religious Ultimate, and evidence of its existence; evil and religious belief; scientific rationality and religious belief; religious naturalism; faith and rationality; continental philosophy of religion (God as "the impossible"); and the interrelation between religious, spiritual, and moral values. The course draws on writers and texts located within or in relation to various world religious traditions, especially Buddhism, Hinduism, and Abrahamic Monotheism (Judaism, Islam, and Christianity) and Humanism.

PHIL 3220 Transforming the Self (3)

This course explores a neglected dimension of the Western Philosophical Tradition -- philosophy as a transformative, spiritual practice. The goals of this transformational process can range from resolving personal and existential issues, such as the fear of death, to attaining liberation or freedom. The core of transformational philosophical practice is not the attainment of abstract, theoretical knowledge for its own sake, but rather the subordination of the pursuit of knowledge to the development of wisdom and the resolution of human problems. Students will focus on a variety of ways of doing transformative philosophy and construct their own philosophical handbook, containing helpful and liberating insights and instructions.

PHIL 3300 Theory of Knowledge (3)

An introduction to the study of knowledge, emphasizing more recent or contemporary work. Topics may include the nature of belief, perception, certainty, justification, and knowledge; naturalized, social, feminist, and contextual approaches; relativism. **Prerequisite**: 6 credit hours of history of philosophy or permission of the instructor.

PHIL 3310 Philosophy of Science (3)

An introduction to the main issues in philosophy of science such as: the role of scientific developments in shaping philosophy and philosophy of science; the influence of philosophy and philosophy of science on the development of science; noteworthy philosophical accounts of the scientific enterprise; and characterizations of confirmation, explanation, scientific realism, the nature of theories, and the growth of scientific knowledge.

PHIL 3320 Continental Philosophy (3)

European culture of the last one hundred years has produced philosophical works that have had a profound impact on the way we think and live today. This course reviews selected works from the period, familiarizing students with central thinkers such as Husserl, Heidegger, Sartre, and Foucault, as well as some of the more important movements associated with these figures, including Phenomenology, Existentialism, and Post-structuralism.

PHIL 3340 Global Ethics (3)

This class examines a number of ethical issues that call for international analysis and global perspectives. Students will have the opportunity to explore pressing issues such as global poverty and distribution of wealth, consumption and environmental degradation, working conditions worldwide, and global health challenges. This course delves deeply into the work of influential ethical philosophers from diverse backgrounds, with particular attention paid to the voices of thinkers from underrepresented groups. Special emphasis is placed on the concepts of agency, power, privilege, oppression, coercion, and consent, and students use moral theories to develop their own positions on specific issues.

PHIL 3350 Philosophical Ethics (3)

First course in philosophical reflection on the moral life. Includes the analysis of moral terms, the techniques of moral reasoning, the origin and nature of human values, and the justification of moral judgments. Specific topics and texts vary from year to year.

Prerequisite: PHIL 2110, PHIL 2300, PHIL 2320, PHIL 2380, or permission of the instructor.

PHIL 3360 Global Information Ethics (3)

A general introduction to ethical issues created, aggravated, or transformed by computing and information technology. Addresses such topics as: privacy, hacking and computer intrusion, piracy, state surveillance, freedom of expression, internet filtering and censorship, hacktivism, encryption, responsibility and risks of relying on computers, just allocation of computing resources, and social implications of networked computing. Compares issues both across the virtual and physical divide, as well as in varying global contexts.

PHIL 3370 Feminist Philosophy (3)

Gives students an opportunity to consider what it means to engage in philosophical thinking from a position of "the other" in relation to the mainstream Western tradition. Students are introduced to influential texts in feminist philosophy and identify interlocking threads of connection between various oppressed groups, aiding analyses of sexism, heterosexism, racism, classism, ableism and imperialism.

PHIL 3371 Feminist Philosophy and Technology (3)

Considers technological systems in feminist perspective to understand how a technology can oppress or limit one group of people and advantage others. Topics are likely to include household, sexual, reproductive, and medical technologies, the development of standards and classification systems, the organization of businesses and states, race, the environment, and the future of feminist philosophy and technoscience.

PHIL 3372 Feminist Philosophy: "The Second Sex:" The Philosophy and Literature of Simone de Beauvoir

Simone de Beauvoir was one of the twentieth century's most important and interesting thinkers. In this class, we focus on her major work, The Second Sex. We read a good deal of this text, and we examine its relevance for contemporary life. We also examine Beauvoir's literary efforts, including She Came to Stay and All Men Are Mortal, in order to see how she illustrates her philosophy. We consider de Beauvoir's response to both existential and political concerns, including the nature of freedom, the struggle for recognition from the Other, the situation of women in the western world (both past and present), and how to confront one's own mortality.

PHIL 3380 Ethics in Social Research (3)

An examination of some moral issues that arise in social science research and its applications. Neither a review of recent work in the social sciences nor a "cookbook" for solving ethical problems. Rather, the course focuses on relationships between researchers and human subjects, among researchers as professionals, and between researchers and the broader public. **Prerequisite**: 6 credit hours of philosophy or social science or permission of the instructor.

PHIL 3400 Human Rights and the Environment (3)

Examines the ideological and practical overlap between human rights frameworks and environmental sustainability. What does it mean to have a "right" and to whom or to what does that notion apply? Should human beings have a right to a sustainable environment? Could it make sense to say that non-human animals and other living beings, such as trees and rivers, have rights? Students analyze specific cases as well as the effects of racism, sexism, classism, and nationalism on people's physical health and the health of their environments.

PHIL 3420 Philosophy of Race and Ethnicity (3)

This course takes a philosophical approach to a variety of issues concerning race and ethnicity. Course topics might include Race and the Prison, Black Feminism, Black Nationalism, Native American philosophy, Latin American philosophy, or Critical Race Theory. The course may also focus on specific thinkers, such as Martin Luther King, Jr. or Malcolm X.

PHIL 3590 Theories of Human Rights (3)

Examines the historical development of theories of human rights and their relation to civil liberties; international law; social organization; and different conceptions of community, individualism, and the state. Also examines the most significant human rights documents in their historical context. May focus on specific cases and questions of current concern. Cross-listed with POLT 3590. **Prerequisite**: POLT 1070, PHIL 2300 or GNST 1600.

PHIL 3650 Philosophy of Mind (3)

This course is an investigation of various philosophical questions concerning the nature of mind, consciousness and self. The course travels a winding path from the classical mind-body problem (How does mind relate to matter?) to issues concerning the relationship of consciousness to biological life, the environment and brain (Is consciousness in our heads?) and the relationship of technology and culture to the mind (Can technology "extend" our minds, in some sense?). In the last section of the course, we will think about questions concerning the self, hallucination and dreaming (Is the self real or an illusion, like a dream?). We'll address these issues through reading and discussing both theoretical-discursive readings in the philosophy of mind and the philosophy of neuroscience, and various case studies from Oliver Sacks. We will also view two films that place mind, consciousness and self in surprising and puzzling dramatic, aesthetic and philosophic contexts.

PHIL 4050 Topics in the History of Philosophy (3)

Advanced undergraduate study of texts or topics from the history of philosophy. Specific topics are decided on in consultation between philosophy majors and faculty prior to offering the course. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of philosophy or permission of the instructor.

PHIL 4450 Internship (1-6)

Places students in a position in a business, school, or in a public policy, social service, or similar organization. Placement will be such as to stimulate philosophical and critical reflection. Work is supervised by the faculty advisor, and the work will be the topic of discussion in a philosophy seminar or tutorial designed to facilitate reflection on and learning from the practical experience. **Prerequisite**: Permission of the instructor.

PHIL 4600 Capstone (3)

A critical examination of a significant text, issue, or sub-discipline in Philosophy. Students develop an original paper of approximately 25 pages to be shared with their student cohort and faculty. **Prerequisite**: Advanced standing and permission of the instructor.

PHIL 4610 Reading Course (1-5)

May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official form.

PHOT - Photography

Global Citizenship Program

Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

PHOT 0100 PHOT Portfolio Review (0)

Portfolio Review is required of all photography majors. All majors must pass Portfolio Review in order to qualify for an internship. Should be taken after PHOT 1000, PHOT 2000 and 3 additional PHOT production credits.

PHOT 0200 Photo Program Monthly Meeting (0)

Once a month, majors in the photography program will meet as a group with faculty from the major to hear announcements and network with each other. Attendance is mandatory for all PHOT majors while they are enrolled in classes at the home campus.

PHOT 1000 Photo I (3)

Students learn basic black-and-white photographic skills and the technical aspects of camera operation, light-meter readings, film development, and enlarging, as well as shooting techniques and composition. The course focuses on the visual and communicative aspects of the medium. Access to a 35-mm or 2-1/4 square camera recommended, although not required.

PHOT 1001 Intensive Introduction to Black & White Photography (1)

Students will be introduced to: Basic camera operation using a 35-mm film camera, developing black and white film, printing in the darkroom. This is a one-weekend class.

PHOT 1010 Digital Basic Photography (3)

This course covers basic concepts and practice of digital photography, including understanding and use of the camera, lenses, and other basic photographic equipment. The course will address aesthetic principles as they relate to composition, space, exposure, light and color. Technological requirements of digital formats will be addressed, such as formats and resolution. Basic digital manipulations of images will be taught in preparation for creating a photo portfolio of images. This course may not count toward the BA in photography electives. **GCP Coding**: (ARTS) (OCOM)

PHOT 2000 Photo II (3)

Continues development of photographic vision from PHOT 1000 Photo I as it moves the student into a digital environment. The course will involve a complete digital workflow, from capture with a DSLR camera to adjustment and correction in Photoshop to output for both print and web. Additional topics covered will include color theory, file format, color space and color management. **Prerequisite**: PHOT 1000 or PHOT 1010 or equivalent course in basic darkroom photography.

PHOT 2040 History of Photography (3)

Traces the evolution of photography from the nineteenth into the twenty-first century. **GCP Coding**: **(ARTS)** (WCOM)

PHOT 2500 Photojournalism (3)

Students combine practical assignments in newspaper and magazine photography with critical analysis of how photographs produce outstanding news and feature stories. **Prerequisite**: PHOT 2000 or PHOT 1010.

PHOT 2870 International Photojournalism (3)

Students learn the traditions of photojournalism, and use digital cameras to create photo stories. Major figures in international photojournalism are considered, and attention is paid to major themes. Previous photographic or computer experience is desirable, but not a prerequisite. (It is advisable to take PHOT 3190 prior to or concurrently with this course.)

PHOT 3120 Studio Photography and Lighting (3)

Students learn techniques of medium format and 4 x 5 view camera photography and lighting and how to use studio lighting systems to produce commercial work. **Prerequisite**: PHOT 2000.

PHOT 3180 Topics in Scientific Photography (3-6)

Specific topics are offered on a rotating basis. Topics have included macrophotography, introduction to ophthalmic photography, etc. May be repeated for credit if content differs. **Prerequisite**: PHOT 2000.

PHOT 3190 Digital Photographic Imaging (3)

Students learn the theoretical and practical aspects of photographic digital imaging. Students develop a theoretical understanding of this technology and learn to apply these principles using Adobe Photoshop. Students learn to control, modify, and manipulate digital photographic images for both corrective and creative purposes.

PHOT 3195 Digital Photo Imaging II (3)

Students learn intermediate and advanced concepts and methods of working with photographic imagery in creative, efficient, and innovative ways via Adobe Photoshop. Additional peripheral software and hardware are discussed as well. Mastery of these methods, tools, and topics is expressed in successful completion of interactive tutorials and personal projects. **Prerequisite**: PHOT 3190.

PHOT 3599 Independent Study (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually an individual pursuit of a specific content area. Requires the filing of official form and permission of the instructor. May be repeated for credit if content differs.

PHOT 3760 Topics in Editorial Photography (3)

Specific topics are offered on a rotating basis. Topics have included photo reportage, shooting for publication (lifestyle and food, arts and entertainment). May be repeated for credit if content differs. **Prerequisite**: PHOT 2000.

PHOT 4000 Photo Workshop (3-6)

Specific topics are offered on a rotating basis. Recent offerings have included large format photography, the toy camera, image/text and study trips to places like New York City and Tuscany. May be repeated for credit if content differs. **Prerequisite**: May vary with topic.

PHOT 4010 Photography Gallery Management (3-6)

Students learn all aspects of running a photo gallery, including publicity, mailing lists, website and other publications and openings. May be repeated once for credit if content differs. **Prerequisite**: Junior/senior standing or permission of the instructor.

PHOT 4030 Topics in Studio Photography (3-6)

This course focuses on various topics in advanced studio photography, such as people and portrait, and the digital studio, on a rotating basis. May be repeated for credit if content differs. **Prerequisite**: PHOT 3120. Additional prerequisites may vary with topic.

PHOT 4190 Topics in Digital Imaging (3-6)

Specific topics in electronic imaging, such as digital asset management, are offered on a rotating basis. May be repeated for credit if topic differs. **Prerequisite**: PHOT 3190.

PHOT 4610 Readings in Photography (3-6)

May be repeated for credit if content differs. **Prerequisites**: Media major, junior/senior standing, permission of the instructor and filing of official form.

PHOT 4620 Senior Overview (3-6)

Provides an opportunity for seniors to demonstrate their proficiency in a selected area of photography. The student assumes responsibility for the production of a project under the direction of a faculty member. Projects may include an exhibit or a thesis. **Prerequisites**: Senior standing, acceptance into the major through portfolio review, permission of the instructor and filing of official form.

PHOT 4700 Professional Development in Photography (3)

Students learn how to prepare for careers in the field of photography. Topics include portfolio development and presentation; professional organizations; interviewing skills; and résumé preparation. **Prerequisites**: Photography major and senior standing. This is the capstone course for the major, and should be taken in the student's last semester.

PHOT 4870 Advanced Photojournalism (3-6)

Students learn practical application of photojournalism principles by serving as members of the campus newspaper, *TheJournal,* staff. This course is an extension of PHOT 2500. Students apply their knowledge of photojournalism, including strategies and techniques employed in a variety of assignments. May be repeated for credit. **Prerequisites**: PHOT 2500 and PHOT 3190. Note: It is advisable to take JOUR 1030 prior to or concurrently with PHOT 4870.

PHYS - Physics

Global Citizenship Program

Course Descriptions

Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

PHYS 1710 College Physics I (3)
PHYS 1711 College Physics I: Lab (1)

An introduction to physics using an algebra-based approach to explore the fundamental laws of nature. Topics covered include: kinematics, mechanics, forces, circular motion, energy, momentum, oscillations, and sound waves. This course will focus on developing problem solving skills and strategies applicable to a wide range of scientific problems. Laboratory required. Offered in the fall semester. **Prerequisites**: MATH 1430 or permission of the instructor. **Co-requisites**: PHYS 1710 and PHYS 1711 must be taken concurrently.

PHYS 1720 College Physics II (3)
PHYS 1721 College Physics II: Lab (1)

Continues and builds on PHYS 1710 and PHYS 1711 using an algebra-based approach to explore the fundamental laws of nature. Topics covered include: voltage, resistance, direct and alternating currents, DC electrical circuits, magnetism, light, optics, lenses, and wave interference and diffraction. This course will focus on developing problem solving skills and strategies applicable to a wide range of scientific problems. Laboratory required. Offered in the spring semester. **Prerequisites**: PHYS 1710 permission of the instructor. **Co-requisites**: PHYS 1720 and PHYS 1721 must be taken concurrently.

PHYS 2030 University Physics I (3)
PHYS 2031 University Physics I: Lab (1)

An introduction to physics using a calculus-based approach to explore the fundamental laws of nature. Topics covered include: vectors, kinematics, mechanics, dynamics, forces, torque, circular motion, energy, momentum, oscillations, harmonic motion, and sound waves. This course is mathematically intensive and focuses on developing problem solving skills and strategies. Laboratory required. Offered in the fall semester. **Prerequisites**: MATH 1610 or permission of the instructor. **Co-requisites**: PHYS 2030 and PHYS 2031 must be taken concurrently.

PHYS 2040 University Physics II (3)

PHYS 2041 University Physics II: Lab (1)

Continues and builds on PHYS 2030 and PHYS 2031 using a calculus-based approach to explore the fundamental laws of nature. Topics covered include: voltage, resistance, direct and alternating currents, AC/DC electrical circuits, magnetics and electromagnetism, electric and magnetic fields, light, optics, wave interference and diffraction, and atomic spectroscopy. This course is mathematically intensive and focuses on developing problem solving skills and strategies. Laboratory required. Offered in the spring semester. **Prerequisites**: PHYS 2030 or permission of the instructor. **Co-requisites**: PHYS 2040 and PHYS 2041 must be taken concurrently.

PHYS 4700 Independent Research in Physics I (1-4)

A specialized course for students working on an independent, research-oriented project in a topic of current interest. Students should select among the equivalent courses BIOL 4700/CHEM 4700/PHYS 4700 for the one that is most consistent with their chosen project. For PHYS 4700, the topic should have a primary basis in physics. Also offered during the summer term. May be repeated once for credit if content differs. **Prerequisite**: Permission of the instructor.

PHYS 4710 Independent Research in Physics II (1-4)

A specialized course for students working on an independent, research-oriented project in a topic of current interest. Students should select among the equivalent courses BIOL 4710/CHEM 4710/PHYS 4710 for the one that is most consistent with their chosen project. For PHYS 4710, the topic should have a primary basis in physics. Also offered during the summer term. May be repeated once for credit if content differs. **Prerequisite**: Permission of the instructor.

POLT - Political Science

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

POLT 1000 Topics in Politics (3)

Introduces the study of contemporary politics, focusing on understanding current events or enduring themes (power, war, justice, etc.) of politics. Students practice oral skills or writing skills needed to effectively engage in political discourse and communication. May be repeated for credit if content differs.

POLT 1050 Introduction to International Relations (3)

This course examines how state and non-state actors confront contemporary global problems. It also introduces students to the subfields of international relations: international security, international political economy, foreign policy, international relations theory, international organizations, and international law. Cross-listed with INTL 1050. **GCP Coding**: **(GLBL)** (CRI)

POLT 1060 Introduction to American Politics (3)

Presents the basic concepts, structures, and functions of the United States political system and an analysis of the role of individuals in the practice of American politics. **GCP Coding**: **(SSHB)** (CRI)

POLT 1070 Introduction to Political Theory (3)

Introduces philosophical issues and concepts of political thought from antiquity to the present through examination, from different perspectives, of democracy, sovereignty and authority, justice, liberty, and the relationship between the individual and the state. Cross-listed with PHIL 2300. **GCP Coding**: **(ROC)** (CRI)

POLT 1080 Introduction to Comparative Politics (3)

This course is an introduction to the systematic and analytical study of states/societies in the world using the comparative method. Students learn to compare countries on such topics as state legitimacy and capacity, ethnic conflicts, political ideologies and institutions, economic poverty and development, political violence, the impact of globalization, and environmental problems. **GCP Coding**: **(GLBL)** (INTC)

POLT 1200 Careers in History, Politics and International Relations (1)

This one-credit-hour course provides students majoring in history, political science or international relations with the opportunity to explore career paths, including those related to their academic disciplines. Through a series of assignments, students will identify their interests and skills with various careers. The course will include guest speakers from a variety of careers, as well as individuals from Webster University's Career Services.

