

Undergraduate Studies Catalog

2020-21



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

Webster
UNIVERSITY

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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
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 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
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 E-mail: intlstudy@webster.edu

U.S. Residents to International Campuses

Phone: 314-968-6988 • 1-800-984-6857
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 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 Gerding College of Fine Arts
- School of Communications
- School of Education

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

- 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 www.webster.edu/chancellor/university-leadership.

Robert (Rob) Reeg, Chair of the Board, Consultant, Former President, MasterCard

Patricia (Pat) D. Whitaker, Interim Vice Chair of the Board, Founder and Chairman, Arcturis

Elizabeth (Beth) J. Stroble, Chancellor, Webster University

Julian Z. Schuster, President, Webster University

Richard (Rick) Meyer, Interim Treasurer, Interim Chief Financial Officer, Webster University

Jeanelle Wiley, *Assistant Chancellor, Secretary of the University and Senior Privacy Director, Webster University*
Edgar Aguilar, *Executive Vice President, Information Technology and Human Resources, MasterCard*
Marvin Anderson, *Senior Vice President, Bank of America Private Bank*
Susan (Gay) Burns, *Executive Vice President, Chief Human Resources Officer, Reinsurance Group of America*
W. Thomas (Tom) Chulick, *President and Chief Executive Officer, St. Louis Regional Chamber*
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Clark S. Davis, *Principal Consultant, Cameron MacAllister Group*
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Laura Herring, *Chair Emeritus and Founder, The Impact Group*
Carmen Jacob, *CEO, NextGen Information Services, Inc.*
Kristin M. Johnson, *Principal - Chief Human Resources Officer, Edward Jones*
Atul Kamra, *Managing Partner, SixThirty*
Lisa Melandri, *Executive Director, Contemporary Art Museum St. Louis*
Jane Robert, *Honorary Board, American Friends of the Musée d'Orsay*
John (JT) Tvrdik, *Office Managing Partner, PricewaterhouseCoopers, LLP*
Sumit Verma, *Senior Vice President Commercial Manufacturing, Iovance Biotherapeutics, Inc.*
Lynn Wittels, *President and CEO, St. Louis Jewish Community Center*
Peter Wyse Jackson, *President, Missouri Botanical Garden*
Jeffery (Jeff) Yorg, *Managing Director of Compliance & Risk and Associate General Counsel, BAM Advisor Services, LLC*

Notice of Non-Discrimination

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

Kimberley Pert
Interim Head, Title IX Office
Webster University
470 E. Lockwood Ave.
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:

M. Elizabeth (Beth) Russell
Assistant Vice President for Graduate Studies
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-246-8298
russelmb@webster.edu

Matters concerning employees and applicants for employment, unrelated to sex- or gender-based discrimination or other similar misconduct:

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

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Services for Students

Academic Advising

The **Academic Advising Center** coordinates the advising system throughout the Webster University network: graduate and undergraduate, on-ground and online, and faculty and staff. This office provides students, faculty and staff with information and tools to understand academic programs and policies that 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

Academic Resource Center (ARC)

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

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

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

The **Tutoring Program** provides a pool of capable tutors who are available to work one-on-one or in small groups with students to help them achieve greater confidence, independence and success as learners. Individual peer tutoring is available by appointment for both short-term "catch-up" work and ongoing support. Online tutoring services 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 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 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 (Canvas) 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 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 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 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

Services for Students

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/olc/students/.

Contact Information:

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

Admission

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

Contact Information:

Toll Free: 800-753-6765
Phone: 314-246-7800
Fax: 314-246-7122
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:

Web: www.webster.edu/mcisa/

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

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

Contact Information:

Toll Free: 800-985-4279
 Phone: 314-968-6950
 Email: <http://libanswers.webster.edu/ask>
 Web: library.webster.edu
 Chat: <http://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 GoArmyEd; 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 confidentiality 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.html

Student Affairs

Student Affairs is responsible for all co-curricular programs including Career Planning and Development, Campus Ministry, Counseling, First Year Experience (FYE) and Undergraduate Persistence, Campus Dining Services, Housing and Residential Life, Student Health Services, Multicultural and International Student Affairs, WebsterLEADS, Office of Student Engagement, 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: http://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 2020

- **May 11-29:** May term
- **May 25:** First 5-week session begins
- **May 25:** Memorial Day*
- **June 1:** Summer session begins
- **June 26:** First 5-week session ends
- **June 29:** Second 5-week session begins
- **July 3:** Independence Day Holiday*
- **July 24:** Summer session ends
- **July 31:** Second 5-week session ends
- **Aug. 1:** Summer Graduation Date

Fall 2020

- **Aug. 24:** Fall Semester classes start
- **Aug. 24:** Fall 1 classes start
- **Sep. 7:** Labor Day Holiday*
- **Oct. 16:** Fall 1 classes end
- **Oct. 19-23:** Fall Break
- **Oct. 26:** Fall 2 classes start
- **Nov. 26-27:** Thanksgiving Break*
- **Dec. 18:** Fall 2 classes end
- **Dec. 18:** Fall Semester classes end
- **Dec. 19:** Fall Graduation Date

Spring 2021

- **Jan. 11:** Spring Semester classes start
- **Jan. 11:** Spring 1 classes start
- **Jan. 18:** Martin Luther King Jr. Day*
- **March 5:** Spring 1 classes end
- **March 8-12:** Spring Break
- **March 15:** Spring 2 classes start
- **May 7:** Spring Semester classes end
- **May 7:** Spring 2 classes end
- **May 8:** Commencement Ceremony
- **May 15:** Spring Graduation Date

International Campuses

Summer 2020

- **Athens:** May 25 - June 19 (Summer 1); June 22 - July 17 (Summer 2); July 20 - Aug. 24 (Summer 3)
- **Geneva:** May 18 - July 10
- **Ghana:** June 1 - July 24
- **Leiden:** May 25 - July 19
- **Thailand:** June 1 - July 24
- **Uzbekistan:** June 1 - July 24
- **Vienna:** May 11 - May 29 (3-week Summer); May 25 - June 26 (5-week Summer); June 1 - July 24 (8-week Summer)

Fall 2020

Fall 1 Session

- **Athens:** August 24 - October 16
- **Geneva:** August 24 - October 16
- **Ghana:** August 24 - October 16
- **Leiden:** August 24 - October 16
- **Thailand:** August 24 - October 16
- **Uzbekistan:** August 24 - October 16
- **Vienna:** August 24 - October 16

Fall Semester

- **Athens:** August 24 - December 18
- **Geneva:** August 24 - December 18
- **Ghana:** August 24 - December 18
- **Leiden:** August 24 - December 18
- **Thailand:** August 24 - December 18
- **Uzbekistan:** August 24 - December 18
- **Vienna:** August 24 - December 18

Fall 2 Session

- **Athens:** October 26 - December 18
- **Geneva:** October 26 - December 18
- **Ghana:** October 26 - December 18
- **Leiden:** October 26 - December 18
- **Thailand:** October 26 - December 18
- **Uzbekistan:** October 26 - December 18
- **Vienna:** October 26 - December 18

Spring 2021

Spring 1 Session

- **Athens:** January 11 - March 5
- **Geneva:** January 11 - March 5
- **Ghana:** January 11 - March 5
- **Leiden:** January 11 - March 5
- **Thailand:** January 11 - March 5
- **Uzbekistan:** January 11 - March 5
- **Vienna:** January 11 - March 5

Spring Semester

- **Athens:** January 11 - April 29
- **Geneva:** January 11 - May 7
- **Ghana:** January 11 - May 7
- **Leiden:** January 11 - May 7
- **Thailand:** January 11 - May 7
- **Uzbekistan:** January 11 - May 7
- **Vienna:** January 11 - May 7

Spring 2 Session

- **Athens:** March 8 - April 29
- **Geneva:** March 15 - May 7
- **Ghana:** March 15 - May 7
- **Leiden:** March 15 - May 7
- **Thailand:** March 15 - May 7
- **Uzbekistan:** March 15 - May 7
- **Vienna:** March 15 - May 7

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.