POLT 1550 Introduction to Political Argumentation and Debate (3)

Introduces students to the basic principles of debate, emphasizing the development of research, critical thinking, and oral presentation skills. Students research one or more contemporary public policy issues and are expected to attend and participate in campus debates on those issues. The course is open to students of all majors. **GCP Coding**: **(SSHB)** (CRI)

POLT 1750 State and Local Government (3)

Studies the politics, organization, and activities of state and local governments in the United States.

POLT 2050 Contemporary American Politics (3)

Examines various issues and processes in American politics, with the subject matter varying from semester to semester. May be repeated once for credit if content differs.

POLT 2060 Politics and Gender (3)

Interdisciplinary examination of women in the public sphere. Draws on studies in history, political science, sociology, and psychology in order to understand more fully the role of women in politics and society.

POLT 2070 Politics of Race and Ethnicity (3)

Interdisciplinary examination of race relations and associated political issues. May be broadly focused on a variety of racial relations or on two or more historical contexts, or may adopt a more specific focus, e.g. black/white relations within the context of history and politics in the United States.

POLT 2090 Issues in Political Science (3)

Examines various issues and processes in political science. Specific topics vary from semester to semester. May be repeated for credit if content differs.

POLT 2100 Model U.N. (0-3)

Studies the structure, operations, and politics of the United Nations. Attention will focus on current U.N. issues, and students will be required to participate in classroom simulations. Students will attend the Collegiate Midwest Model U.N. and represent a country as U.N. delegates. May be repeated once.

POLT 2250 Politics in the Industrialized World (3)

Examines the politics of those countries customarily considered part of the affluent north. Topics may include evolution of political party systems, the evolution of communist systems, environmental and peace movements, economic integration of countries, planning and market mechanisms, trade policies, ethnic conflicts, governmental influence in collective bargaining systems, the welfare state, and tax revolts. May be repeated for credit if content differs.

POLT 2300 Politics in Film and Fiction (3)

Students in this class learn about key concepts and theories in politics such as the origin and role of government, ideologies, political interaction, revolution and justice using the lens of fiction found in film, novels, television, comics and games.

POLT 2400 Introduction to Law (3)

Overview of the history and functioning of the American legal system. Covers such topics as the substantive law of torts, contracts, criminal procedure and terminology, the court system, and the nature of legal reasoning. Cross-listed with LEGL 2400.

POLT 2500 Interdisciplinary Approach to Politics (3)

Integrates the contributions of other disciplines -- history, psychology, sociology, economics, literature, media, philosophy -- into the study of politics and the role politics plays in the nongovernmental arena. May be repeated for credit if content differs.

POLT 2550 Politics of the Developing World (3)

Focuses on how the majority of the world's people -- those living in the poorest nations -- are governed. Topics include colonialism and neocolonialism, tradition and modernity, dependency, and the nature of contemporary revolution in the Third World. May be repeated for credit if content differs.

POLT 2600 Research Methods and Approaches in Political Science (3)

Introduces the student to the research methods, models, and frameworks of contemporary political analysis. **Prerequisite**: Sophomore standing.

POLT 2610 Reading Course: Introductory (1-6)

Content and methodology are at an introductory level. May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official form.

POLT 3010 American Constitutional Law (3)

Studies central constitutional principles, with emphasis on constitutional formation, judicial power, federalism, legislative powers, and executive powers. Examines major Supreme Court cases. **Prerequisite**: 6 credit hours in the department or permission of the instructor.

POLT 3020 Civil Liberties and the Law (3)

Focuses on the liberties guaranteed by the Bill of Rights. Examines First Amendment protections for speech, press, and religion. Explores the significant changes in approach to due process and equal protection of law. Emphasizes case law and political analysis of judicial decision making. **Prerequisite**: 6 credit hours in the department or permission of the instructor.

POLT 3310 Conduct of Foreign Policy (3)

Examines the techniques and problems of foreign policy decision making in the contemporary nation-state system. **Prerequisite**: INTL 1050 or POLT 1050.

POLT 3320 American National Institutions (3)

Offers an in-depth study of one of the following topics: the presidency, Congress, political parties and elections, or judicial politics. The topic varies from semester to semester and may be repeated for credit if content differs. **Prerequisite**: POLT 1060 or permission of the instructor.

POLT 3330 Judicial Politics (3)

The central focus of this course is the American judicial system and the relationship between the judicial branch of government and its political environment. It may include an examination of the roles of judges, lawyers, and interest groups in the process of judicial policy making; the structure and function of the courts in the federal system; political jurisprudence, the politics of judicial selection, and judicial decision making and strategies. **Prerequisite**: POLT 1060 or POLT 2400.

POLT 3400 Comparative Politics (3)

Examines political institutions and issues in two or more political systems, or focuses in-depth on the politics of a country or geographic area. May be repeated for credit if content differs. **Prerequisites**: POLT 1080, POLT 2250, or permission of the instructor.

POLT 3550 Competitive Political Argumentation and Debate (3)

Prepares members of the debate team for participation in intercollegiate debate. Students research and debate topics selected by the College Educational Debate Association. Students are required to attend regional and national debate tournaments. May be repeated for credit. **Prerequisites**: POLT 1550 and permission of the instructor.

POLT 3590 Theories of Human Rights (3)

Examines the historical development of theories of human rights and their relation to civil liberties, international law, social organization, and different conceptions of community, individualism, and the state. Also examines the most significant human rights documents in their historical context. May focus on specific cases and questions of current concern. Cross-listed with PHIL 3590. **Prerequisite**: POLT 1070, PHIL 2300, or GNST 1600.

POLT 3650 Internship (1-15)

Students are placed in private or public service organizations. Such experience is designed to augment a student's knowledge of political organization, policy formation, decision making, paralegal practices, and related areas. A total of 6 credit hours of internship may be used to satisfy departmental degree requirements, with a maximum of 3 credit hours counting as upper-level coursework. **Prerequisites**: Junior standing and permission of department chair; specific prerequisites will vary according to topic.

POLT 4000 Research Requirement (0)

Required of all political science majors in conjunction with a designated 3000-level or 4000-level course. Recognizes successful completion of the departmental research requirement.

POLT 4100 Advanced Studies in International Politics (3-4)

Allows students to pursue advanced studies in international politics or one of its subfields. Specific subject matter varies from semester to semester. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of political science (international or comparative focus) or permission of the instructor.

POLT 4200 Advanced Studies in Political Theory (3-4)

Allows students to pursue in-depth study in political theory. Specific subject matter varies from semester to semester. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of political science, including a prior course in political theory, or permission of the instructor.

POLT 4300 Advanced Studies in American Politics (3-4)

Allows students to pursue advanced studies in a variety of subfields of American politics. Specific topics vary from semester to semester. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of political science, including a prior course in American politics, or permission of the instructor.

POLT 4350 Advanced Studies in Judicial Politics (3)

Allows students to pursue advanced studies in the subfield of judicial politics. Specific topics may vary from semester to semester. Requires students to complete a research paper in the area. May be repeated if content differs. **Prerequisite**: POLT 1060 or POLT 2400.

POLT 4400 Advanced Studies in Comparative Politics (3-4)

Allows students to do advanced-level work in comparative politics. Specific topics vary from semester to semester. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of political science, including a prior course in comparative politics, or permission of the instructor.

POLT 4600 Political Science Seminar (3)

Offered periodically when specific expertise is available. Topics of interest to students regarding contemporary politics are studied. May be repeated for credit if content differs. **Prerequisite**: Usually senior standing or permission of the instructor.

POLT 4610 Reading Course: Advanced (1-6)

May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official form.

POLT 4620 Overview (0-1)

Designed to improve students' skills in analysis and oral communication within the disciplines of history, political science

and international relations. Consists of a series of informal discussions with department faculty, culminating in a formal oral examination. Subject matter varies yearly. **Prerequisites**: Senior standing and major in history, political science, or international relations.

POLT 4700 Senior Thesis (4)

Allows senior students to pursue significant independent research/writing projects in political science (including legal studies). **Prerequisites**: Senior standing and approval of the department chair

PSYC - Psychology

Global Citizenship Program Knowledge Areas (....)	
ARTS	Arts Appreciation
GLBL	Global Understanding
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Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

PSYC 1000 Learning Strategies (1-3)

Provides students with a structure for discovering and developing the learning strategies and the time management techniques necessary for becoming self-directed learners. The course content is focused on developing new ways of analyzing, integrating, and applying learning strategies to various learning situations, and developing modes of communication and critical thinking that encourage lifelong learning. This course is not applicable to a major or minor in psychology.

PSYC 1025 Strategies for Academic Achievement (1)

This course will assist students in improving behaviors and strategies necessary for restoring their status to good academic standing, enhancing their ability to successfully develop critical decision-making skills and developing strategies for their academic and career goals. Students will gain experience by improving their communication skills to develop solutions to academic and non-academic barriers as well as perceived campus barriers. This course will require one hour of support per week either on-ground or online through NetTutor or the Online Writing Center. Recommended for students on Academic Probation and open to all interested students. This course is not applicable to a major or minor in psychology. **Prerequisite**:

At least one semester at Webster and/or recently placed on Academic Probation.

PSYC 1050 Psychology Overview (1)

Provides students a brief overview of the field of psychology. This self-paced course is designed for students taking the MCAT for admittance into the health science field. This course is not applicable to a major or minor in psychology.

PSYC 1100 Introduction to Psychology (3)

Introduces the breadth and diversity of contemporary psychology. Provides a foundation from which the student might progress to more advanced, specialized courses. Topics include learning, perception, biopsychological processes, childhood and development, adjustment and mental health, and social behavior. **GCP Coding**: **(SSHB)** (CRI)

PSYC 1500 Psychology of Adjustment (3)

Designed to facilitate the application of psychological principles to personal experience. Adjustment is viewed as an active two-way process between the individual and his or her environment. Class members study the physiological and psychological determinants of behavior, with emphasis on relevant research. Organized around the themes of behavior, interpersonal relationships, and processes of psychological growth. **GCP Coding**: **(SSHB)** (ETH)

PSYC 1800 Careers in Psychology (1)

Provides students with career information for the field of psychology. Students are given guidance on how to search for and apply to graduate programs and internships, create personal statements, develop a résumé, and find jobs within the field of psychology. Designed to be taken in a student's freshman or sophomore year. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 2000 Issues in Contemporary Psychology (1-4)

Introductory-level course designed to provide a brief, intensive overview of specific areas of contemporary psychology. Uses a number of approaches to provide students with a chance to explore how psychological principles are applied to a specific topic or area of interest. Topics vary each semester. May be repeated for credit if content differs.

PSYC 2125 Psychology of Sexual Orientation and Gender Diversity (3)

The purpose of the course is to introduce students to the psychological and social issues relevant to sexual orientation and gender diversity. Students will be encouraged to think critically about topics such as developmental issues, identity, families, relationships, intersections with race and ethnicity, mental health, physical health, minority stress, work and career concerns, and attitudes toward minority communities. Throughout the course, cultural and international issues will be discussed, and an emphasis will be placed on an empirical approach to the science and practice of psychology. Cross-listed with WGST 2125.

PSYC 2150 Psychology of Sleep (3)

Sleep inhabits one third of our life. Sleep is not a passive behavior. On the contrary, it is quite active. This course focuses on sleep as a part of the daily sleep/wake cycle. This course examines the history of sleep and sleep research, developmental aspects of sleep, physiological bases of sleep, the functions of sleep, the effects of various drugs on sleep, sleep disorders, and dreaming. **GCP Coding**: **(PNW)** (CRI)

PSYC 2200 Child Psychology (3)

Examines physical, emotional, cognitive, and social development of the child from conception to adolescence. The complex

interaction between heredity and environment is considered. Emphasizes language development, achievement, personality, and gender behavior. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 2250 Adolescent Psychology (3)

Examines the physical, emotional, intellectual, and social changes of adolescence. Lectures and class discussions consider the characteristics and problems of contemporary adolescents and implications for emerging adulthood. Special issues such as addiction, adolescent-parent relationships, and achievement are considered. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 2300 Lifespan Development (3)

Studies the development of the individual from conception through adulthood. Examines intellectual, emotional, and social aspects of behavior in terms of the complex interaction of heredity and environment. Content includes the application of prominent theories of human development to the individual's development over the life span. Reviews current research in critical areas of human behavior (e.g. attachment, aggression) and uses it to enhance the student's understanding of the human developmental process.

PSYC 2400 Educational Psychology (3)

Focuses on the psychological nature of the child within an educational framework. Considers learning, cognition, motivation, personality, and emotions in an effort to see the child as a whole person functioning in the school environment. Uses a cross-cultural approach to examine the goals and values of American education. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 2450 Psychology of Interpersonal Communications (3)

Examines the behavioral and social sciences theories of communication with an emphasis on interpersonal relationships. The course focuses on developing awareness of communication techniques and more accurate perception of self and others. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 2475 Topics in Sex and Gender (3)

Special topics in the study of sex and gender will be offered in this course. Topics include women, femininities, men, masculinities, sexualities (heterosexualities, gay, lesbian or bisexualities), etc. May be repeated for credit if content differs.

PSYC 2600 Social Influence and Persuasion (3)

Examines the factors that facilitate conformity, techniques to ensure compliance, and the conditions that produce obedience to authority. Strategies utilized by salesmen, politicians, lawyers, special interest groups, and the media will also be examined. The course also explores the nature of propaganda, use of subliminal messages in advertising, and role of social influence and persuasion in cults. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 2625 Methods of Conflict Resolution (3)

This course introduces communication and negotiation techniques to resolve conflicts in a mutually acceptable manner. Emphasis will be placed on mediation and facilitation as models of third-party intervention in community, commercial, organizational, legal, and political conflicts. Course will examine different areas of professional practice and determine what guidance and insight can be found in the growing body of research and theory on assisted negotiation and dispute research. Students will learn and reflect effective communicating, problem solving, and listening

skills. There will be ongoing opportunities for students to test their understanding and develop skills through simulations. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 2650 Nonverbal Behavior (3)

Examines the role of "unspoken dialogue" in human interaction and the influence nonverbal behavior has on interpersonal communication. The course focuses on how nonverbal concepts like physical appearance, gestures, movement, and facial expressions underscore the "spoken dialogue."

PSYC 2700 Psychology and Women (3)

Focuses on the psychological impact of being female and problems surrounding expectations through infancy, young adulthood, middle age, old age, and death. Explores scientific findings and sexist myths about male and female differences, special dilemmas such as fear of achievement, aggression, and leadership, as well as traditional and nonsexist child rearing and other topics.

PSYC 2750 Introduction to Measurement and Statistics (3)

Designed to aid the student in learning how to "make sense" of a body of numbers; how to summarize and extract information from numbers; how to detect, measure, and use relationships between variables; and how to use statistical aids to the decision-making process. Course covers descriptive statistics, correlation and regression, and inferential statistics such as the t-test and analysis of variance. **GCP Coding**: **(QL)**

PSYC 2825 Introduction to Research Methods (3)

Research is at the heart of the behavioral and social sciences. This course will cover the basics of quantitative and qualitative research design. In addition, students will be provided with the means to critically analyze and assess the ethics of research findings. Lastly, students will be given the opportunity to create a research proposal. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 2850 Peace Psychology (3)

Examines the key concepts, themes, theories, and practices involved in peace psychology. Explores the issues of peace and conflict across a wide range of interpersonal, community, national, and international contexts. Includes multiple levels of analysis from micro to macro, and multidisciplinary perspectives. **GCP Coding**: **(GLBL)** (INTC)

PSYC 2950 Psychology of Adulthood and Aging (3)

Approaches adulthood from an interdisciplinary perspective, stressing the interaction of psychological, sociocultural, and biological aspects of human development. Examines theoretical models of development, such as stage and process theories of change. Compares research methods of observing adult behavior and reviews recent studies of adult development. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 2975 Sophomore Assessment (0)

Provides a midway assessment experience for psychology majors by providing a means for students to demonstrate their knowledge of the field and apply psychological knowledge in preparation for a career. Students will take a series of measures (quizzes, exercises, papers) to assess their standing in the discipline. Course must be completed prior to PSYC 4950. **Prerequisites**: PSYC 1100, PSYC 1800 and PSYC 2825; or permission of the instructor.

PSYC 3000 Topics in Psychology (3)

Analyzes in-depth issues and topics in the field of psychology. Topics vary each semester. May be repeated for credit if content differs. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3025 Psychology and Ethics (2)

Psychology and Ethics is designed to introduce students to ethical sensitivity, reasoning, decision-making, motivation, and implementation within the discipline of psychology and related fields. The class will examine: historically why ethics are a foundational and necessary aspect of psychology and related professions; ethical guidelines and professional ethics code as they relate to various professional endeavors including research, therapy, consultation, and teaching; how to engage in ethical decision-making processes; and how to apply ethical guidelines to complex professional and global dilemmas. The purpose of this course is not to provide answers but assist students in learning how to come to ethical decisions and behaviors as well as identifying factors impacting ethical motivation and the implementation of decisions. **Prerequisite:** PSYC 1100 or permission of the instructor.

PSYC 3075 Stress Management (3)

Introduces students to the major sources of stress in contemporary society and presents approaches to gain control over their personal responses to stress. Specific strategies for reducing stressors and managing stressful life events are covered. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3125 Abnormal Psychology (3)

Introduces the student to psychopathology. Includes a consideration of factors (physiological, psychological, and sociocultural) that influence the development of mental disorders. Surveys the major diagnostic categories, including symptomatology, demographics, etiology, and treatment approaches. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3150 Positive Psychology (3)

Focuses on human strengths and well-being. Positive psychology is complementary to traditional psychology approaches that attempt to explain and treat dysfunction and illness. Research has shown that the absence of illness does not equal wellness. Positive psychology is the field of psychology that examines factors that create a sense of well-being and optimal functioning. Also included in this field is the study of happiness, resiliency, human virtues, and transcendent meaning in life. Positive psychology courses typically include a strong experiential component. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3175 Community Psychology (3)

Community psychology views knowledge and understanding of the social context in which individuals and families live as necessary to understanding those individuals. From this framework, it is not possible to effectively intervene with an individual who is experiencing problems without also understanding and intervening in aspects of the community that are involved in the identified problem. Community psychology has four main components: prevention and competence promotion, community building with citizen participation and empowerment, human diversity, and strong research to evaluate programs. Among key values in the field of community psychology are individual wellness, the importance of a sense of community, and social justice. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3225 Holocaust (3)

Examines the Holocaust and the groups of individuals involved in this genocide (e.g. perpetrators, victims, bystanders, resistance fighters) from a psychological/sociological perspective. Issues explored include: the question of what enabled individuals collectively and individually to perpetrate the Holocaust, the nature of extreme prejudice, the psychology of propaganda, the impact of extreme victimization on the victim (during the Holocaust, upon liberation, and in later years), and the question of what enabled some individuals/groups/countries to actively become involved in resistance while others remained passive bystanders and others sympathizers/collaborators. The roles that psychology, psychologists, and psychiatrists played during the Holocaust are also examined.

PSYC 3275 Genocide (3)

Examines the psychological, cultural, and societal roots of human cruelty, mass violence, and genocide. We examine the questions of what enables individuals collectively and individually to perpetrate mass violence and genocide as well as examine the impact of apathetic bystanders on human violence. Genocides studied include the Armenian genocide, the Holocaust, the auto-genocide in Cambodia, the Rwandan genocide, the genocides in the former Yugoslavia, and others.

PSYC 3300 Psychology of Religion (3)

Introduction to the major issues, theories, and empirical approaches to the psychology of religion. Illuminates the role of religion as a powerful meaning system that can affect the lives of individuals in terms of their beliefs, motivations, emotions, and behaviors, and can influence their interactions on both interpersonal and intergroup levels. Utilizes psychological theory to understand the role that religion, faith, and spirituality play in different areas of human activity such as health and the recovery from physical illness, psychotherapy, sexuality, interpersonal relationships, violence, racial prejudice, personality development, adolescent behavior, aging and mental health. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3325 Applied Learning Theory (3)

Focuses on basic learning theory (e.g. classical conditioning, operant conditioning) within the context of applied clinical, educational, family, and social settings. Compares human abilities with the learning capacities of various animal species. Focuses on techniques to change behavior patterns based on human and non-human investigations in the psychology of learning. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3350 Cognitive Psychology (3)

Focuses on fundamental phenomena and basic literature in cognition; compares human language abilities with the learning capacities of various animal species; integrates important theories and research methods with major topics including pattern recognition, perception and information processing, attention, short- and long-term memory, discrimination, concept learning, creativity, and decision making. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3450 Psychology and Law (3)

This interdisciplinary examination of psychology and the law focuses on the psychological underpinnings of legislation, common law, and the administration of justice. Discussion of the relationship between law and human behavior is integrated throughout. Attention is also given to the various ways in which the law informs and regulates the practice of psychology professions. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3475 International Psychology (3)

Assumptions, theories, methods, and interventions of traditional western psychology are critically examined for relevance to people outside the Western world. Recommendations for training global psychologists are reviewed. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3525 Memory (3)

Course provides an introduction to the basic issues of human memory and theories about how it works, succeeds, and fails. This course will examine the neuroscience of memory as well as the many proposed types of memory including: sensory, short-term, working, long-term, episodic, semantic, and autobiographical. We will also discuss the relationships between memory and reality, memory and development, as well as memory and amnesia. Through an integration of lectures, discussions, and interactive demonstrations, this course will focus on fundamental phenomena and basic literature in learning and memory within the context of both animal and human research. Major topics include habituation, the physiological bases of learning and memory, classical and instrumental conditioning, information processing, short- and long-term memory, concept learning, explicit and implicit learning, and individual differences in learning and memory. **Prerequisite:** PSYC 1100 or permission of the instructor.

PSYC 3550 History, Philosophy, and Systems of Psychology (3)

Examines the contributions of philosophy, physics, physiology, and other disciplines and intellectual traditions to the development of the subject matter, problems, and methodology of contemporary psychology. **Prerequisites**: PSYC 1100, PSYC 2825, and 6 credit hours of psychology; or permission of the instructor.

PSYC 3575 Industrial/Organizational Psychology (3)

Examines the basic theoretical foundations of individual and organizational behavior, exploring the diversity of organizational structures and how various structures affect the individual. The course focuses on the individual within the organizational setting, group and interpersonal relations, and the psychology of work. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3600 Social Psychology (3)

Examines how people influence and are influenced by their social setting. Examines the social nature of individuals (attitudes, attitude change, prejudice), dyads (human relations), and small groups (conformity, decision making, leadership). Students are encouraged to apply theories and research to issues of personal concern. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3610 Independent Reading Course (1-5)

Designed for individual student exploration of a given body of knowledge or a specific area of interest. Selected topics agreed upon between student and a member of the departmental faculty. Topic of the course, detailed learning outcomes, and means of evaluation to be negotiated between student and faculty member. Intended for majors. May be repeated for credit if content differs. **Prerequisites**: PSYC 1100 and permission of the instructor.

PSYC 3625 Motivation and Emotion (3)

Explores the processes and principles essential for understanding motivation and emotion. The course will examine the psychology of emotion and motivation with an overview of research and theory from diverse perspectives (e.g., humanistic, behavioral, social, cognitive, biological, environmental). Includes a critical review of research and application of these theories to human behavior. **Prerequisite:** PSYC 1100 or permission of the instructor.

PSYC 3650 Prejudice and Discrimination (3)

Examines the essential features, principles, facts, and theories that surround stereotyping, prejudice, and discrimination. Theoretical approaches considered will include those from psychology, sociology, and international human rights. Consequently, the course will include discussion of intergroup relations as they pertain to different racial and ethnic groups throughout the world. In addition, the course examines discrimination based on appearance, gender, age, ability, and sexual orientation. Cross-listed with HRTS 3210.

PSYC 3700 Altruism and Aggression (3)

Examines antecedents of aggressive behavior -- why people aggress and what steps can be taken to prevent or control this destructive behavior. Topics to be covered may include child abuse, racially-based violence, terrorism, antisocial personalities (i.e., psychopath), sexual aggression, spousal abuse, drugs and aggression, and the media's impact on violence. Also explores the conditions that lead to helping behavior. The role of empathy, gender, race, and attractiveness in bystander intervention will be examined. The concept of true altruism (i.e. helping without regard to potential rewards) will also be debated. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3725 Psychology of Judgment and Decision Making (3)

Provides a survey of current theories of human judgment and decision making. Includes an examination of judgment and decision making under a variety of social conditions. Student examines how people make personality judgments about themselves and others; how people attribute causation to human behavior; and how people make estimates about uncertain outcomes. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3775 Personality Theory (3)

Examines the structure, dynamics, and development of personality and explores the assumptions about human nature that underlie the various theories about personality. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3850 Sensation and Perception (3)

Examines how the human brain receives and processes information from our environment by exploring the functioning of human sensory systems and the means by which we interpret these neural signals. Topics covered in the course include vision, audition, taste, smell, touch, and basic psychophysics. The manner by which we perceive the world will be examined through topics such as color vision, depth and space perception, motion perception, visual illusions, and Gestalt principles of organization. Information-processing approaches to perception, including top-down and bottom-up processes, the role of knowledge and attention in perception, imagery, and stage models of information flow will be discussed. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3875 Psychology Lab (1-3)

Lab is designed to complement a 3000-level core course, allowing the instructor and student to work collaboratively toward the development of a course-related project. May be repeated for credit if content differs.

PSYC 3900 Introduction to Counseling (3)

Introduces a variety of counseling theories, techniques, and skills. Focuses on the problems and issues facing a professional

counselor in a variety of settings (including individual and group counseling, family counseling, counseling handicapped individuals, career counseling, and consulting). Provides students with opportunities to explore new dimensions in counseling and to confront and clarify their own reasons for wanting to do this kind of work. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 4000 Advanced Studies in Psychology (3)

Designed for in-depth study of a specific area or issue in psychology. Topics vary each semester. May be repeated for credit if content differs. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 4150 Political Psychology (3)

Surveys many of the important topics from the field of political psychology. Political psychology is focused mainly on the intersection between psychology -- particularly personality and social psychology -- and political behavior. The field of political psychology has been strongly influenced by political and psychological theories as well as important political events and social issues. The course examines many of the important theories that have relevance to political behavior and provides the opportunity to apply these theories to important events and issues.

PSYC 4225 Introduction to Helping Professions (3)

This course is a survey of the helping professions in areas related to psychology. These helping professions include: clinical psychology, counseling psychology, school psychology, professional counseling, mental health counseling, addictions counseling, marriage and family counseling, clinical social work and psychiatry. The course will familiarize students with the history of the helping professions, common roles and settings in which clinicians work and current "hot topics" for clinicians. Theoretical orientations, assessment and diagnosis, prevention, intervention, research methods, multiculturalism and ethics common to these professions will be discussed. This course will help students explore their interests in the helping professions. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 4300 Health Psychology (3)

Focuses on the fundamental issues and current literature on health psychology. This course includes material on the social and cultural bases of illness and looks at issues that affect wellness such as stress, pain, and personality. Also discussed are factors related to health care providers such as communication, utilization, and ethics. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 4375 Evolutionary Psychology (3)

Explores the key concepts, issues, and lines of research within the field of evolutionary psychology. The course will examine the relevance of evolutionary thinking to a range of psychological phenomena which may include problems of survival, long term mating strategies, short-term sexual strategies, parenting, kinship, cooperative alliances, aggression and warfare, conflict between the sexes, and prestige, status, social dominance, development, cognition, and language. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 4400 Human Sexuality (3)

Examines human sexual behavior within the cultural, social, and political context. Topics discussed include historical/cross-cultural sexual attitudes, reproductive health and rights, the range of sexual experience, gender differences and roles, sexual orientation, sex and disease, sex and the law, and sex and social responsibility/personal ethics. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 4425 Community Practicum (3)

Students engage in service learning work at a community agency and have an opportunity to experience agency operations firsthand. A variety of field placements are available, depending on the student's background and interests. Students are responsible for securing their own placement before the semester begins and are expected to spend time at their placement every week of the regular semester. Classroom component will include discussion of placement experiences or issues and the skills and ethics of service work. May be repeated for credit if content differs. **Prerequisites**: PSYC 1100, permission of the instructor and approval of placement proposal.

PSYC 4550 Drug and Chemical Dependency (3)

Introduces the history, pharmacology, and physiological effects of a variety of commonly abused substances. Emphasis is on the behavioral and social implications of drug use and abuse, treatment, and treatment methods for drug abuse. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 4610 Advanced Independent Readings Course (1-5)

Designed for individual student exploration of a given body of knowledge or a specific area of interest. Selected topics agreed upon between student and a member of the departmental faculty. Topic of the course, detailed learning outcomes, and means of evaluation to be negotiated between student and faculty member. Intended for majors. May be repeated for credit if content differs. **Prerequisites**: PSYC 1100 and permission of the instructor.

PSYC 4650 Biopsychology (3)

Examines the physiological concomitants of behavior and acquaints the student with the methods and major findings of the interaction that has recently taken place between biology and psychology. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 4700 Psychological Tests and Measurements (3)

Provides a survey of psychological testing and principles of test construction and evaluation, including characteristics, administration, and interpretations of psychological and educational tests. Students will examine the development and use of objective tests, rating scales, attitude-scale construction, etc. **Prerequisites**: PSYC 1100 and PSYC 2825; or permission of the instructor.

PSYC 4750 Advanced Statistics (3)

Examines data analysis techniques for complex research designs, emphasizing the application of advanced statistical techniques, such as complex analysis of variance and multivariate statistics. Introduces the student to the use of statistical software as a tool for data analysis. **Prerequisites**: PSYC 1100, PSYC 2750, PSYC 2825; or permission of the instructor.

PSYC 4825 Senior Thesis (3-6)

Course provides students the opportunity to investigate a topic of interest within the field of psychology. Students are expected to develop a topic, design the study, obtain IRB approval, collect and analyze data, and report the results of their research in APA format. Following completion of the thesis, students are encouraged to submit their work for possible publication. Course may be repeated once for credit with permission of department chair. Students are encouraged to take PSYC 4750 prior to taking PSYC 4825. **Prerequisites**: PSYC 1100, PSYC 2750 and PSYC 2825; or permission of the instructor.

Course Descriptions

PSYC 4875 Advanced Psychology Lab (1-3)

Lab is designed to complement a 4000-level core course, allowing the instructor and student to work collaboratively toward the development of a course related project. May be repeated for credit if content differs.

PSYC 4900 Senior Overview (3)

Provides a culminating experience for psychology majors, allowing students to synthesize and apply psychological knowledge in preparation for a career. Students will use their psychology skills and knowledge to become familiar with the research, theories, and methods associated with an area of personal interest. **Prerequisites**: PSYC 1100 and psychology senior status; or permission of the instructor.

PSYC 4925 Senior Capstone: History, Philosophy, and Systems of Psychology (3)

At first glance, psychology appears to be a highly disjointed discipline. However, psychology is unified through its historical traditions and systems of thought. This course will explore the roots of modern psychological thought and methodology. We will trace these roots from their origins in philosophy and the natural sciences through the early schools of psychology and on into its current form. In addition to learning about the major schools and systems of psychology (e. g., Functionalism, Structuralism, Gestalt, etc.), we will explore how cultural and political forces shaped the development of various psychological theories. We will also examine the lives and works of the men and women whose work created psychology's foundation. **Prerequisites:** PSYC 1100, PSYC 2825, and 18 credit hours of psychology; or permission of the instructor.

PSYC 4950 Senior Assessment (0-1)

Provides a senior assessment experience for psychology majors by providing a means for students to demonstrate their knowledge of the field and apply psychological knowledge in preparation for a career. Students will take a series of measures (quizzes, exercises, papers) to assess their standing in the discipline. **Prerequisites**: PSYC 1100 and psychology senior status; or permission of the instructor.

RELG - Religious Studies

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence

OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

RELG 1041 Religion and Globalization (3)

In this course we will explore the changing role and nature of religions in the context of globalization. We will study different aspects of what constitutes globalization and how these have impacted religions. Examples are the spread of and increased access to liberal values, the rise of the nation state, changes in subjectivity/identity, colonialism and science. We will end the course with making a prognosis on the future development of religions in the globalized world. The course will be based on reading recent scholarship on these issues, our analysis of specific cases, and various individual and group activities through WorldClassRoom.

RELG 1050 Experience and Values (3)

Provides frameworks for examining, understanding, and clarifying personal experience and values, including the students' own experience and values, to introduce the connections between religious teachings and personal living and decision making. May be repeated for credit if content differs.

RELG 1051 Spiritual Paths and Journeys (3)

This course raises some of the largest and most perplexing questions human beings are capable of asking themselves about the meaning and purpose of existence. Perhaps one of the dilemmas we must each face is that we are capable of raising questions for which we cannot seem to find definitive answers. But this course understands that the word "answer" doesn't simply refer to a set of beliefs about the world but instead also refers to a response to the world's condition. This personal search for meaning and patterns of direction in our life is sometimes called "spirituality" and comes equipped with a multitude of definitions. We will explore various responses which have been offered by significant religious traditions, as well as raise the larger question as to whether the word "spirituality" needs to be separated entirely from the world of religious language. This course will help do some self-exploration, clear thinking about your own assessments of "answers" previously offered, and explore issues which may not find neat and tidy answers, you are invited to do so in a focused manner.

RELG 1060 World Religions (3)

Concerns origins, historical development of worship, ethics, theology, scriptures, and institutions of the world religions: Hinduism, Buddhism, Confucianism, Taoism, Shintoism, Judaism, Christianity and Islam. **GCP Coding**: **(GLBL)** (WCOM)

RELG 1080 Thinking Through Religions (3)

This course introduces students to separating plausible and implausible claims to truth in different religion. Students will evaluate the validity of religious truth claims, religious language, religious authorities, spiritual experience, conflicting claims in science and religion, and ethical judgments. **GCP Coding**: **(ROC)** (ETH)

RELG 2030 Contemporary Topics (3)

Involves inquiry into current religious developments, such as liberation theology, black theology, women's theology, contemporary religious thinkers and Native American religious thought. May be repeated for credit if content differs.

RELG 2031 Violence in the Name of God (3)

This course examines the association of violence with religion. Although it focuses almost exclusively on contemporary events, the historical antecedents for the use of violence to promote religion or the use of religion to justify violence come from the first historical records.

This course will not examine those antecedents but will provide analytical value for students who examine human history or look to explanations of contemporary human behavior.

The course looks at seven specific case studies of religious violence which are meant to be representative of the categories and types of violence associated with religion. The eighth case (and the eighth week) will be provided by student projects which are meant to be shared with the entire class. The course provides the maximum amount of substantive information so that students might make data driven comparisons to contemporary and historical incidents of religious violence. **GCP Coding**: **(SSHB)** (CRI)

RELG 2032 Global Christianities (3)

Global Christianities will familiarize students with anthropological scholarship on Christianized peoples throughout the world, not merely in the United States, but also in Africa, Latin America, Melanesia and Eurasia. Through the course, students will be introduced to new ways of looking at Christianity and how it is practiced in a wide range of cultural contexts.

RELG 2050 Religion and Human Values (3)

Investigates the theories and processes of moral decision making. Analyzes specific issues such as war and peace, nonviolence, sexuality, race, medical experimentation, and poverty in relation to such values as freedom, justice and equality in an organized society. May be repeated for credit if content differs.