Key Dates from the Academic Calendar

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, 2020. 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

10450 Holmes Rd, Suite 100
Kansas City, MO 64131
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)
- Computer Science (BS) with an Emphasis in Cybersecurity
- Criminology (BA)
- Entrepreneurship (Certificate)
- Interactive Digital Media (Certificate)
- Legal Studies (BA)
- Management (BA)
- Paralegal Studies (Certificate)
- Psychology (BA)
- Speech Communication Studies (BA)

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)
- Computer Science (BS)
- Criminology (BA)
- Management (BA)
- Management (BA) with an Emphasis in Human Resources Management
- Speech Communications Studies (BA)

WingHaven

2229 Technology Drive, Suite 300
O'Fallon, MO 63368-7344
Ph: (636) 561-2400; 968-5988
Fax: (636) 625-2522
winghaven@webster.edu

Programs offered:

- Business Administration (BS)
- Criminology (BA)
- Management (BA)
- Speech Communication Studies (BA)

South Carolina

Webster University provides undergraduate level students at three of 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)

- 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)

- 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)

- 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)
- European Studies (Minor)
- General Psychology (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
- Media Communications (BA)
- Media Communications (Minor)
- Philosophy (Minor)
- Political Science (Minor)
- Psychology (BA)
- 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

Boommakkt 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) - *Teach Out*
- Management (BA) with an Emphasis in International Business
- Management (BA) with an Emphasis in Marketing - *Teach Out*
- 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)
- Educational Psychology (Minor)
- Entrepreneurship (Certificate)
- Finance (BS)
- Finance (Minor)
- French (Minor)
- General Psychology (Certificate)
- General Psychology (Minor)
- Health Psychology (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)
- Media Communications (BA)
- Media Communications (Minor)
- Migration and Refugee Studies (Certificate)
- Philosophy (Minor)
- Photography (BA)
- Photography (Minor)
- Photojournalism/Editorial Photography (Certificate)
- Political Science (Minor)
- Psychology (BA)
- Psychology (BA) with an Emphasis in Mental Health

- Psychology (BS)
- Sociology (Minor)

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)
- International Tourism (Certificate)
- Management (BA) with an Emphasis in International Business

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:

- Advertising and Marketing Communications (Minor)
- Buddhist Studies (Certificate)
- Business (Minor)
- Business Administration (BS)
- Economics (Minor)
- General Psychology (Minor)
- Interactive Digital Media (Minor)
- International Relations (BA)
- International Relations (Minor)
- Management (BA)
- Management (Minor)
- Management (BA) with an Emphasis in Human Resources Management
- Management (BA) with an Emphasis in Marketing
- Media Communications (BA)
- Media Communications (Minor)
- Psychology (BA)

Uzbekistan

Tashkent

Webster University Tashkent

13 Navoi Avenue

Tashkent 10011

Uzbekistan

Ph: +998 71 234 1178

Programs offered:

- Business Administration (BS)
- Economics (BA)
- Media Studies (BA)

Online Programs

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

Locations Offering Undergraduate 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)
- Religion and Global Society (BA) - *Teach Out*
- Nursing (BSN)†
- Professional Writing (Certificate) - *Teach Out*
- 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 Communications (BA)† - *Teach Out*
- 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.
- The WingHaven Complex in St. Charles County.

Webster University also offers undergraduate education at the following extended-campus locations in the United States: Kansas City, Missouri; Los Angeles 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.

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

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

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 cancellation 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 Web site 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 cancellation 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/academic_affairs/private_out_of_state/complaint_process

Missouri

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

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](#).

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%

Refund Schedule		
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.
- Nursing programs and degrees are accredited by the Accreditation Commission for Education in Nursing (ACEN). Accreditation Commission for Education in Nursing (ACEN) 3343 Peachtree Road, Suite 850 Atlanta, GA 30326 404-975-5000 www.acenursing.org
- 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).
- **Only** the St. Louis Campus' legal studies BA, MA and Paralegal Certificates are approved by the American Bar Association.
- National Council for State Authorization Reciprocity Agreements (NC-SARA).
- State Authorization Reciprocity Agreement (SARA).

International Accreditations and Recognitions

- **Austria:** Webster University in Vienna is accredited by the Austrian Ministry for Science and Research as a private university under Austrian law.
- **China:** The Webster University MBA program, offered in partnership with the Shanghai University of Finance and Economics (SUF) and the University of Electronic Science and Technology of China (UESTC), is officially approved by and recognized by the Ministry of Education in China.
- **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.
- **Thailand:** Webster University in Thailand is accredited as a private university by the Thailand Ministry of Education under Thai law.