RELG 2055 Intersections Between Religions and Ecojustice (3)

The course will consider different religious and philosophical perspectives on ecojustice, defined as the right relationship of humans with one another and with nature; it will help students understand the place and responsibility of institutions/systems and human beings in relation to this issue. The course will show how Religions source of cultures and contributes to our understanding of human nature, and how religious teaching and holy books (along with literature, art, music and philosophy) have given us the concept of human values and have thus influenced human societies. **GCP Coding**: **(ROC)** (ETH)

RELG 2056 Religion in the Workplace (3)

According to the UN Global Compact and the UN Alliance of Civilizations, religion in the workplace is becoming an increasingly important issue for companies. This is driven by demographics, an increased role in religion in public life and the globalization of operations. This course explores contemporary issues and global perspectives regarding religion in the workplace: religious diversity (including the non-religious) in organizational cultures; employee rights, discrimination and legal remedies; differences between religion and spirituality in the workplace; globalization and interreligious encounters; and special issues in the 21st century workplace and civil society. **GCP Coding**: **(SSHB)** (ETH)

RELG 2070 Introduction to Eastern Religions (3)

Provides a basic framework for approaching the major religious and philosophical traditions of Asia. The student is exposed to the ideas, rituals and practices of Hinduism, Buddhism, Jainism, Confucianism, Taoism and Shintoism. By studying the religious issues of India, China and Japan, one gleans an awareness and appreciation of the historical and cultural heritage of Asia. **GCP Coding**: **(ROC)** (INTC)

RELG 2075 Introduction to Buddhism (3)

Covers comprehensively the full range of historical, doctrinal, practical, and cultural forms of Buddhism, and its geographic spread around the globe. Includes consideration of the lives and teachings of the Buddha, major scriptures and forms of practice and devotionalism, and Theravada, Mahayana, Vajrayana, syncretic and Western Buddhisms. **GCP Coding**: **(ROC)** (ETH)

RELG 2080 Introduction to Western Religions (3)

Provides a basic framework for approaching the major religious and philosophical traditions of the West, meaning those derived from the Mediterranean and Arabic worlds. The student is introduced to the ideas, rituals, and practices of Judaism, Christianity, and Islam, with reference also to Greek and Roman religions, Zoroastrianism, and related religions. By studying the religious issues of the Near East, the Middle East and Europe, one gleans an awareness and appreciation of the historical and cultural heritage of the Americas and the West. **GCP Coding**: **(ROC)** (ETH)

RELG 2085 Introduction to Judaism (3)

This course offers a general introduction to Judaism, focusing on questions of Jewish identity and culture or cultures, especially in the contemporary United States: What makes someone Jewish? Are there beliefs, practices, or sacred narratives which all Jews have in common? How (if ever) do people become Jewish, and how (if ever) do they stop being Jewish? Why do most American Jews accept Jewish Buddhists but reject Jewish Christians? And what does it mean when someone claims to be "culturally Jewish?" Viewed through the lens of Jewish identity, students will learn about topics ranging from Jewish ritual and liturgy to the role of women in Jewish life to the stereotypes of Jews in Western art and literature. The course will also address ways in which Jewish identity has influenced and has been influenced by other world religious traditions. **GCP Coding**: **(ROC)** (INTC)

RELG 2090 Introduction to Religions of Small Scale Societies (3)

This course will review the wide variety of belief systems found in traditional tribal societies. Throughout most of human history, people have lived in small-scale societies which have followed religious practices commonly integrated into their ecosystems. Horticulturalists, pastoralists and hunter-gatherers have been commonly dependent upon their relations with other animals and the food sources available in the ecological niche in which they live. The belief systems of these peoples have provided fertile ground for the development of the major religions found in the world today.

RELG 2100 Religion and Literature (3)

Studies the important interrelationships of literary forms and the world's religions. Examines religious reflection on various complexities of existence as depicted in selected genres or examples of literature. Typically considers literary themes in religious terms, or vice versa, and the ways in which creative writings and religious ideas amplify and interrogate each other. May be repeated for credit if content differs. **GCP Coding**: **(ARTS)** (INTC)

RELG 2101 Science Fiction and Religion (3)

Explores significant relationships between science fiction and the world's religions. Examines how science fiction uses religious themes to develop plot, character and action, and how understanding religious themes can illuminate and amplify the message and values of science fiction. **GCP Coding**: **(ARTS)** (INTC)

RELG 2150 Existence and Meaning (3)

Introduces key religious perspectives on human life and thought through a sustained analysis of religious ideas, thinkers, or cultural forms. Examines defining conditions of human existence and our roles as meaning-makers and interpreters of inherited meanings, especially those of religious teachings. May be repeated for credit if content differs.

RELG 2200 Religion and History (3)

Surveys the social, political, philosophical, and cultural events of a keystone period in the history of Western civilization. May be repeated for credit if content differs. Sometimes cross-listed with HIST 2210.

RELG 2201 Islam and the State (3)

This course examines the intersection of Islam, politics, and government. Believers in Islam view their faith as a comprehensive guide to life - but should this include politics and government? If so, how should Islam be applied to the State, the modern structure of governance? Is Islam compatible with democracy? With capitalism? With socialism? With national identities and material power? In this course, we study various theoretical interpretations of these issues and gain exposure to the diversity of thought on how Islam should be applied to the State. We also look at the history of Islamic governance - in particular, the institution of the Caliphate. Finally, we conduct four case studies of contemporary Islamic governments and see how well theory is put into practice: Saudi Arabia, Iran, Taliban Afghanistan and the new "Islamic State" founded by the al-Qaeda offshoot ISIS, or !SIL in parts of Iraq and Syria. We will also ponder the role of sectarianism in the politics and governance of the Muslim world today. Students have an opportunity to research other cases of contemporary Islamic governance via the mandatory research paper.

RELG 2350 Sacred Texts (3)

Explores the foundational texts, scriptures or classics of one or more religious traditions with particular attention to literary, historical and critical issues and how these texts have remained sacred or normative within their tradition. May be repeated for credit if content differs.

RELG 2400 Religion and the Arts (3)

Studies the important interrelationships of the arts and world religions. The use of the visual and allied arts for communication and edification has been a primary concern both positive -- e.g. the glorification of Rome during the counter-reformation -- and negative -- e.g. the Islamic proscription of images -- for all religions. May be repeated for credit if content differs. **GCP Coding**: **(ARTS)** (INTC)

RELG 2401 Religion and Media Culture (3)

How have changes in the way we create communicate knowledge transformed how we practice religion, see religion, and even are religious ourselves? For instance, how does the possibility to reach virtually anyone anywhere through internet or television changed the way Christian churches do mission? And how, on the other hand, have our religious traditions played a role in shaping the new media of the modern period? For instance, how has the Judeo-Christian notion of the soul as distinct from the body influenced the way we contact each other from afar through machines? How have Western beliefs about the possibility of contact with the dead influenced the creation of the telephone? In this course we will explore these questions and others, namely the role of various media in religious practices, experience, beliefs and identities, and vice versa. Using cross-cultural media sources we will analyze this interaction in written media (books and newspapers); radio; television; and films; and finally in digital media based on written, audio and audiovisual sources.

RELG 2405 Religion and Film (3)

This course will look at different themes in religious studies which are articulated by feature films and documentaries. The content will vary, but sample topics could include: Hollywood and Catholics, film and the clergy, film and Eastern religion, film and religious conflict. May be repeated for credit if content differs.

RELG 2410 Religion and Science (3)

This course will investigate and explore the various relationships between religion and science theories. Note this is a thematic course. Themes may include: conflict in religion and science; confluence of religion and science; difference between scientific claims and religious beliefs. May be repeated for credit if content differs.

RELG 2411 Religion and Scientific Theory (3)

The development of scientific thought and the origin of scientific theory have been tightly woven with the refinement and change of theology and religious belief. It is impossible to deal with one without reference to the other. This course will look at how scientific thought and theory has changed and how that has influenced religion. Themes will include the universe, the planet earth, evolution, quantum physics and several other areas of scientific theory.

RELG 2420 Religion and Culture (3)

Studies selected areas in which religious institutions and beliefs are influenced by their cultural environment and cultures are influenced and molded by religious ideas. May be repeated for credit if content differs.

RELG 2430 Environments and Religion (3)

Brings to reflection the inherent relationships between specific geographic locations, environmental issues, religion, and the world's religions. May include considerations of sacred space, spiritual relationships with the earth, doctrinal views of eco-responsibility, environmentalism and forms of eco-activism. May be repeated for credit if content differs.

RELG 2431 Ecology and Spirituality (3)

This course provides frameworks for examining, understanding and clarifying personal experience and values, including the students' own experience and values, to introduce the connections between religious teachings and personal living and decision making.

RELG 2440 Religion and Social Action (3)

Examines key instances and ideas in which religion or religiously inspired groups or movements have sought to influence or change a particular society or social behavior. May include consideration of appropriate and effective methods for achieving social change. Examples include (but are not limited to) Engaged Buddhism, Liberation Theology, the civil rights movement, utopian religious groups and peace activism. May be repeated for credit if content differs.

RELG 2450 Death and Dying (3)

Examines variation in the definition of life and death and deals with the processes that facilitate and accompany the transition from life to death. Provides multiple cross-cultural and religious perspectives.

RELG 2500 Gender, Culture, and Religion (3)

Discusses diverse representations of gender in selected religious traditions and cultural contexts. Considers their influence on religious conceptions of personhood and divinity, relationships between humans, cosmic and natural orders and representations of the divine. Cultural and social definitions of gender roles, and

resistances to those definitions, may also be included. May be repeated for credit if content differs.

RELG 2501 Gender, Belief Systems, and Globalization (3)

What is happening to women's and men's experiences of spirituality in this complex world of transnationalism, migration and religious syncretism? And how do gender expectations shape those experiences? What impact do religion-based social movements have on women as well as men? And how are religions creatively responding to the many serious issues we face as a global community? These are the sort of questions we will pursue in this course. **GCP Coding**: **(SSHB)** (WCOM)

RELG 2610 Reading Course: Introductory (1-6)

Content and methodology are at an introductory level. May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official departmental form.

RELG 3030 Topics in Religion and Society (3)

Examines religious belief, ritual and organization through the study of social structure and cultural values. May be repeated for credit if content differs.

RELG 3050 Topics in Religion and Philosophy (3)

Studies philosophical reflections on religion, including analysis of claims and concepts used to support or challenge religious beliefs. May focus on philosophers, such as Camus, Dewey, Nietzsche, Otto or Whitehead, or on topics, using arguments from classical, European, American and Asian sources. May be repeated for credit if content differs.

RELG 3051 Religion and Human Rights (3)

Advanced study of the philosophic and political background of the concept of human rights and the relationship of human rights to religion. Examines important issues in current religious debates about human rights. Reviews the work of the most important governmental and nongovernmental institutions currently involved in human rights protection and promotion. Examines several current problem areas in human rights and religion.

RELG 3070 Topics in Religion and Psychology (3)

Investigates religious beliefs and behavior and the influence of religion on the life of the individual. May be repeated for credit if content differs.

RELG 3090 Traditions (3)

Presents the historical background and developments, the cultural contexts and distinctive features of a selected religious tradition, including its ideals, rituals, practices, major historical figures, symbolic representations and influences in the lives of adherents. The specific emphasis is announced each time the course is offered. May be repeated for credit if content differs.

RELG 3211 African Christianities (3)

This course will focus on the introduction, spread and practice of Christianity in Africa. Many times when we talk about Christianity in Africa, there is a tendency to portray it as a product of colonialism. In this course we discuss Christianity as an African religion. We examine the religious innovations that have shaped what can be aptly called African Christianity. From its initial introduction in the 2nd century and its adoption as the Ethiopian State Religion in the 4th century AD to today, Christianity in Africa has proved to be a potent force for change, conflict and a source of empowerment for many. This course will help you make sense of these developments.

RELG 3600 Field Experience in Religion (1-6)

For students undertaking travel and research into a specific religious topic through direct contact with the material or people studied, outside academic confines. Requires prior and follow-up consultation with a faculty member approved by the department chair, and preparation of a portfolio. Application for approval includes a description of the intended field experience and projected itinerary. Final product must include documentation of the travel and experiences and a summary of and formal reflection on those experiences. May be repeated for credit if content varies.

RELG 3605 International Field Experience in Religion (1-6)

See description of RELG 3600 above for requirements. Intended for students undertaking travel and research into a specific religious topic, outside the student's home campus. Highly recommended for religious studies majors and minors, especially juniors, to enhance an understanding of religion in global contexts. May be repeated for credit if content varies.

RELG 4400 Spiritual Paths and Classics (3)

Focuses on classics in spiritual practice and development chosen from specific religious traditions, so as to reflect on the paths and teachings they set forth. Builds on introductory courses in spiritual exploration and in world religions. Topics may include: Chinese mysticism (especially Taoism), Islamic Sufism, the English Christian mystics, Zen and other Buddhist schools, utopian religious communities or Hindu yoga(s). May be repeated for credit if content differs.

RELG 4550 Advanced Study in Religion (3)

An open-topic seminar course, examining in detail aspects of a religious tradition or traditions introduced in prior courses. May be repeated for credit if content differs.

RELG 4551 Religion and Global Issues (3)

This course will allow students to look at some issues of global importance. Research topics include among other things:

- Veiling in France
- Religious justification of violence
- The internet and religion

This course will center on the writing of a seminar paper on such a topic. Students will be guided through the process, and will help one another with papers as they develop. Students will also study and practice writing longer papers, following APA style, avoiding pitfalls in writing and providing and receiving helpful feedback.

RELG 4560 Practicum (3-5)

Supervised internship in direct practica with individuals and groups. Placement may include teaching, pastoral work, or social activism. **Prerequisites**: 9 credit hours of religious studies and permission of the department chair.

RELG 4610 Reading Course: Advanced (1-6)

May be repeated for credit if content differs. **Prerequisites**: Approval of the instructor and filing of official departmental form.

RELG 4700 Senior Project (3-6)

Involves preparation and presentation of a major project to serve as senior overview. **Prerequisites**: Senior standing and permission of the department chair.

RELG 4800 Portfolio Review (0-1)

A portfolio of student work in Religious Studies to be turned in during the final semester of study in the Department. Required

Course Descriptions

of all Religious Studies/Religion and Global Society majors. This course may be taken for credit, or no credit.

SCIN - General Science

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

SCIN 1030 Science in the News

This course helps students develop, as responsible global citizens in the 21st century, the knowledge and skills necessary for making informed ethical judgments about issues related to the physical and natural world as presented through science news and media. Students will draw on a rich variety of sources in science journalism and make use of a dialogical ethical reasoning methodology to analyze social, political, and ethical policies; weigh values; and make informed judgments about issues such as human evolution, genomic medicine, climate change, and clean energy. **GCP Coding**: **(PNW)** (ETH)

SCIN 1010 Topics in Physical Science (3)
SCIN 1011 Topics in Physical Science: Lab (1)

Explores physical science topics of general interest. May be repeated if content differs.

SCIN 1100 Earth Science and the Environment (3)
SCIN 1101 Earth Science and the Environment: Lab (1)

An introduction to planet Earth in space, the study of the structure of Earth, the geological processes that control the development of Earth's surface, and weather and climate. The student will be exposed to the following scientific disciplines: geology, oceanography, meteorology, climatology, and astronomy. The student will become familiar with the scientific basis for many day-to-day physical phenomena. Open to non-majors. Laboratory required. **Co-requisites**: SCIN 1100 and SCIN 1101 must be taken concurrently.

SCIN 1120 Natural Disasters (3)

This course discusses how and when natural disasters occur, how to identify and recognize them, and what Earth processes lead to natural disasters and global change. Natural disasters such as earthquakes, volcanic eruptions, landslides, severe weather, hurricanes, floods, meteorite impacts, forest fires, and climate change will be studied in detail. The goal is to help students develop both an understanding of natural hazards and disasters and enhance their understanding of scientific approaches to problem solving. Recent events and historic catastrophes will be studied through lecture, internet, and video. Emphasis will be placed on the scientific principles responsible for particular disaster types, along with risk assessment and disaster planning related to future natural disasters. **GCP Coding**: **(PNW)** (WCOM)

SCIN 1140 Science Units for the Elementary School (2)

Familiarizes students with science units available for use in the grade level where they intend to teach. Each student selects a particular unit and, through individual work, explores the content of that particular unit and how it relates to the conceptual organization of the discipline from which it comes. The structured part of the course treats the content from one particular area (e.g., seeds or heat) and how this content can be treated in different frameworks.

SCIN 1150 Astronomy (3)

Presents information about the universe, along with the methods used to obtain the information. Observations of the sky and activities to be completed outside the class are used to acquaint students with phenomena visible to the naked eye. These observations are then used to find patterns in the sky. Includes laboratory.

SCIN 1210 Water: The World's Most Valuable Resource (4)

Water concerns are one of the most important and controversial global issues of the 21st century. As evidence, recent years have witnessed: critical shortages of, and limited access to, water used for drinking and agricultural production; increasing incidents of local communities struggling with corporate control over water resources; difficulties for poorer human populations related to water-borne diseases; and significant increases in the cost of water through utilities. Many factors have contributed to this global water crisis, including: environmental conditions; governmental policies; political conflict; corporate and community interests; market forces and international trade; conventional agricultural practices; and socio-cultural beliefs, values, and behaviors. In a seminar format, this course will explore the role that these factors have played in contributing to our current water challenges. In addition, policy measures will be considered and evaluated for their potential to effectively address these challenges and promote more sustainable and socially just practices. While course materials will be drawn from multiple disciplines, anthropological, environmental, and public health contributions and perspectives will be emphasized. The course will include laboratory experiences that will supplement and strengthen the theoretical content of the course. **GCP Coding**: **(PNW)** (WCOM)

SCIN 1400 Physics for Poets (3)
SCIN 1401 Physics for Poets: Lab (1)

This is an introductory course of physics for non-biology majors. It does not require calculus or college algebra, and is intended for those wanting to explore laws of the physical world that include laws of motion, Newton's laws, kinetic and potential energy, friction, and sound. There is an accompanying lab that directly applies theory concepts studied in lecture. **Co-requisites**: SCIN 1400 and SCIN 1401 must be taken concurrently. **GCP Coding for SCIN 1400**: **(PNW)** (CRI)

SCIN 1410 Light, Sound, and Electricity (3)

This is an intensive study into the science of sound and light, along with a basic introduction to electricity. Topics covered include octave distribution, dynamic range, light control by lenses and mirrors, color imaging, and the physiology of color. Students will also be able to examine the construction of electric circuits and study the laws of parallel and series circuits. This is an ideal course for all theatre and music majors, as well as photography, film/video, business, language, and education majors. This is all within your reach. **GCP Coding**: **(PNW)** (CRI)

SCIN 1450 Introduction to Nanotechnology (3)

This course is designed for students to study the basic principles of nanotechnology. There will be a focus on nanoparticles, their unique properties and tools, and nanofabrication. Nanotechnology applications to medicine, information technologies, energy production, and consumer products will be covered. **GCP Coding**: **(PNW)** (CRI)

SCIN 1470 Earth and Universe (3)
SCIN 1471 Earth and Universe: Lab (1)

This is an introduction to basic principles of physics, astronomy and geology. During the first part of the course, fundamental laws of the physical world, including laws of mechanics, dynamics, energy, thermodynamics, electricity, and magnetism, will be discussed. The second part of the course covers basic concepts of astronomy, including a brief history of astronomy, solar system, celestial objects, and processes of modern astronomy. During the third part of the course, the fundamentals of geology, including composition of the earth, plate tectonics, oceans, and weather, will be discussed. The labs in this class are designed to introduce concepts and hands-on experiences related to the laws of mechanics, dynamics, energy, thermodynamics, electricity, magnetism, the solar system, and modern astronomy. Composition of the earth, oceans, and weather will also be covered. **Co-requisites**: SCIN 1470 and SCIN 1471 must be taken concurrently, and together they constitute a Global Citizenship Program course. **GCP Coding**: **(QL)**

SCIN 1510 Global Climate Change

This course will be an in-depth investigation into the science of global climate change, its symptoms as determined by scientific observations and data throughout the world, and what the proposed solutions are. The course is not meant to follow a politically charged agenda or ideology. The course will use the internet, published data, films, media, guest speakers, field trips, and inquiry to investigate the science and measure the examples, effects, outcomes, and proposals that define global climate change. Intended for non-majors. Offered in spring semester. **GCP Coding**: **(PNW)** (CRI)

SCIN 1520 Environment (3)
SCIN 1521 Environment: Lab (1)

Concerns problems of the world's ecosystems. Includes the nature of ecosystems, pesticides, water pollution, air pollution, solid waste, nonrenewable natural resources, energy, nuclear power, radioactivity, agriculture, human food supply, and environmental health. Laboratory required. Intended for non-majors. Counts as an environmental studies course and an American Studies course. **Co-requisites**: SCIN 1520 and SCIN 1521 must be taken concurrently.

SCIN 1600 Physical Geology (3)
SCIN 1601 Physical Geology: Lab (1)

Examines the development of landforms, the types and characteristics of rocks in the earth's crust, and the use of topographic and geologic maps. Laboratory required.

Co-requisites: SCIN 1600 and SCIN 1601 must be taken concurrently. **GCP Coding for SCIN 1600**: **(PNW)** (WCOM)

SCIN 1610 When Rivers Run Wild: Watersheds, Floods, and Risk (3)

This course focuses on rivers and watersheds, covering the ecological and human dimensions of issues such water pollution and flooding. Students will analyze local rivers both as natural systems and as resources for human activity, drawing on science as well as public policy and political systems to analyze the challenges and possibilities for sustainable water management on the local level and beyond. **GCP Coding**: **(PNW)** (CRI)

SCIN 1800 Living On vs. Off the Grid (3)

This hybrid travel course investigates on-grid vs. off-grid living toward complete sustainability. We will examine how on-grid systems within traditional homes supply water, process waste, generate power, and maintain thermal comfort, and compare these to alternative sustainable systems (black water, grey water, solar power, thermal mass, catch water, etc.) in off-grid homes. Students will complete the majority of their course work in Taos, New Mexico over spring or fall break where they will receive instruction, participate in discussions, execute hands-on experiments, and learn alternative building methods in an off-the-grid home independent of public utilities. Throughout the week, students will travel to various sites around Taos to see exemplifications of concepts discussed in class. This course will have lectures, assignments, discussions, and an exam online prior to the travel portion. Upon their return, students will take another exam and complete an assignment based on their travel experience. **GCP Coding**: **(PNW)** (INTC)

SCIN 2530 Global Ecologies and Sustainable Living (3)

The course focuses on how different societies around the planet interact with their local and global ecosystems: how those natural systems enable and constrain specific cultures and their ways of life; how various cultures impact their natural environments; how humans meet basic needs such as food, energy, water, shelter, and transportation in different locales; and to what degree the ways they meet them are sustainable. Examples of zones for focused study include temperate, arid, tropical, mountainous, and Mediterranean rural and urban regions of the world. **GCP Coding**: **(PNW)** (CRI)

SCIN 4060 Methods in Science Teaching (3)

Introduces methods of science teaching. The student is assigned to a teacher in the discipline of his or her interest for individual study. **Prerequisites**: Science major and acceptance to the Teacher Certification Program or permission of the director of teacher certification and field experiences.

SCIN 4610 Reading Course (1-4)

May be repeated for credit if content differs. **Prerequisites**: Permission of the department chair and filing of the official form.

SCPT - Scriptwriting

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy

ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

SCPT 2900 Scriptwriting (3)

Students will learn the basic elements of scriptwriting for a number of forms, including advertising, episodic television, corporate videos, documentaries and narrative features. **Prerequisite**: MDST 1050.

SCPT 3110 Script Analysis (3)

Students learn the elements of a screenwriter's craft by studying scripts. The course focuses on how scriptwriters develop engaging and believable characters, how they build conflict, how they create and build tension and suspense, and how they write effective dialogue. **Prerequisite**: SCPT 2900 or permission of the instructor.

SCPT 3150 Topics (3)

These courses are offered periodically to feature topics in scriptwriting not covered by regularly offered courses. May be repeated for credit, if content differs. **Prerequisites**: May vary with topic.

SCPT 3300 Writing the Short Script (3)

Students will analyze successful short fiction and nonfiction scripts and then produce their own scripts suitable for short form video and film, including documentaries, comedies and dramas.

SCPT 3400 Television Scriptwriting (3)

Analyzing successful current and classic television series, students learn the basic principles of writing for television drama and comedy. The course examines the structure of television genres, including situation comedies, dramatic programs, and made-for-TV movies. Other topics include characterization, pacing, scene construction, dialogue, and action. The final project consists of writing a television script.

SCPT 3500 Writing Screenplays for Film (3)

Students learn the essential elements of a successful script for a feature film, including how to structure an effective narrative, how to create engaging characters, how to develop and maintain suspense and tension, and how to engage an audience's emotional response. Students will write a finished script for the first act of a feature film.

SCPT 3599 Independent Study (Junior or Seniors) (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. Requires the filing of official form and permission of instructor. May be repeated for credit if content differs.

SCPT 4090 Screenplay Development (3)

Students learn the development of the screenplay, including script proposals, adaptation of scripts from other material, and the process of revising screenplays. **Prerequisite**: SCPT 3500.

SCPT 4400 Advanced Television Scriptwriting: Genres (3)

Each section of this course focuses on one specific television genre (i.e., situation comedy, domestic drama, science fiction, daytime drama). Students learn the structure of the genre as well as conventions, plot, pacing, dialogue, and characterization. Students will write and revise scripts suitable to the genre. May be repeated for credit if the genre differs. **Prerequisite**: SCPT 3400.

SCPT 4500 Advanced Scriptwriting (3)

Building on the essential foundation of writing a screenplay that students learn in SCPT 3500, students learn the elements of writing a full feature screenplay, including how to refine their first act and how to build effective second and third acts. Students work on projects, culminating in the completion of finished feature-length screenplays. May be repeated for credit. **Prerequisite**: SCPT 3500.

SCPT 4620 Senior Overview (3-6)

Provides an opportunity for seniors to demonstrate their proficiency in writing for film or television. The student assumes responsibility for the production of a project under the direction of a faculty member. Projects will be dependent on the medium that student chooses. Course may be repeated once, up to 6 total credit hours. **Prerequisites:** Senior standing, acceptance into the major through portfolio review, and permission of the instructor. Students and their instructors must submit a proposal for the overview project for the approval of the department chair.

SCPT 4700 Professional Development in Scriptwriting (3)

Students will learn the elements of marketing their original scripts to the film and television industry and of making a career as a writer in film or television. The course will teach the basics of pitching stories, writing script coverage, as well as refining their work to create a professional portfolio.

SPAN - Spanish

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	

CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

SPAN 1070 Intensive Introduction to Spanish: Level I (1-3)

This is a beginning-level course offered in a variety of formats. It teaches listening comprehension, speaking, reading, and writing skills. The goal is to develop basic linguistic structures and vocabularies for specific needs: e.g. travel, business, medicine, law enforcement. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(GLBL)** (INTC)

SPAN 1080 Intensive Introduction to Spanish: Level II (1-3)

This course is a continuation of SPAN 1070. May be repeated once for credit with permission of the department chair. **Prerequisite**: SPAN 1070 or equivalent.

SPAN 1090 Elementary Spanish: Level I (1-4)

Develops listening comprehension, speaking, reading, and writing skills. The goal is fluency in the basic Spanish structures needed for expression in everyday situations and the recognition of challenges in intercultural communication. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(GLBL)** (INTC)

SPAN 1091 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building and grammar review. May be repeated once for credit with permission of the department chair. **Co-requisite**: SPAN 1090.

SPAN 1100 Elementary Spanish: Level II (1-4)

This course is a continuation of SPAN 1090. It teaches listening comprehension, speaking, reading, and writing, with emphasis on understanding and speaking. The goal is fluency in the basic Spanish needed for expression in everyday situations and an understanding of the original of specific cultural differences. May be repeated once for credit with permission of the department chair. **Prerequisite**: SPAN 1090 or equivalent. **GCP Coding**: **(GLBL)** (INTC)

SPAN 1101 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. May be repeated once for credit with permission of the department chair. **Co-requisite**: SPAN 1100.

SPAN 2090 Intermediate Spanish: Level I (1-4)

Strengthens listening comprehension, speaking, reading, and writing skills. Proceeds from the concrete basic language of everyday situations to expressions of ideas and opinions, with the goal of achieving intermediate low-level fluency and basic intercultural competence. May be repeated once for credit with permission of the department chair. **Prerequisite**: SPAN 1100 or equivalent.

SPAN 2091 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. May be repeated once for credit with permission of the department chair. **Co-requisite**: SPAN 2090.

SPAN 2100 Intermediate Spanish: Level II (1-4)

This course continues to develop the four basic skills: listening comprehension, speaking, reading, and writing. The goal is intermediate mid-level fluency and basic intercultural competence. May be repeated once for credit with permission of the department chair. **Prerequisite**: SPAN 2090 or equivalent.

SPAN 2101 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. May be repeated once for credit with permission of the department chair. **Co-requisite**: SPAN 2100.

SPAN 2170 Intermediate Conversational Spanish (1-3)

Develops the vocabulary, linguistic structures, and cultural understanding needed for more successful communication in everyday situations. Includes a variety of audiovisual materials and task-oriented activities. It is strongly recommended that this course be taken concurrently with SPAN 2100. May be repeated for credit if content differs. **Prerequisite**: SPAN 2090 or equivalent.

SPAN 2250 La cocina española e hispanoamericana (1-3)

A course on the art of Spanish and Latin American cooking, taught in Spanish. The contributions of the various cultural traditions -- European, Arabic, Jewish, and Indoamerican -- one finds at the basis of Spanish and Latin American cooking are explored. May be repeated for credit if content differs. **Prerequisite**: SPAN 2100 or equivalent.

SPAN 3090 Advanced Spanish: Level I (1-3)

Provides a thorough review of Spanish linguistic structures. The goal is to strengthen previous language knowledge and to lead students to advanced levels of proficiency in spoken and written Spanish. May be repeated once for credit if content differs or with permission of the department chair. **Prerequisite**: SPAN 2100 or equivalent.

SPAN 3091 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary development, grammar review, and cultural contextualization. May be repeated once for credit with permission of the department chair. **Co-requisite**: SPAN 3090.

SPAN 3100 Advanced Spanish: Level II (1-3)

This course is a continuation of SPAN 3090. May be repeated once for credit if content differs or with permission of the department chair. **Prerequisite**: SPAN 3090 or equivalent.

SPAN 3101 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary development, grammar review, and cultural contextualization. May be repeated once for credit with permission of the department chair. **Co-requisite**: SPAN 3100.

SPAN 3150 Culture and Civilization of the Spanish-Speaking World (1-3)

Presents an integrated picture of the social, economic, political, and cultural forces that have shaped the Spanish-speaking world.

Includes a variety of audiovisual materials, guest speakers, and media articles and reports. May be repeated for credit if content differs. **Prerequisite**: SPAN 3100 or permission of the instructor.

SPAN 3151 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary development, grammar review, and cultural contextualization. May be repeated once for credit with permission of the department chair. **Co-requisite**: SPAN 3150.

SPAN 3170 Advanced Conversational Spanish (1-3)

This course gives students the opportunity to improve their skills in conversational Spanish. It includes a variety of audiovisual materials and task-oriented activities. May be repeated for credit if content differs. **Prerequisite**: SPAN 3100 or permission of the instructor.

SPAN 3250 Introduction to Literature (1-3)

Introduces the student to a variety of authors and literary works from the Spanish-speaking world. It develops the understanding and appreciation of literature in a wider cultural context. It also provides opportunities for discussion, and the development of listening comprehension and writing skills. May be repeated for credit if content differs. **Prerequisite**: SPAN 3100 or permission of the instructor.

SPAN 4090 Topics in Advanced Language (1-3)

Develops skills in advanced composition, conversation, vocabulary, and grammar. May also focus on the history of the Spanish language or contemporary linguistics. May be repeated for credit if content differs. **Prerequisites**: SPAN 3100 or permission of the instructor.

SPAN 4170 Conversation and Culture (1-3)

An umbrella course taught in a variety of formats, e.g. intensive Spanish weekends or intensive workshops. This course further develops speaking skills in highly specialized content areas such as in-depth study of a particular country or a group of related countries, the music or folklore of certain areas in the Spanish-speaking world, the films of a particular director, or a set of historic events that caused important socio-political changes. May be repeated for credit if content differs. **Prerequisite**: SPAN 3170 or permission of the instructor.

SPAN 4250 Topics in Literature (1-3)

Studies different periods as well as different genres (essay, poetry, drama, fiction, documentary, and testimonial literatures, etc.) of Spanish and Spanish-American literary studies. Introduces elements of literary criticism, textual analysis, and cultural history essential to the understanding and appreciation of literature. The content of this course varies and is presented in rotation. May be repeated for credit if content differs. **Prerequisite**: SPAN 3250 or equivalent.

SPAN 4650 Advanced Topics (1-3)

Focuses on specific themes in the culture and literature from the Spanish-speaking world, e.g., Jewish and Islamic Spain, the narratives of discovery and conquest, revolution and change, contemporary Spain or Latin America through films, dictatorship in fiction, the culture of food, contemporary theatre from Spanish America, the novels of development, etc. May be repeated for credit if content differs. **Prerequisites**: SPAN 3150, SPAN 3250 or equivalent.

SPCM - Speech Communications

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

SPCM 1040 Public Speaking (3)

Students learn the organization, development, and delivery of a variety of formal public speeches. The course includes public speeches and a variety of other speaking exercises to help students adapt to audiences and contexts, solve delivery problems and build confidence. Activities also help the student to develop realistic evaluations of various speaking occasions. **GCP Coding**: **(ARTS)** (OCOM)

SPCM 1280 Interpersonal Communication (3)

Students learn to apply the contexts and skills associated with interpersonal communication competence, the intrapersonal constructs necessary for effective interpersonal communication, as well as skills and behaviors associated with relating with others. A focus is placed on relational development and dynamics. Topics include self-disclosure, listening, nonverbal communication and conflict. **GCP Coding**: **(SSHB)** (WCOM)

SPCM 2000 Forensics (1-3)

Students participate in a variety of oral communication events as members of the Webster University forensics program. Activities include several oral interpretation and public address events. Students may also participate in parliamentary team and other debate formats. Some travel may be required. May be repeated for credit.

SPCM 2200 Group Communication (3)

Students learn the role of communication within group interactions and the skills necessary for competent group communications. The course blends discussion of theory with practical application. Topics include conflict, group roles, problem solving and leadership.

SPCM 2400 Persuasion (3)

Students learn the fundamentals of the persuasion process as it relates to communication contexts. Emphasis is placed on both social-scientific and rhetorical dimensions of persuasion. A focus of the course is on mediated messages, including print and film, as well as political processes and social movements.

SPCM 2600 Nonverbal Approaches to Media Analysis (3)

This course introduces students to principles of nonverbal communication in the media. Students learn to recognize and identify nonverbal communication in both the media and the world around them. Students will learn what it means to be a competent nonverbal communicator. Instruction combines lecture, discussion and experiential activities.

SPCM 3100 Communication as Storytelling (3)

Students learn the techniques and strategies involved in storytelling. Topics include development of narrative structure; stylistic considerations; formula; audience considerations; and performance techniques.

SPCM 3300 Navigating Relationships (3)

This course is a comprehensive look at the nature of communications in relationships through a combination of readings, discussion, presentations, and reflective activities. Students learn the nature of relational formation, growth, and deterioration. Additionally, communications issues within specific contexts are examined, including friendships, family, romantic and marriage/domestic partner relationships.

SPCM 3500 Presentations for Media Professionals (3)

This course focuses on building skills that contribute to presentational effectiveness within media contexts and professions. The course is an intensive speaking course with an emphasis on activities specific to media-related professions, such as requests for proposals and portfolio presentations.

SPCM 3550 Communication Strategies for Professional Settings (3)

Students learn the presentational and behavioral skills that are central to communication effectiveness in business and professional settings. The course includes discussion and skills development in interviewing, oral presentations, uses of visual aids and audiovisual technologies, as well as other areas to be determined by the instructor.

SPCM 3600 Rhetoric (3)

Students learn the role language and argument play in message formation and communication strategies by tracing the development of rhetoric from the ancient Greeks to modern public address. Students learn theoretical criticism, recurring problems in the grounding, status, and application of constructs in rhetorical theory, and the emerging functions of rhetorical theory and criticism. Students analyze films, social movements, speeches and other rhetorical media.

SPCM 4500 Conflict Resolution (3)

Students learn the basic fundamentals of communications used in conflict resolution. The course considers the role of communication in interpersonal conflict, including identifying barriers to effective communication and communication strategies for conflict resolutions. Topics discussed include personal conflict style, constructive and destructive conflict communication, forgiveness and reconciliation, anger and violence, as well as pacifism and civil disobedience.

SPCM 4600 Communication Theory (3)

This course brings together speech communication concepts within theoretical units. Students learn the theories and perspectives of communication within which specific concepts interact. Course discussion includes intrapersonal, rhetorical, relational, cultural and mass communication contexts. Emphasis is placed on models and other illustrations of theories. **Prerequisites**: 9 credit hours of SPCM coursework or permission of the instructor.

SPTC - Sports Communication

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

SPTC 1800 Sports Communication (3)

This course provides an introduction to communication within sports contexts. Students explore the evolution and likely future of sports communication strategies and messages, along with how this communication is important within society. This includes examinations of communicating as media practitioners within sports contexts, as well as the culture of sport. **GCP Coding**: **(SSHB)** (OCOM)

SPTC 2000 Sports Announcing (3)

This course provides students with a foundation for sports announcing. Contexts including special events and game play-by-play and analysis. Sports announcing will be discussed in terms of developing an announcer personality and adapting to media platforms. The course will include an emphasis on experiential activities that apply course content.

SPTC 2400 Culture of Sports and Society (3)

This course examines how culture and identity considerations contribute to an understanding of sports communication. Students will analyze sports messaging and contexts with a focus on demographic and sociological factors. Students will complete

written and speaking assignments that reflect their understanding and analysis of the way sports cultures reflect the identities of fans, players and the social contexts connected to them.

SPTC 2500 Practicum in Sports Announcing (1-3)

This course provides students with opportunities to do play-by-play and color commentary for athletic contests in a variety of sports, with a concentration on Webster University athletic competitions. This course may be repeated for credit, up to 12 hours of credit. A student may count three hours toward his/her sports communication major or minor. This course may be taken for one to three credit hours per term. **Prerequisite**: SPTC 2000.

SPTC 3150 Topics in Sports Communication (3)

Students will engage in the study of a particular aspect of sports communication not included within the sports communication curriculum. The course will include readings and other resources that will lend insights into important aspects of the current landscape of sports communication. Student work will include a combination of writing, speaking, and discussion. May be repeated for credit.

SPTC 3200 Communicating Baseball (3)

This course examines the various ways baseball is communicated within society. Topics ranging from literary and film depictions of the game, to the contemporary economic and political debates that surround the major leagues are included in the course. A variety of group and individual presentations, combined with class discussion and writing activities make up the exploration of the many issues germane to the rhetoric of baseball.