Memberships

Webster University holds membership in the following organizations or associations:

- American Association for Paralegal Education
- American Association of Colleges of Nursing (AACN)
- American Association of Colleges of Teacher Education (AACTE)
- American Council on Education
- ASIS International
- Association of American College and University Programs in Switzerland
- Association of American Colleges and Universities (AAC&U)
- Association of Theatre in Higher Education
- College Art Consortium
- College Board
- College Consortium for International Studies
- Council for 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 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 <http://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.

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 300- to 500-word essay on a topic of the student's choice, such as a special interest, significant experience, or notable achievement.
- 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

Admission

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, 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 (available at <http://webster.edu/apply>).
- 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. 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. 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, 314-246-7483, 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/

Admission

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, disenrollment 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
- 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/esl.

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 <http://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

Admission

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 a web portal that provides access to Webster's online services such as access to Webster e-mail, wireless internet, FTP, and online course services, groups, calendars and announcements. It provides customizable content in the form of tabs, channels, and news feeds. Connections also provides access to a student's, biographical information, grades and registration services.

Students are expected to:

- Activate their Connections account after receiving their username and password. Students receive a link to set up their Connections account upon acceptance to the University.
- 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).

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.

Office 365 provides access to Office applications including OneDrive (cloud storage), email, calendar, and more. Students should check their Webster University email as this is the official channel of communication to the community. While you can redirect this account to your personal email, all communications will only be sent through the webster.edu account.

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: <http://www.webster.edu/technology/references/>.

Course Load Guidelines

The recommended academic load for full-time students is 16 credit hours each semester. Sixteen credit hours for eight semesters total the 128 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 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 through the Student Academic Services tab in Connections after receiving registration clearance from their academic advisor. 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: Students are considered sophomores after completing 30 credit hours; juniors must have 60 credit hours; and seniors must have 90 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

Enrollment

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. 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 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. 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.

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. Changing a section without following these procedures may result in no credit being awarded and potential probation or dismissal.

Waitlist

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

Withdrawal from Courses

Students may withdraw from a course through Friday of the sixth week of an eight-week, nine-week or 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. Undergraduate Reading Courses (4610) and Apprentice Teaching (EDUC 4940, EDUC 4950, EDUC 4960, EDUC 4965, EDUC 4970, EDUC 4980) may not be applied toward a 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.

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 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 128 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 reviewed online under GCP Advising and Assessment 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 <http://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 <http://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 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 98 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 98 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 and 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 that has prepared them to sit for the NCLEX.

Webster University may accept up to 98 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, 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.

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.

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 128 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 Current Students page of the University's website 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 128 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 128 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	<i>cum laude</i>
3.80-3.89	<i>magna cum laude</i>
3.90-4.0	<i>summa cum laude</i>

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 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/ida/.

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 <http://www.webster.edu/advising/student-resources/undergrad-petition-graduate.html>.
- **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 (<http://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 2020-2021 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) <i>Per academic year</i>	\$28,500
Conservatory full-time undergraduate tuition <i>Per academic year</i>	\$33,100
Cost for students who enroll in more than 18 hours in one semester <i>This rate applies only to the additional credit hours above 18</i>	\$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, WingHaven 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
<i>*The RN to BSN program is excluded from both the corporate partner tuition rate program (CPTR) and corporate partner cohort discount pricing.</i>	

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, Reserve and National Guard

Tuition for Military (Active Duty, 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
<p><i>*excluding Flat Fee</i> ^ Federal employees, Government contractors on the installation and dependents of Active Duty Military, National Guard and Reserve who enroll in on-base, in-classroom courses are eligible for Webster University's USA Scholarship. † Qualified First Responders are eligible for Webster University's First Responder Scholarship. For the purposes of the First Responder Scholarship, First Responders are defined as State and Local Police Officers and Sheriffs, Firefighters, EMTs/Paramedics, and Registered Nurses and Physicians working in emergency room settings. Additional guidance is available on the Office of Military Affairs website.</p>	

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	\$315 per credit hour
12-16 credit hours	\$3,725 total
17-32 credit hours	\$4,075 total
33-48 credit hours	\$4,255 total
49-64 credit hours	\$4,450 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.