SPTC 3600 Sports Analytics (3)

This course provides students with the ability to understand and communicate the analytics now being used in all sports. The different types of analytics and how they are used in the major sports will be explored. The course will include an emphasis on practical applications of analytics to allow students to practice communicating the data in their chosen medium. **Prerequisite**: SPTC 1800.

SPTC 3737 Communicating Sports and Business (3)

This course introduces students to the business of sports from the perspective of communicating that relationship. Students will explore a range of topics ranging from player contracts to stadium naming rights, and from NCAA policies to sports sponsorships. A combination of class discussion, presentation, writing and experiential activities will allow the student to have a broad understanding of the ways business relationships and considerations are essential elements within the messaging of sports.

SPTC 4600 Sports Media Strategies (3)

This course provides a study of sports messaging through the application of communication theories. Students will critique sports communication within a variety of contexts, examining communication strategies that shape how individuals understand and assess sports messages.

SPTC 4610 Readings in Sports Communication (1-3)

Students will be part of a directed study of a specific area of sports communication. The course will feature individual or small group engagement with an instructor in an area not included within the existing sports communication curriculum. A contract signed by the instructor, student, program coordinator, and department chair will outline specific details for each section of this course.

SPTC 4616 Sport Communication Research and Analysis (3)

This course focuses on systematic analyses of sport communication contexts and events. Using communication models and research methodologies, students learn about a variety of communication that represent the breadth of the sport communication discipline and professional context. **Prerequisite**: 6 hours of SPTC coursework or permission of the instructor.

SPTC 4620 Senior Overview in Sports Communication (3-6)

Students will complete an intensive project related to their sports communication degree program. The project will reflect a combination of critical analysis and individual application of concepts within the project. The course will be completed under a mentorship of an approved sports communication instructor.

STAT - Statistics

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

STAT 1100 Descriptive Statistics (3)

This course introduces the core concepts of statistics. It covers methods used to describe data (mean, median, standard deviation, etc.) and methods used to present data (graphical displays like histograms, other plots and others). This course covers basic probability rules used in statistics. The students will develop the ability to reason using statistical information. They will acquire the skills to evaluate the many advertising and new reports of statistical studies that are encountered in daily life. **GCP Coding**: **(QL)**

STAT 3100 Inferential Statistics (3)

This course covers statistical concepts including measures of central tendency and dispersion, probability distributions, the Central Limit Theorem, Sampling, Estimation, Hypothesis testing, Analysis of Variance (ANOVA), Correlation and Regression Analysis. **GCP Coding**: **(QL)**

SUST - Sustainability Studies

Global Citizenship Program Knowledge Areas (....)	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

SUST 1000 Introduction to Sustainability Studies (3)

Introduces students to the interdisciplinary field of sustainability studies, which focuses on the goal of transforming human societies so that we may equitably meet current human needs (such as health, energy, food, shelter, and transportation) while preserving the natural systems required to meet the needs of future generations. Includes 1) frequent writing assignments to allow students to express their understanding of the complex systems that provide the foundation for environmental and human health and well-being and 2) experiential elements (field trips and a campus sustainability project) that allow them to apply and test classroom theories and information. Guest speakers will represent different disciplines that contribute to sustainability studies. **GCP Coding**: **(PNW)** (CRI)

SUST 1100 Enhancing Campus Sustainability (3)

Students will learn principles of sustainability and then use their local campus of Webster University and the surrounding community as their laboratory to analyze opportunities to improve environmental practices relating to energy, water, air, and/or materials use. Working in teams, they will select specific areas of campus sustainability to research and analyze; each team will then develop a proposal making recommendations to improve sustainability in that area.

SUST 1200 Topics in Sustainability (1-4)

This course introduces students to important topics in the area of sustainability, such as environment, sustainable development, water systems, climate change, energy, pollution, waste, biodiversity. May be repeated if content differs.

SUST 2200 Issues in Sustainability (1-4)

This course offers insight into a variety of issues central to sustainability studies. Content will vary but will look at the role of social, political, environmental, communication, educational, economic, and ethical factors in the development of sustainability. May be repeated if content differs.

SUST 3200 Advanced Topics in Sustainability (1-4)

This course offers an advanced examination of topics in sustainability studies. Content will vary but will require in-depth study of the particular issues in sustainability and the role of social, political, environmental, communication, educational, economic, or ethical factors in creation of problems and possibilities for solutions. May be repeated if content differs.

SUST 4200 Seminar in Sustainability (1-4)

This seminar entails advanced study on a particular topic in sustainability. May be repeated if content differs.

SUST 4500 Sustainability in Action (3)

Serves as the keystone for the sustainability studies minor, providing students the opportunity to integrate and apply the skills and knowledge they have developed through the rest of the program. In addition to studying examples of successful sustainability initiatives both locally and globally, students will choose individual service-learning projects, either off- or on-campus, in which they analyze and address specific challenges to sustainability. Each project will include some elements of written and/or oral communication. **Prerequisite**: All other requirements for the sustainability studies minor or permission of the instructor.

THEA - Theatre

Global Citizenship Program Knowledge Areas (....)	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

THEA 1000 Production Applications (1-2)

Production crew assignments are intended to bolster a student's understanding of the theatre-making process. Students in the BA theatre studies and dramaturgy program are required to complete at least 1 non-dramaturgical crew assignment (e.g., build, lighting, sound, running crew) and 1 dramaturgical crew assignment (e.g., program note, lobby display, study guide) either in a Conservatory or a Repertory production. Crew assignments are determined at the beginning of each semester by the Crew Committee in the Conservatory of Theatre Arts. **Prerequisites**: Permission of the instructor and acceptance to BA program.

THEA 1005 Theatre Going (1)

Through play attendance, reading and guest speakers students experience, observe, discuss and assess as they explore what theatre means to them personally as well as the role this art form plays in their daily lives. Repeatable for credit as content changes.

THEA 1050 Theatre Appreciation (3)

The course examines how theatre art is created, from concept to curtain call. Students will be required to see several live theatre performances. Emphasis is placed on how theatre art involves audiences in the exploration of the themes of the human condition. **GCP Coding: (ARTS)** (WCOM)

THEA 1080 Studio Acting I (2-3)

This is an introduction to naturalistic acting. Course includes basic awareness exercises, as well as theoretical and practical application of the Stanislavsky system. **GCP Coding**: **(ARTS)** (OCOM)

THEA 2030 History of Theatre: Greeks to Elizabethan (3)

This course investigates the beginnings of western theatre in ancient Greece and traces its development through to the Elizabethan period. Through a combination of reading plays and history, lectures and hands-on projects this class will aim to engage and excite students about the beginnings of western theatre through to Shakespeare and the Elizabethan period. Through discussion and class presentations the course will begin to identify for the student areas of personal interest in the study of theatre history while exploring influences of previous theatrical periods on the theatre of our times. **GCP Coding: (ROC)** (WCOM)

THEA 2040 History of Theatre: Restoration to 1915 (3)

This course investigates western and world theatre from the Restoration of Charles II in England to the beginning of World War I. Through a combination of reading plays and history, lectures and hands-on projects, this class will aim to engage and excite students about the development of theatre from Restoration Comedy to the formulation of modern realism. Through discussion and class presentations, the course will begin to identify for the student areas of personal interest in the study of theatre history while exploring influences of previous theatrical periods on the theatre of our times. **GCP Coding: (ROC)** (WCOM)

THEA 2050 History of Theatre: 1915 to Present (3)

This course investigates western and world theatre from the modern era to the contemporary moment. Through a combination of reading plays and history, lectures and hands-on projects this class will aim to engage and excite students about the development of theatre from "ism's" in the early to mid-20th century to current theatre practices. Through discussion and class presentations the course will begin to identify for the student areas of personal interesting the study of theatre history while exploring influences of previous theatrical periods on the theatre of our times. **GCP Coding: (ROC)** (WCOM)

THEA 2060 Introduction to Dramaturgy and Play Analysis (3)

In this class, we will consider the multiple roles that dramaturgs often take in the production process. Specifically, we will home in on a dramaturgical approach to play analysis and to writing about theatre. At its core, dramaturgy involves inquiry, research and contextualization. Through a variety of exercises and projects, students will investigate the world that a play seeks to create, consider how that world fits within current theatrical production and explore various means of communicating ideas about the play to different audiences. **GCP Coding: (ARTS)** (WCOM)

THEA 2080 Studio Acting II (3)

This course is a continuation of Studio Acting I. It will take the fundamentals learned in THEA 1080 and apply them to scene and monologue work from play scripts. **Prerequisite**: THEA 1080.

THEA 2100 Introduction to Theatre Design (3)

In this project-driven class, students learn about and explore processes of theatre design. The class focuses predominantly on crafting visual and aural concepts to fit a performance text.

THEA 2620 Practicum: First-Years or Sophomores (1-16)

On-the-job experience, an internship, fieldwork, an apprenticeship and direct participation in community or professional activity are all possible within the framework of a practicum. Evaluation is usually based on the quality of the student's performance in the chosen practicum setting and on reflective analysis of the experiential learning. May be repeated for credit if content differs. **Prerequisite:** Permission of the department chair.

THEA 2630 Independent Study: First-Years or Sophomores (1-16)

Independent study involves research work on a specialized subject or project, artistic work or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs. **Prerequisite:** Permission of the department chair.

THEA 3030 Topics in Theatre (2-3)

THEA 3040 Topics in Theatre (2-3)

A series dealing with various topics in theatre, such as creative dramatics, museum studies, design applications, women in theatre, black theatre, gay and lesbian theatre, contemporary theatre, the avant-garde and a history of acting. May be repeated for credit if content differs.

THEA 3060 Theatre in the Elementary Classroom (3)

Students will learn to use the educational power of theatre as both an instructional and assessment tool by creating a multi-disciplinary theatre based on literature appropriate for 5th and 6th graders.

THEA 3070 Creative Dramatics: Social Issues (3)

This course will focus on researching current social issues that affect teens and adolescents. The class will then write, produce and perform a social issues review at local high schools. **Prerequisite**: Permission of the instructor.

THEA 3710 Directing I (2)

Acquaints the student with the basic principles of directing. These principles of analysis, composition, movement and picturization are discussed in class. The student then attempts to apply these principles by directing short scenes during the class. The class then discusses the scenes. The student director defends the

choices made or concurs that another choice may have been more effective. Scenes are reworked in class. **Prerequisite**: CONS 2020 or acceptance into the directing program, or permission of the instructor.

THEA 3720 Directing II (2)

This course is a continuation of THEA 3710. The student continues to direct scenes and apply the basic principles. The final project is to direct a 10-minute scene and to go through the full directorial process. The best scenes are presented to the Conservatory. **Prerequisite**: THEA 3710.

THEA 4060 Advanced Dramaturgy Seminar (3)

Advanced Dramaturgy Seminar challenges students with projects that working dramaturgs regularly tackle. Students will deepen the skills introduced in THEA 2060 and work collaboratively on dramaturgical case studies that include, for example, research packets for production teams, playbill notes, study guides and lobby displays. Students will be able to augment a professional portfolio with these assignments. By leading class discussions, presenting research orally and participating in exercises that model play rehearsals, students will also hone skills necessary for professional environments. Finally, we will turn our attention in this class to theories of dramaturgical practices and theatre criticism. In so doing, we will sharpen our abilities to evaluate and to advocate for our work. **Prerequisite**: THEA 2060 or permission of the instructor.

THEA 4500 London Theatre (3)

Students will spend a minimum of two weeks in London, viewing at least ten plays and visiting museums. They will keep detailed journals including substantial critiques of plays and productions. There will be a preparation period of discussions with a mentor to select plays and prepare for the experience, as well as discussions of the experience with the mentor on the students' return. **Prerequisites**: ENGL 1510 and ENGL 1520, THEA 2030 and THEA 2040.

THEA 4610 Reading Course (1-6)

Prerequisite: Filing of the official form.

THEA 4620 Practicum: Juniors or Seniors (1-16)

On-the-job experience, an internship, fieldwork, an apprenticeship and direct participation in community or professional activity are all possible within the framework of a practicum. Evaluation is usually based on the quality of the student's performance in the chosen practicum setting and on reflective analysis of the experiential learning. May be repeated for credit if content differs. **Prerequisite:** Permission of the department chair.

THEA 4630 Independent Study: Juniors or Seniors (1-16)

Independent study involves research work on a specialized subject or project, artistic work or study of an interdisciplinary nature. In contrast to practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs. **Prerequisite:** Permission of department chair.

THEA 4710 Directing III (2)

Emphasizes learning by the student's directing a minimum of four one-act plays. It includes discussions on analysis, function of director as interpreter, organizer, teacher; problems of involved physical staging; and relationship to designers. Special emphasis is placed on creative interrelationship between the actor and director interpretation and acting out the play through improvisation. Student work in process will be videotaped from casting to performance and discussed in class. These will be

performed for the Conservatory with no budget and modular furniture. Directors from the Repertory Theatre St. Louis and Conservatory are guest lecturers. **Prerequisite**: THEA 3720.

THEA 4720 Directing IV (2)

This course is a continuation of THEA 4710. **Prerequisite**: THEA 4710.

TRFR - French Translation

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

TRFR 4090 Introduction to Translation Studies (3)

This course is an introduction to translation as an academic discipline. Students learn common methods and basic terminology. They study the history and some modern theories of translation. Students become proficient in translation terminology and learn to identify certain challenges involved in intercultural communication. They explore the use of search engines, dictionaries, glossaries, and parallel documents. Students will be able to compare and contrast linguistic structures in French and English. This course is a prerequisite for the other courses in the translation certificate. **Prerequisite**: Intermediate-high proficiency in French (the equivalent of FREN 3090). Methods for determining the proficiency level may include an oral interview, a written test, and a writing sample.

TRFR 4100 Legal Translation (3)

This course is designed to introduce key aspects of the language of law in a comparative perspective. Students will be introduced to the specifics and intricacies of the French legal system, examining fundamental courtroom procedures, the nature of legal reasoning and the legal process. Students will analyze and translate effectively legal and civil documents and supporting materials focusing on terminology, linguistic structures, and social functions. The course will guide students in developing a portfolio of legal translations. May be repeated once if content differs. **Prerequisites**: TRFR 4090 and TRSL 4000.

TRFR 4150 Medical and Scientific Translation (3)

This course is designed to introduce some key aspects of the language of medicine in a comparative perspective, the more common genres of medicine translation, and the tools needed to deliver high-quality medical translations. The types of texts selected for practice include patient information, instructions for medicine and instrumentation, labels, medical research abstracts, consent forms, and research protocols. Students will be introduced to a systematic method for learning, understanding and applying the medical terminology pertaining to body systems, illnesses, diagnostic procedures and pharmacology. The course will guide the student in developing a portfolio of medical translations. May be repeated once if content differs. **Prerequisites**: TRFR 4090 and TRSL 4000.

TRFR 4170 Financial and Commercial Translation (3)

This course is an introduction to translating documents relating to business, economics, financial markets, marketing and advertising for small businesses and larger organizations. Students learn to use terminology and identify the style and register of documents for various types of businesses. Topics covered include business correspondence, corporate and other company structures, news articles on business and finance, marketing and advertising of commercial products, financial reports, tax issues, and documents related to sales and shipping. The course will guide the student in developing a portfolio of financial translations. May be repeated once if content differs. **Prerequisites**: TRFR 4090 and TRSL 4000.

TRFR 4180 Technical Translation (3)

This type of translation focuses on texts related to technological fields (electricity and electronics, software, hardware) or texts that deal with the practical application of scientific and technological information (patents, owner's manuals, user guides). The course will focus on the acquisition of specialized vocabulary as well as understanding of specific technical procedures. Students will also learn how to write and edit professional-quality documents appropriate for this market area. The course will guide students in developing a portfolio of technical translations. May be repeated once if content differs. **Prerequisites**: TRFR 4090 and TRSL 4000.

TRFR 4250 Literary Translation (3)

This course focuses on the practice and strategies of literary translation. Students will examine the writings - translations and paratextual (prefaces, notes, etc.) material - of prominent and successful literary translators. Students will also conduct comparative analyses of prize-winning translations. They will become familiar with reader-response theory and the role of the translator as cultural agent. Students will develop their own parataxis, articulating their approach to translation challenges. Finally they will practice vocabulary choice, stylistic matching and editing and learn to identify typical translation challenges from French to English. The course will guide students in developing a portfolio of literary translations. May be repeated twice if content differs. **Prerequisites**: TRFR 4090 and TRSL 4000.

TRGR - German Translation

Global Citizenship Program Knowledge Areas (....)	
ARTS	Arts Appreciation
GLBL	Global Understanding

PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

TRGR 4090 Introduction to Translation Studies (3)

This course is an introduction to translation as an academic discipline. Students learn common methods and basic terminology. They study the history and some modern theories of translation. Students become proficient in translation terminology and learn to identify certain challenges involved in intercultural communication. They explore the use of search engines, dictionaries, glossaries and parallel documents. Students will be able to compare and contrast linguistic structures in German and English. This course is a prerequisite for the other courses in the translation certificate. **Prerequisite**: Intermediate-high proficiency in German (equivalent of GRMN 3090). Methods for determining the proficiency level may include oral interview, a written test and a writing sample.

TRGR 4100 Legal Translation (3)

This course is designed to introduce key aspects of the language of law in a comparative perspective. Students will be introduced to the intricacies of the legal system of German-speaking countries, examining fundamental courtroom procedures, the nature of legal reasoning and the legal process. Students will analyze and translate legal and civil documents and supporting materials focusing on terminology, linguistic structures and social functions. The course will guide the student in developing a portfolio of legal translations. May be repeated once if content differs. **Prerequisites**: TRGR 4090 and TRSL 4000.

TRGR 4150 Medical and Scientific Translation (3)

This course is designed to introduce some key aspects of the language of medicine in a comparative perspective, the more common genres of medical translation, and the tools needed to deliver high-quality medical translations. The types of texts selected for practice include clinic website texts and marketing materials, informational brochures, patient informational forms, instructions for medications and instruments, labels, medical research abstracts, journal articles, consent forms and research protocols. Students will be introduced to a systematic method for learning, understanding and applying the medical terminology pertaining to body systems, illnesses, diagnostic procedures and pharmacology. The course will guide the student in developing a portfolio of medical translations. May be repeated once if content differs. **Prerequisites**: TRGR 4090 and TRSL 4000.

TRGR 4170 Financial and Commercial Translation (3)

This courses is an introduction to translating documents relating to business, economics, financial markets, marketing and advertising for small businesses and larger organizations. Students learn to use terminology and identify the style and register of documents for various types of businesses. Topics covered include business correspondence, corporate and other company structures, news articles on business and finance, marketing and advertising of commercial products, financial reports, tax issues, and documents related to sales and shipping. The course will guide the student in developing a portfolio of financial translations. May be repeated once if content differs. **Prerequisites**: TRGR 4090 and TRSL 4000.