Tuition, Fees and Refunds

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 2020-2021

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 2020-2021

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, the Library Café featuring Kaldi's, or the Simply-to-Go unit in the East Academic Building. 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.

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 or via the Housing Office in West Hall.

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) <i>One-time; covers various orientation activities and materials; non-refundable</i>	\$125
Deferred payment fee <i>Per semester</i>	\$35
Student Activity Fee (St. Louis campus, full-time flat fee students only) <i>Per semester; funds campus-wide programs and activities; non-refundable</i>	\$100
Graduation fee	\$100
Transcript fee	\$15

Re-admission fee	\$35
Resident Student Activity fee <i>Per semester; funds residential programs and activities; non-refundable</i>	\$60
Applied Music fee (Fifteen 60-min. private lessons) <i>Per semester; this fee is in addition to tuition charge</i>	\$615
Applied Music fee (Fifteen 30-min. private lessons) <i>Per semester; this fee is in addition to tuition charge</i>	\$325
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 and employer reimbursement options 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 33-1/3% 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

Refund Schedule					
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 at webster.edu/financialaid/forms.

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

Financial Information

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 192 credit hours (128 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).

Some scholarships require a separate application form, which may be obtained in the Office of Undergraduate Admissions or online at <http://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 SAT or ACT composite scores. The applicant's essay, 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 128 total credit hours. 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 visit www.webster.edu/fye/orientation 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 870 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 2020-2021 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 freshman 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 complexes 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, Freshens 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 98 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.
- Complete the GRE within the last five years. Current scores are available on the Washington University admission site. However, GRE scores are one of many factors considered in the admissions process.
- 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. Official GRE scores must also be sent to the Washington University

Pre-Professional Programs

OTCAS number at #0081 by that date. See the Washington University site for more information (<https://www.ot.wustl.edu/education/3-2-program-143>).

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 hour) (*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 http://www.webster.edu/study-abroad/policies_and_procedures/program_withdrawal_and_extension.html.

Special Study Opportunities

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, insurance, 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.

Academic Resource Center (ARC)

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

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

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

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

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

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

The **Writing Center** provides a friendly, welcoming place where writers receive one-on-one coaching in order to become independent writers and demystify the writing process. Trained coaches help students through the process of writing a paper. Information about how to schedule appointments as well as about online resources and helpful writing tips may be found on the ARC 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 and selecting Writing Assistance or by following the instructions on the Online Writing Center's website accessible through webster.edu/arc.

Contact Information:

Phone: 314-246-7620

Email: arc@webster.edu

Web: www.webster.edu/arc

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

Services for Students with Disabilities

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

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: www.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: <http://www.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 three 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. LearningCounts.org, an online portfolio course offered by an endorsed organization.
3. 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 portfolios 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.

Online Portfolio Course

LearningCounts.org is an endorsed organization that assists students with prior life experiences. Students will be required to create a portfolio through a six-week online portfolio course (3 credits) that demonstrates their college-level learning from life experience at any level or subject. The portfolios will be evaluated by university faculty nationwide, assessed and monitored by the Council of Adult and Experiential Learning (CAEL). Portfolios from this organization will be submitted as transfer credit; therefore any awarded credit cannot be applied during the last 30-36 credit hours at Webster University.

LearningCounts.org credit is not accepted by all departments, so interested students should be aware that confirmation will be necessary prior to engaging LearningCounts.org. To begin the process, students should contact their academic advisor.

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 64 and 98 credit hours and who have maintained a 3.3 GPA in previous college work are eligible to apply for admission to the program. The combined degrees program is offered at the St. Louis area locations and has limited availability at 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 with a Content Specialization or Minor/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)

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 an A or B average to remain in the combined degrees program. Students must maintain a current GPA of at least 3.0.

Undergraduate students who receive two grades of C, one grade of D or one grade of F in the required combined degree transition courses will be dismissed from the combined degrees program. Graduate students who receive one grade of C or one grade of F will be dismissed from the combined degrees program.

Students dismissed from the combined degrees program are eligible to pursue a traditional graduate degree program at Webster University, subject to the policies stated in the current Graduate Studies Catalog.