TRGR 4180 Technical Translation (3)

This type of translation focuses on texts related to technological fields (electricity and electronics, software, hardware) or texts that deal with the practical application of scientific and technological information (patents, owner's manuals, user guides). The course will focus on the acquisition of specialized vocabulary as well as understanding of specific technical procedures. Students will also learn how to write and edit professional-quality documents appropriate for this market area. The course will guide the students in developing a portfolio of technical translations. May be repeated once if content differs. **Prerequisites**: TRGR 4090 and TRSL 4000.

TRGR 4250 Literary Translation (3)

This course focuses on the practice and strategies of literary translation. Students will examine the writings - translations and paratextual (prefaces, notes, etc.) material - of prominent and successful literary translators. Students will also conduct comparative analyses of prize-winning translations. They will become familiar with reader-response theory and the role of the translator as cultural agent. Students will develop their own parataxis, articulating their approach to translation challenges. Finally they will practice vocabulary choice, stylistic matching and editing and learn to identify typical translation challenges from German to English. This course will guide students in developing a portfolio of literary translations. May be repeated twice if content differs. **Prerequisites**: TRGR 4090 and TRSL 4000.

TRSL - Translation

Global Citizenship Program Knowledge Areas (....)	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence

OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

TRSL 4000 Professional Translation Practices (3)

An introduction to the professional field of translation. The student learns different aspects of the profession including professional ethics, quality controls and market trends. Students will learn to identify demand and supply flows and to develop strategies for relating and negotiating with clients. Students will become familiar with the available electronic options as well as their advantages and limitations. Students get hands-on experience using new translation technologies, including computer-assisted translation tools, terminology management tools and machine translation. Open to students who have achieved at least an intermediate proficiency level in a language other than their native one.

TRSP - Spanish Translation

Global Citizenship Program Knowledge Areas (....)	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

TRSP 4090 Introduction to Translation Studies (3)

This course is an introduction to translation as an academic discipline. Students learn common methods and basic terminology. They study the history and some modern theories of translation. Students become proficient in translation terminology and learn to identify certain challenges involved in intercultural communication. They explore and contrast linguistic structures in Spanish and English. This course is a prerequisite for the other courses in the translation certificate. **Prerequisite**: Intermediate-high proficiency in Spanish (equivalent of SPAN 3090). Methods for determining the proficiency level may include oral interview, a written test, and a writing sample.

TRSP 4100 Legal Translation (3)

This course is designed to introduce key aspects of the language of law in a comparative perspective. Students will be introduced to the intricacies of the legal system of specific Spanish-speaking countries, examining fundamental courtroom procedures, the nature of legal reasoning and the legal process. Students will analyze and translate effectively legal and civil documents and supporting materials focusing on terminology, linguistic structures and social functions. The course will guide the student in developing a portfolio of legal translations. May be repeated once if content differs. **Prerequisites**: TRSP 4090 and TRSL 4000.

TRSP 4150 Medical and Scientific Translation (3)

This course is designed to introduce some key aspects of the language of medicine in a comparative perspective, the more common genres of medical translation, and the tools needed to deliver high-quality medical translations. The types of texts selected for practice include patient information, instructions for medicine and instrumentation, labels, medical research abstracts, consent forms, and research protocols. Students will be introduced to a systematic method for learning, understanding and applying the medical terminology pertaining to body systems, illnesses, diagnostic procedures and pharmacology. The course will guide the student in developing a portfolio of medical translations. May be repeated once if content differs. **Prerequisites**: TRSP 4090 and TRSL 4000.

TRSP 4170 Financial and Commercial Translation (3)

This courses is an introduction to translating documents relating to business, economics, financial markets, marketing and advertising for small businesses and larger organizations. Students learn to use terminology and identify the style and register of documents for various types of businesses. Topics covered include business correspondence, corporate and other company structure, news articles on business and finance, marketing and advertising of commercial products, financial reports, tax issues, and documents related to sales and shipping. The course will guide the student in developing a portfolio of financial translations. May be repeated once if content differs. **Prerequisites**: TRSP 4090 and TRSL 4000.

TRSP 4180 Technical Translation (3)

This type of translation focuses on texts related to technological fields (electricity and electronics, software, hardware) or texts that deal with the practical application of scientific and technological information (patents, owner's manuals, user guides). The course will focus on the acquisition of specialized vocabulary as well as understanding of specific technical procedures. Students will also learn how to write and edit professional-quality documents appropriate for this market area. The ruse will guide the students in developing a portfolio of technical translations. May be repeated once if content differs. **Prerequisites**: TRSP 4090 and TRSL 4000.

TRSP 4250 Literary Translation (3)

This course focuses on the practice and strategies of literary translation. Students will examine the writings - translations and paratextual (prefaces, notes, etc.) material - of prominent and successful literary translators. Students will also conduct comparative analyses of prize-winning translations. They will become familiar with reader-response theory and the role of the translator as cultural agent. Students will develop their own parataxis, articulating their approach to translation challenges. Finally they will practice vocabulary choice, stylistic matching and editing and learn to identify typical translation challenges from Spanish to English. This course will guide students in developing a portfolio of literary translations. May be repeated once if content differs. **Prerequisites**: TRSP 4090 and TRSL 4000.

WGST - Women, Gender and Sexuality Studies

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

WGST 1010 Women, Gender, and Sexuality Around the World (3)

This course introduces students to current debates concerning the status and rights of women and LGBT people in the United States and around the world. Students will study how cultural, historical, political, and geographical factors affect the lives and roles of women and LGBT people in different countries. Students will also study the evolution of feminism and different women, gender, or sexuality-focused activism across the globe. Finally, students will consider what advantages and what dangers an increasingly global society poses specifically to women and LGBT people. **GCP Coding**: **(SSHB)** (INTC)

WGST 1020 Introduction to Women, Gender, and Sexuality Studies (3)

This interdisciplinary course introduces students to concepts and issues from feminist scholarship in a variety of disciplines, providing an introduction to critical thinking about the sex/gender system and gendered structural constraints faced by men and women. The course will focus on the intersections of gender and race, ethnicity, social class, sexuality, and ability status within the United States and around the world. **GCP Coding**: **(SSHB)** (OCOM)

WGST 2000 Topics in Women, Gender, and Sexuality Studies (3)

An intermediate-level exploration of topics related to women, gender, and sexuality. Repeatable up to two times when content differs.

WGST 2010 Feminist and Gender Theory (3)

Feminism. Few words provoke the anger, fear, frustration, celebration, and qualification that the "F" word does, and this

course deals with the term head on. Students will learn several theories of feminism, critically analyze them, and apply them to concrete social and political problems. Theory will be used as a tool for clarifying and demystifying oppressive patterns of thought, and as a tool for creating liberating alternatives.

WGST 2030 Introduction to LGBTQ Studies (3)

This course takes an interdisciplinary approach to studying the identities, experiences, and histories of LGBTQ people across the globe.

WGST 2040 Queer Theory (3)

This introductory level course will give students a solid theoretical foundation in the field of queer studies. After a brief exploration of some of the foundational works in queer theory, students will focus on the relationships - and disagreements - between queer theory and other social and cultural theories. Rather than understanding queer theory as a singular or coherent school of thought, students will problematize queer theory as a field and a mode of analysis. Students will discuss theoretical issues in a quest to develop an understanding of the politics of queer sexuality.

WGST 2050 Topics in LGBTQ Studies (3)

An intermediate-level exploration of Lesbian, Gay, Bisexual, Trans, Queer, Questioning, Intersex, Asexual Studies and related topics. Topics vary each semester; the courses provide students with a strong foundation for knowledge in LGBTQ Studies. May be repeated for credit if content differs. Repeatable up to two times when content differs.

WGST 2060 Politics and Gender (3)

This course focuses on the women's movement as a social movement, investigating how the lives of individuals and the workings of the state have been affected by that movement. After studying the history of the American feminist movement, we will examine women's political participation and presence in public office. We will also discuss various governmental policy arenas that have been of particular interest to feminist activists.

WGST 2080 LGBTQ Persons and the Law (3)

This course introduces students to the basic history, function and substance of U.S. laws regarding the rights of LGBTQ people. Students will be introduced to legal terminology and public policy issues in this area as well as to past and current legal events and cases regarding the status of lesbian, gay, bi, trans and queer individuals and their interactions with the law.

WGST 2125 Psychology of Sexual Orientation and Gender Diversity (3)

The purpose of this course is to introduce students to the psychological and social issues relevant to sexual orientation and gender diversity. Students will be encouraged to think critically about topics such as developmental issues, identity, families, relationships, intersections with race and ethnicity, mental health, physical health, minority stress, work and career concerns, and attitudes toward minority communities. Throughout the course, cultural and international issues will be discussed, and an emphasis will be placed on an empirical approach to the science and practice of psychology. Cross-listed with PSYC 2125.

WGST 2260 Men & Masculinities (3)

This course examines men and masculinities through a critical lens, looking carefully at an institutionalized system of behaviors and beliefs that is assumed to be a natural phenomenon (as well as culturally universal and historically eternal). The goal of the course is to reach an understanding of various masculine behaviors, myths, ideologies, and experiences; to comprehend the relationship between masculine practice and social power; and to delineate choices for future directions in the behavior and belief systems of individual men and the society at large. The course is necessarily interdisciplinary, and will utilize the tools and methods of sociology, anthropology, psychology, and history as needed.

WGST 2275 LGBTQ Families (3)

This course seeks to educate students in the social institutions of marriage and family. Students will think about these institutions from a data-driven and empirical perspective, looking at the history of marriage and family with primary attention to the issue of "same-sex" marriage. This course will consider perspectives from social scientists and social critics who question the functionality of marriage. Moreover, a human rights framework will be used to discuss the idea of marriage and family "rights." Students will examine several historical and contemporary case studies, and will explore different theories about the role and functioning of the institutions of marriage and family.

WGST 2320 Women in World Religions (3)

This course uses anthropological and sociological approaches to explore the ways that women in world religions apply feminist theory to religious and cultural practices. **GCP Coding**: **(ROC)** (WCOM)

WGST 2325 Goddesses (3)

Goddess worship played a significant role in the lives of peoples in antiquity and enjoys a contemporary revival. What is the nature of this worship? Is it inclusive or exclusive of cultic behavior toward male deities? In this course, students will learn how to reconstruct some of the beliefs of ancient peoples from archaeological evidence and ancient documents as they examine the role and influence of the feminine goddess in ancient cultures. We will look at the ideas of the sacred feminine and practices of worship which include sexual rites, women's rituals, prayer, hymns and devotion -- all attached to a powerful group of divine females. We will examine how scholars reconstruct the lives of women from their portrayal as deities.

WGST 2350 LGBTQ Cultural History (3)

This course will take an historical and cross-cultural approach to the rise of LGBTQ subjectivities. Units will include: the ancient world and its approach to same-sex love; the rise of same-sex consciousness in nineteenth century Europe, its spread to other locations, and the emergence of non-hetero non-binary subjectivities in the US; an examination of multiple forms taken by same-sex sexuality and transgender identities in multiple cultural areas, such as Papua New Guinea, the Arab world, Brazil, East Asia; and the more recent development of more complex identity patterns related to homosexual, transsexual, transgender, drag, asexual, pansexual and other subjectivities.

WGST 2370 U.S. Women's History (3)

This course examines the lives of women in America during the years from the Revolution to the present day. We will investigate the ways in which women have functioned as agents of historical change, as their lives and actions have both impacted and been impacted by major historical events. Particular attention will be paid to the changing nature of the family, changes to the work women did (both paid and unpaid), and the involvement of women in social and political reform. We will also investigate the diversity of women's experiences in the past. Just as today, "women" cannot be spoken of as a monolithic block - women throughout America's history have been divided and often had difficulty uniting across lines of class, race, and ethnicity.

WGST 2475 Bisexualities (3)

In this course, students will explore the historical, social, cultural and political contexts of the lives of bisexual women, men and trans folks. The focus will be on people's lives in the late nineteenth, twentieth and early twenty-first centuries, examined via autobiographical and scholarly accounts. Students will attend to the diversity of people's experiences, particularly with respect to race/ethnicity, social class and age.

WGST 2550 Gender, Culture and Leadership (3)

This course provides an analytic framework to understand the roles that gender, race, ethnicity, class and sexuality play in defining leadership and power. From an intersectional feminist perspective students will examine inequities in paid and unpaid workforces, explore career goals and develop leadership strategies of their own. **GCP Coding**: **(SSHB)** (WCOM)

WGST 2610 Women, Gender, and Sexuality in Social Justice Organizations (3)

This course will examine contemporary issues related to gender and sexuality in the foundation and leadership of social justice organizations. We will examine the social justice organization's role in promoting such issues as women's and LGBTQ global political participation, economic opportunities, access to education, messages about sexual and gender violence, reproductive justice, and amnesty. Students will be challenged to "put their passions into practice" by applying their increased knowledge of social justice organizations to the creation of their own organization, including a final presentation that could be made to potential funders. We will also focus on aspects of governance unique to feminist organizations. **GCP Coding**: **(SSHB)** (WCOM)

WGST 2620 Women and the Law (3)

Women still face substantial obstacles in every area of political, social, and economic life, yet most people continue to deny that gender inequality is a serious problem. The legal system perpetuates this denial as well, and historically has attempted to discount or justify gender discrimination. This course will focus on the past and current developments of laws, programs, and institutions which impact gender issues. It will focus on the social and legal implications of gender-based rulings and will explore the factors which underlie such rulings.

WGST 2680 Transnational Feminism (3)

This course examines the historical contexts, political institutions, and colonialist or imperialist practices in different international cultural contexts and how these impact understandings of gender, citizenship, or women's participation in social reform and activism.

WGST 3000 Issues in Women, Gender, and Sexuality Studies (3)

An advanced-level exploration of issues related to women, gender, and sexuality. Repeatable up to two times when content differs.

WGST 3050 Issues in LGBTQ Studies (3)

An advanced-level, in-depth exploration of issues and topics related to Lesbian, Gay, Bisexual, Trans, Queer, Questioning, Intersex, and Asexual Studies. Issues vary each semester; the courses examine sexualities and identities through multidisciplinary and interdisciplinary approaches. Repeatable up to two times when content differs.

WGST 3080 Theorizing Sexualities (3)

How are sexualities configured? That is, what are the frames through which we come to understand and/or interpret sexualities? In this course, students explore the multiple ways in which sexualities come to be produced, reproduced, and negotiated in our everyday lives. Rather than assume a hetero/homo binary as a starting point, students instead take this division to be the end point. examining how this framing has come to exist. Some of the ways in which the course interrogates sexualities include: biological, social /cultural, through nationalism (nation-state), development, and neoliberalism.

WGST 3200 Gender and Sexuality in the Arts (3)

This course explores artists and artistic movements that address issues of gender and sexuality. The course focuses on art forms from such fields as dance, theatre, music, visual arts or performance art. Students will analyze artistic work and correlative scholarship from other fields, such as performance studies, theatre history, dance studies, and art history. Repeatable when content differs.

WGST 3230 Domestic Violence (3)

In order to better understand the present condition of women and the violence that is perpetrated against them, this course will investigate the history of violence against women, the current status of this violence, and the community response. In this course, women will be studied as victims, survivors, activists, advocates, and, due to the systemic nature of this struggle, experts on the topic. The feminist theories applied in the couse include women and children at the center of the circle, gender inequality as the source of continued oppression, and the role of holding men accountable in order for change to take place.

WGST 3235 Cross-Cultural Masculinities (3)

How can we know which aspects of men's behavior are cultural or social, and which are from a biological template for being a man? If we claim that gender is a social and cultural construct, what exactly does that mean? By careful examination of cross-cultural ethnographies, we will seek to understand the forces and factors that produce a particular masculinity, a particular sexuality, and a particular personality out of the raw material of a boy as he is made into a man. The purpose of this course is 1) to examine cultural variations in the lived experiences of men; 2) to demonstrate the cultural construction of masculinities and men's lives in specific socio-historical circumstances; and 3) to approach the study of masculinities across disciplines, across cultures, and across time.

WGST 3270 Female Sexuality and Society (3)

This course will examine the relationship between female sexuality and its social, historical, and ideological contexts. Course materials will provide feminist analyses of the changing social organization and cultural meaning of women's bodies, sexual desires, and sexual practices.

WGST 3350 Feminist Criminology (3)

This course takes an interdisciplinary lens to analyze the role that gender plays in the law and in the criminal justice system. The course primarily analyzes women's and girl's experiences with the criminal justice system both as offenders and victims; the role of gender in the lives of male victims, offenders, criminality will also be considered. The course will analyze gender and social control, incorporating both traditional and feminist theoretical accounts of women's and men's deviance and conformity.

WGST 3370 Feminist Philosophy (3)

This course considers what it means to engage in philosophical thinking from positions of the "Other" in the mainstream Western tradition. Students are introduced to influential texts in feminist philosophy and identify interlocking threads of connection between various oppressed groups, aiding analyses of sexism, heterosexism, racism, classism, ableism and colonialism.

WGST 3630 Women, Gender, and Sexuality Studies Practicum (1-6)

In the Women, Gender and Sexuality Studies practicum, students will link the intellectual and the experiential, creating personalized learning experiences. Students choose and are placed in work environments which are related to and augment their study of topics related to Women, Gender and Sexuality Studies. The student will work in the community "on-site" at a social change organization, in furtherance of personal career and research goals, while also aiming to develop a rapport with practicum site staff and/or clients built on trust and mutual respect, in order to foster personalized learning. Requires prior, ongoing and follow-up consultation with an appropriate faculty member approved by the WGST program director. May be repeated for credit with permission of the program director.

WGST 4000 Advanced Research Topics in Women, Gender, and Sexuality Studies (3)

An advanced, in-depth analysis of a specific area or issue pertaining to women, gender and sexuality, leading to an independent research project. May be repeated for credit if content differs.

WGST 4220 Gender, Justice, and Human Rights (3)

This course will help students become knowledgeable about the tremendous range of women's and feminist activism globally. Students will analyze cultural, economic, and political conditions that promote women's rights globally. Women are claiming a new voice in society by spearheading egalitarian movements for social change. This course will analyze how gender, justice, and human rights are influenced by the intervention of the state, international agencies, globalization, and other international actors.

WGST 4240 Feminism and Families (3)

Many sources in popular culture would have us believe that feminists don't like families, and are anti-marriage and anti-children. This course will examine these myths by 1) reading excerpts from classic first-wave and second-wave feminists that address issues about women and families; 2) reviewing the changes in family life that feminists have sought and successfully won (e.g., increased lesbian and gay parenting, father's increased participation in child-rearing, more recognition that domestic labor is not merely "women's work"); 3) exploring contemporary feminist perspectives on families; 4) looking toward the future and asking what remains to be done to improve families for women. **Prerequisite**: Senior standing or permission of the instructor.

WGST 4330 Global Sex/Gender Systems (3)

This course will take a cross cultural, multi-disciplinary approach to sex (female/male) and gender (feminine/masculine). Themes of the course include: the meaning of the social construction of sex and gender; theoretical explanations for gender inequality; global variations in sex/gender systems, with some attention to the current state of masculine/feminine, female/male relations in the United States. How are the expectations of females and males structured differently across time and space? What approaches do other cultural systems take to alternative sexualities? Under what circumstances is coercion or violence a central structuring process in maintaining a sex/gender system? Cross-listed with ANSO 4300.

WGST 4650 Women, Gender, and Sexuality Studies Capstone (3)

Provides a culminating experience for Women, Gender, and Sexuality Studies majors, allowing students to critically analyze, interpret, and integrate interdisciplinary source materials in preparation for graduate school or a career. Students will demonstrate mastery of the methods, theory, and content areas of Women, Gender, and Sexuality Studies. **Prerequisite**: Senior standing or permission of the instructor.

WRIT - Writing

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

WRIT 1000 Basic Writing Workshop (1-3)

Provides extra support and practice with basic college-level writing skills: assignment comprehension, critical reading, invention, thesis development, organization, style, usage and mechanics. Meets as a workshop in which students' writing will be the focus of the class. When offered as a 1-credit class, must be taken along with WRIT 1010 unless permission is given by the English Department.

WRIT 1010 The Craft of College Writing (3)

College writing is more than an exercise to build skills. In this course, students will learn to produce writing that matters to larger academic conversations. Students will become active readers who critically engage with and respond to the significant, complex questions they encounter in texts. They will also use the writing process to engage in inquiry and analysis and ultimately craft clear, correct and compelling statements of their own ideas and arguments. **GCP Coding**: (WCOM)

WRIT 2000 Advanced College Writing (3)

Offers further development of the skills learned in WRIT 1010, with more emphasis on how to incorporate research into writing. May be repeated for credit. **Prerequisite**: WRIT 1010 or the equivalent. **GCP Coding**: (WCOM)

WRIT 2072 Writing for Change (3)

Students will learn the research and writing skills necessary to work for change as consumers, citizens and activists. The course will emphasize how to rhetorically analyze a writing situation and then plan and craft an effective message; specific writing

Course Descriptions

assignments could include complaint letters, letters to the editor and to elected officials, position papers on controversial issues and proposals addressing community problems. Students will engage in frequent peer workshops to discuss drafts of each other's writing.

WRIT 2090 Writing in the Workplace (3)

Students will improve overall communication skills while learning the basic forms and conventions of workplace writing. Assignments will include memos and letters responding to a variety of rhetorical situations (e.g., informative, persuasive, negative), job application letters and résumés, a short report and an oral presentation. The course will emphasize the planning and drafting process and include peer response workshops. **GCP Coding**: (WCOM)

WRIT 2400 Introduction to Professional Writing (3)

This course takes a rhetorical approach to professional writing, providing tools and strategies for analyzing specific writing situations in order to approach them as effectively and efficiently as possible. It also allows students to investigate the roles that writing plays in a variety of professions and workplaces while developing a stronger sense of their own strengths, challenges and interests as writers. **GCP Coding**: (WCOM)

WRIT 2500 Writing About Science (3)

This course gives students the opportunity to research and write about scientific topics, with equal emphasis on developing overall communication skills and learning about natural phenomena and the methods scientists use to understand and explain them. Major assignments will include informative, persuasive and multi-modal communications about a variety of scientific phenomena and issues. The course will emphasize the planning and drafting process and include peer response workshops. **GCP Coding: (PNW)** (WCOM)

WRIT 3100 Report and Proposal Writing (3)

Students will learn how to research, plan and write reports and proposals, including grant proposals, for a range of organizations, audiences and purposes. The course will emphasize peer response workshops and revision. **GCP Coding**: (WCOM)

WRIT 3200 Technical Writing (3)

Students will learn principles and strategies for communicating technical information, including audience analysis; techniques for gathering, interpreting and presenting information; and appropriate styles and formats. Assignments may include designing instruction manuals and Web pages, writing technical reports, designing page layouts, integrating graphics and creating effective oral presentations.

WRIT 3300 Solving Information Problems (3)

Students will learn to find, evaluate and present information with a focus on exploring research methods and sources in their own prospective fields. Assignments will include various types of research, including personal interviews, surveys, market research, library research and research on the internet, including social networks.

WRIT 3400 Editing and Style (3)

This course directs students' attention to the sentence level, providing them with the skills to edit their own writing and that of others for concision, clarity and grace.

WRIT 4000 Topics in Professional Writing (3)

Covers specialized topics in professional writing such as editing and publishing, writing for nonprofit organizations and writing on nature and environment. May be repeated for credit if content differs. **Prerequisite**: Junior standing or above or permission of the instructor.

WSBT - Walker School

Global Citizenship Program Knowledge Areas **(....)**	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

Global Citizenship Program Skill Areas (....)	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

WSBT 2000 Career Exploration (1)

This course is the first of three courses designed to support student professional success. Students will explore career options and gain an understanding of what skills, interests and experiences are required in industries and career fields that they are interested in pursuing. Interactions with professional will provide additional guidance and exposure to the business environment. Career and personal assessments will be used to help students identify and communicate individual interests and personal strengths. Program Fee: $22.

WSBT 2300 Personal Branding (1)

This course is the second of a three course series designed to help students prepare for professional success upon graduation. In this course, students will develop and refine a personal brand and translate it effectively across multiple professional communication platforms. Students will develop professional etiquette and learn to cultivate professional relationships. **Prerequisite**: WSBT 2000.

WSBT 2700 Career Management Strategies (1)

This course is the third of a three course series designed to help students prepare for professional success upon graduation. In this course, students will translate a personal brand effectively across a career toolkit that will include a résumé or cv, cover letter, elevator pitch, social media and other career related communications. Students will develop interviewing skills. Students will explore conditions and trends in the global job market and establish a framework for career management and professional development resulting in an individual career search strategy. **Prerequisite**: WSBT 2000.

Undergraduate Catalog Addendum/Errata

Below are listed additions and corrections to the 2021-22 Undergraduate Studies Catalog since its publication on 01 June 2021. All corrections listed below have been made in the main online catalog sections to which they apply and will appear in the print version of those individual pages. They do not appear, however, in the PDF version of the full catalog.

This page was last updated on 15 July 2021.

Changes by Department/Program

- Animation (BA)
- Computer Science (BS) with an Emphasis in Cybersecurity
- Courses - ISTL - Global Studies
- Courses - PHIL - Philosophy
- Courses - SCIN - General Science
- Dance (BFA) with an Emphasis in Ballet
- Entrepreneurship (Certificate)
- Key Dates from the Academic Calendar
- Locations Offering Undergraduate Programs - International Campuses - The Netherlands - Leiden
- Locations Offering Undergraduate Programs - International Campuses - Singapore - Webster University at PSB Academy
- Overview
- Overview - International Accreditation and Recognitions
- School of Education

Changes by Date

11 June 2021

Courses - ISTL - Global Studies

The course description for **ISTL 2150** should read:

ISTL 2150 Global Exposures: Study Abroad and Global Engagement (1-3)

This course introduces students to Webster's study abroad programs and the university's global network of campuses. The course builds basic academic, linguistic and practical knowledges and skills facilitating international travel, inter-cultural competence and engagement with global social-cultural issues. **GCP Coding**: **(GLBL)** (INTC)

School of Education

The leadership for the **School of Education** should read:

Michael Hulsizer, acting dean

18 June 2021

Computer Science (BS) with an Emphasis in Cybersecurity

This program is offered by the George Herbert Walker School of Business & Technology/Mathematics and Computer Science Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Courses - PHIL - Philosophy

The course description for **PHIL 3372** should read:

PHIL 3372 Feminist Philosophy: "The Second Sex:" The Philosophy and Literature of Simone de Beauvoir (3)

Simone de Beauvoir was one of the twentieth century's most important and interesting thinkers. In this class, we focus on her major work, The Second Sex. We read a good deal of this text, and we examine its relevance for contemporary life. We also examine Beauvoir's literary efforts, including She Came to Stay and All Men Are Mortal, in order to see how she illustrates her philosophy. We consider de Beauvoir's response to both existential and political concerns, including the nature of freedom, the struggle for recognition from the Other, the situation of women in the western world (both past and present), and how to confront one's own mortality.

Courses - SCIN - General Science

The course description for **SCIN 1030** should read:

SCIN 1030 Science in the News (3)

This course helps students develop, as responsible global citizens in the 21st century, the knowledge and skills necessary for making informed ethical judgments about issues related to the physical and natural world as presented through science news and media. Students will draw on a rich variety of sources in science journalism and make use of a dialogical ethical reasoning methodology to analyze social, political, and ethical policies; weigh values; and make informed judgments about issues such as human evolution, genomic medicine, climate change, and clean energy. **GCP Coding**: **(PNW)** (ETH)

The course description for **SCIN 1510** should read:

SCIN 1510 Global Climate Change (3)

This course will be an in-depth investigation into the science of global climate change, its symptoms as determined by scientific observations and data throughout the world, and what the proposed solutions are. The course is not meant to follow a politically charged agenda or ideology. The course will use the internet, published data, films, media, guest speakers, field trips, and inquiry to investigate the science and measure the examples, effects, outcomes, and proposals that define global climate change. Intended for non-majors. Offered in spring semester. **GCP Coding**: **(PNW)** (CRI)

Locations Offering Undergraduate Programs - International Campuses - Singapore - Webster University at PSB Academy

Webster University at PSB Academy has been added as an international campus location in Singapore. Campus information is as follows:

Singapore
Webster University at PSB Academy
Marina Square, 6 Raffles Blvd, #03-200
Singapore 03594
Ph: +65 6885 1000

Programs offered:

- Business Administration (BS)
- Computer Science (BS)
- Computer Science (BS) with an Emphasis in Cybersecurity
- Management (BA)
- Management (BA) with an Emphasis in International Business
- Psychology: General (Minor)

Overview

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The fourth paragraph of the **Overview** section should read:

Students may also study at Webster's international campuses in Vienna, Austria; Accra, Ghana; Athens, Greece; Leiden, The Netherlands; Singapore; Geneva, Switzerland; Bangkok, Thailand; Cha-Am, Thailand; or Tashkent, Uzbekistan.

09 July 2021

Animation (BA)

The list of **Required Courses** should read:

- ANIM 1000 Animation I (3 hours)
- ANIM 1010 Animation II (3 hours)
- ANIM 1040 Storyboarding (3 hours)
- ANIM 2000 Advanced Animation (3 hours)
- ANIM 2200 3D Modeling (3 hours)
- ANIM 3010 Voicing Your Creation (3 hours)
- ANIM 4000 Animation Seminar (3 hours)
- ANIM 4010 Character Design (3 hours)
- ANIM 4620 Senior Overview* (3 hours)
  or MDST 4950 Internship* (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- FLST 2060 Modern World Cinema (3 hours)
- FLST 2070 History of Animation (3 hours)
- FTVP 1400 Graphics and Effects (3 hours)
- MDST 2500 Professional Development for Media Careers (3 hours)
- SCPT 3300 Writing the Short Script (3 hours)

* Capstone Course

Entrepreneurship (Certificate)

The first paragraph of the **Entrepreneurship Elective Courses** section should read:

Students must select 6 credit hours specific to their field of study. Additional courses are being added; please see your advisor for current listing of elective courses.

15 July 2021

Dance (BFA) with an Emphasis in Ballet

The **Required Courses** should read:

- DANC 2000-level or 3000-level applied dance, Ballet or Modern (6 hours)
- DANC 3000-level applied dance, Ballet (6 hours)
- DANC 3000-level applied dance, Modern (6 hours)
- DANC 4000-level applied dance, Ballet (6 hours)
- DANC 2000-level applied dance, Tap (4 hours)
  or DANC 3000-level applied dance, Jazz (4 hours)
  or MUTH 2410, MUTH 3410 Musical Theatre Dance Styles I or II (4 hours)
- DANC 1040 International Dance (3 hours)
- DANC 1220 Improvisation I (2 hours)
- DANC 1310, DANC 1320 Composition I (6 hours)
- DANC 1410 Introduction to Professional Dance I (2 hours)
- DANC 1420 Introduction to Professional Dance II (1 hour)
- DANC 1550 Stagecraft for Dance I (1 hour)
- DANC 1560 Stagecraft for Dance II (1 hour)
- 2 hours from the following:
    - DANC 2060 Performance of Masculinity in Ballet
    - DANC 2050 Pointe and Variations
- DANC 2210 Dance History: Lineage Based to 20th Century (3 hours)

- DANC 2250 Cross Training (2 hours)
- DANC 2310, DANC 2320 Composition II (6 hours)
- DANC 2520 Living Anatomy and Movement (3 hours)
- DANC 3050 Partnering (2 hours)
- DANC 3150 Performance Techniques I (2 hours)
- DANC 3160 Performance Techniques II (2 hours)
- DANC 3210 Dance History: 20th Century to Present (3 hours)
- DANC 3250 Somatics (2 hours)
- DANC 3550 Lighting and Costume Design for Dance I (1 hour)
- DANC 3560 Lighting and Costume Design for Dance II (1 hour)
- DANC 4310 Choreographic Project (3 hours)
- DANC 4400 Dance Pedagogy (3 hours)
- DANC 4410 Webster University Dance Ensemble (7 semesters; 0 hours)
- DANC 4900 Senior Seminar (1 hour)
- Additional advanced-level work in technique, (DANC 3250, DANC 3050 etc.) choreography, topics, independent study **or** DANC 2050, DANC 2060, or DANC 2250 (2 hours)
- WRIT 1010 The Craft of College Writing (3 hours) **or** ENGL 2160 Creative Writing: Fiction (3 hours)
- EPMD 1000 Introduction to Media Production (3 hours)
- ART 1000 Introduction to Studio Art (3 hours) **or** ART 3820 Performance Art (3 hours)
- THEA 1080 Studio Acting I (3 hours)
- MUSC 1000 Fundamentals of Musicianship (3 hours)

Key Dates from the Academic Calendar

The **Fall 2021 - Fall 1 Session** calendar for **International Campuses** should read:

- **Athens**: Aug. 23 - Oct. 15
- **Geneva**: Aug. 23 - Oct. 15
- **Ghana**: Aug. 23 - Oct. 15
- **Leiden**: Aug. 23 - Oct. 15
- **Singapore**: Aug. 23 - Oct. 15
- **Thailand**: Aug. 23 - Oct. 15

The **Fall 2021 - Fall Semester** calendar for **International Campuses** should read:

- **Athens**: Aug. 23 - Dec. 17
- **Geneva**: Aug. 23 - Dec. 17
- **Ghana**: Aug. 23 - Dec. 17
- **Leiden**: Aug. 23 - Dec. 17
- **Singapore**: Aug. 23 - Dec. 17
- **Thailand**: Aug. 23 - Dec. 17
- **Uzbekistan**: Aug. 23 - Dec. 17
- **Vienna**: Sept. 13 - Dec. 17

The **Fall 2021 - Fall 2 Session** calendar for **International Campuses** should read:

- **Athens**: Oct. 25 - Dec. 17
- **Geneva**: Oct. 25 - Dec. 17
- **Ghana**: Oct. 25 - Dec. 17
- **Leiden**: Oct. 25 - Dec. 17
- **Singapore**: Oct. 25 - Dec. 17
- **Thailand**: Oct. 25 - Dec. 17
- **Vienna**: Oct. 25 - Dec. 17

The **Spring 2022 - Spring 1 Session** calendar for **International Campuses** should read:

- **Athens**: Jan. 17 - March 11

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- **Geneva**: Jan. 17 - March 11
- **Ghana**: Jan. 17 - March 11
- **Leiden**: Jan. 17 - March 11
- **Singapore**: Jan. 17 - March 11
- **Thailand**: To be determined
- **Vienna**: To be determined

The **Spring 2022 - Spring Semester** calendar for **International Campuses** should read:

- **Athens**: Jan. 17 - May 13
- **Geneva**: Jan. 17 - May 13
- **Ghana**: Jan. 17 - May 13
- **Leiden**: Jan. 17 - May 13
- **Singapore**: Jan. 17 - May 13
- **Thailand**: To be determined
- **Uzbekistan**: Jan. 17 - May 13
- **Vienna**: To be determined

The **Spring 2022 - Spring 2 Session** calendar for **International Campuses** should read:

- **Athens**: March 16 - May 13
- **Geneva**: March 21 - May 13
- **Ghana**: March 21 - May 13
- **Leiden**: March 21 - May 13
- **Singapore**: March 21 - May 13
- **Thailand**: To be determined
- **Vienna**: To be determined

Locations Offering Undergraduate Programs - International Campuses - The Netherlands - Leiden

The list of **programs offered** at the **Leiden, the Netherlands** campus should read:

- Business Administration (BS)
- International Human Rights (Certificate)
- International Relations (BA)
- Management (BA) with an Emphasis in International Business
- Psychology (BA)
- Psychology (BA) with an Emphasis in Mental Health
- Psychology (BS)
- Psychology: General (Certificate)

Overview - International Accreditation and Recognitions

The **International Accreditation and Recognitions** section should read:

- **Austria:** Webster University in Vienna is accredited by The Agency for Quality Assurance and Accreditation Austria (AQ Austria) as an Austrian Private University.
- **Ghana**: Webster University Ghana is full accredited by the National Accreditation Board of Ghana.
- **Greece**: Webster University, through its Athens Campus, Webster Athens, has been accredited/licensed by the Ministry of Education, Research and Religious Affairs of the Hellenic Republic to operate in Hellas [Greece] under permit 127051/K1/01.08.2016 [Government Gazette 2585/B/22.08.2016].
- **The Netherlands**:Selected Webster University programs in the Netherlands are accredited by the Netherlands-Flemish Accreditation Agency (NVAO). Webster is an approved institute of higher education under Dutch law.
- **Singapore**: Webster University partners with PSB Academy in Singapore to deliver undergraduate and postgraduate

degrees that are registered with the Committee for Private Education (CPE).
- **Switzerland**: Webster University Geneva is a non-profit university established and recognized in Geneva since 1979 as a Swiss Foundation *(Fondation Webster)*.
- **Thailand:** Webster University in Thailand is accredited by the Office of the Higher Education Commission (OHEC), Ministry of Education, Thailand.
- **Uzbekistan**: By resolution of the President of the Republic of Uzbekistan and through the Ministry of Higher and Secondary Specialized Education, Webster University is registered to operate, and its diplomas, transcripts and other academic awards are recognized as documents of higher education in the Republic of Uzbekistan.

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