Advancement to Candidacy

Degree seeking students are advanced to master's candidacy when they have completed 12 credit hours of graduate coursework with grades of B or above.

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 Advertising
- 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
- 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 4450 Organizational Development
or MNGT 4400 Personnel Law
- MNGT 4600 Contemporary Human Resource Strategies
or MNGT 4500 Professional Development of Managers

- HRDV 5000 Introduction to Human Resources Development
- HRDV 5610 Training and Development

Graduate Courses

- HRDV 5560 Group Development and Change
- HRDV 5700 Career Management
- MNGT 5590 Organizational Behavior
- HRDV 5750 Research and Assessment Methods in Human Resources Development
- HRDV 6000 Integrated Studies in Human Resources Development

Elective Courses

The combined degree in human resources development requires three elective graduate courses in addition to the courses listed.

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
or INTL 4100 Advanced International Relations
- 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

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- 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 Advertising

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:

- 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 152 credit hours which is a combination of undergraduate and graduate credit hours. A maximum of 98 credit hours may be accepted for transfer into the undergraduate program but only a maximum of 64 credit hours of lower-division work are allowed to transfer. A student must complete a minimum of 18 credit hours of undergraduate accounting courses at Webster University. No transfer credit is allowed for the graduate portion of the program.

Students must apply to the Business Department through the Office of Academic Advising for the graduate portion of the BS in accounting/MS in finance 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

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of 128 credit hours, completed all general education requirements, completed all of the required undergraduate courses for the major in accounting, and completed the four transition courses in the set of core requirements. Students may then continue completing the requirements for the MS in finance degree.

Undergraduate Requisite Courses

All courses required for the BS in accounting major with the exception of ACCT 4100 Advanced Financial Accounting and ACCT 4900 Auditing, which are defined as core transition courses between the BS in accounting/MS in finance programs.

Transition Courses

- ACCT 4100 Advanced Financial Accounting
- ACCT 4900 Auditing
- FINC 5000 Finance
- FINC 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 155 credit hours which is a combination of undergraduate and graduate credit hours. A maximum of 98 credit hours may be accepted for transfer into the undergraduate program but only a maximum of 64 credit hours of lower-division work are allowed to transfer. A student must complete a minimum of 18 credit hours of undergraduate accounting courses at Webster University. No transfer credit is allowed for the graduate portion of the program.

Students must apply to the Business Department through the Office of Academic Advising for the graduate portion of the BS in accounting/MS in 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 128 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 128 credit hours, completed all Global Citizenship Requirements (GCP), completed all 54 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.

Undergraduate Prerequisite 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

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 with a Content Specialization or Minor/ 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 128 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 128 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 2300 Child and Adolescent Development (3 hours)
- 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 3000 Practicum: Elementary (3 hours)
- 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 3160 Multimodal Literacies (3 hours)
- EDUC 3520 Methods of Teaching of Elementary Reading (3 hours)
- EDUC 3900 Methods of Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (4 hours)
- EDUC 4435 Inclusive Practices for the General Education Teacher (3 hours)
- EDUC 4575 Methods of Teaching Elementary Social Studies (3 hours)
- EDUC 4580 Methods of Teaching Elementary Science (3 hours)
- EDUC 4695 Differentiated Reading Assessment and Intervention (3 hours)
- MTH 4310 Elementary-School Mathematics Methods (3 hours)
- MTH 4320 Differentiated Mathematics Instruction (3 hours)
- POLT 1060 Introduction to American Politics
- 8-18 credit hours of a Foreign Language (*a minor is highly encouraged*)
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
- 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 128 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 128 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 128 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 2300 Child and Adolescent Development (3 hours)
- 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 3005 Practicum: Secondary English (3 hours)
- 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 3500 Methods of Teaching Secondary School (3 hours)
- EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4110 Methods of Teaching Secondary English (3 hours)
- EDUC 4130 Methods of Teaching Writing (3 hours)
- EDUC 4435 Inclusive Practices for the General Education Teacher (3 hours)
- EDUC 4695 Differentiated Reading Assessment and Intervention (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)
- A second written composition course (3 hours)
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
- 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 128 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 128 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 128 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 2300 Child and Adolescent Development (3 hours)
- 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 3012/EDUC 3013/EDUC 3014 Intermediate Practicum (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4985/EDUC 4986/EDUC 4987 Apprentice 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 3500 Methods of Teaching Secondary School (3 hours)
- EDUC 3900 Methods of Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4435 Inclusive Practices for the General Education Teacher (3 hours)
- ILC 4060 Methods in Teaching Languages (1-4 hours)
- 30 semester hours in French, German, or Spanish (*C- or better required*)
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
- 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 128 credit hours at the undergraduate level

Graduate Coursework to be Completed After the BA

- TESL 5030 Language History, Planning and Policy (3 hours)*
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- 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.

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- 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.

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Faculty

United States

College of Arts and Sciences

Anton Waller, dean

Biological Sciences

Departmental Faculty

- **Mary L. Preuss**, associate professor, chairperson; BS, Cornell University, 1996; PhD, University of California, Davis, 2002
- **Victoria L. Brown-Kennerly**, associate professor; BS, University of Michigan, 1993; PhD, Emory University, 2001
- **Ryan H. Groeneman**, professor; BS, Southern Illinois University Edwardsville, 1996; PhD, University of Missouri-Columbia, 2000
- **Shannon E. Kispert**, assistant professor
- **Ravin S.T. Kodikara**, assistant professor; BS, University of Colombo, 2004; MA, Western Michigan University, 2009; PhD, Western Michigan University, 2010
- **Nicole E. Miller-Struttman**, assistant professor; BS, Loyola University of Chicago, 2003; PhD, Washington University, 2011
- **David P. Reddy**, instructor; BS, University of Missouri-Saint Louis, 1998; MS, Brigham Young University, 2003
- **Stephanie Schroeder**, professor; BS, Purdue University, 1989; PhD, Vanderbilt University, 1997
- **Nigora Turaeva**, research fellow; PhD, Uzbekistan State University of World Languages, 2007
- **Anton S. Wallner**, professor, dean; BS, University of Wisconsin-Milwaukee, 1986; MS, University of Michigan, 1988; PhD, Case Western Reserve University, 1992

Adjunct Faculty

- **Teresa A. Alvarez**, BS, Southern Illinois University Edwardsville, 2000; MS, Southern Illinois University Edwardsville, 2002
- **Martha B. Bailey**, AB, Ohio University, 1983; MA, University of Maryland, Baltimore, 1988; PhD, University of Maryland, Baltimore, 1992
- **Andrew J. Belsky**, BA, Webster University, 2004; MBA, Webster University, 2006
- **William C. Bunch**, BS, Lincoln Memorial University, 1988; MEd, Lincoln Memorial University, 2001
- **Joshua A. Carter**, BS, Southern Illinois University Edwardsville, 2014; MS, Lindenwood University, 2016
- **Michael T. Dawson**, BS, University of Toledo, 2000; MEd, University of Missouri-Saint Louis, 2007
- **Nora Dunkel**, BS, California Polytechnic State University, 2012; AM, Washington University, 2015
- **William R. Elliott**, BSEd, Southeast Missouri State University, 1966; MAT, Webster University, 1975
- **Sarah E. Fike**, BS, University of Missouri-Columbia, 2004; MS, University of Missouri-Saint Louis, 2009
- **Ronald R. Gaddis**, BS, Western Michigan University, 1972; MS, University of Kansas, 1981; PhD, University of Kansas, 1982
- **Walter K. Gavlick**, BA, Saint Louis University, 1981; MS, Saint Louis University, 1983; PhD, University of Massachusetts Amherst, 1988
- **Scott D. Gevaert**, BS, Saint Louis University, 2006; PhD, University of Georgia, 2011
- **Jamie L.M. Gotto**, BS, Logan University; MBA, Webster University, 2017; DC, Logan University, 2000
- **Merry Graf**, BA, Millikin University, 1986; MEd, Southern Illinois University Edwardsville, 2003

- **Lisa D. Grantham**, BS, Truman State University, 2006; MS, Iowa State University, 2013
- **James D. Harris**, BS, Southern Illinois University Edwardsville, 2006; BES, Maryville University of Saint Louis, 2008; MPT, Maryville University of Saint Louis, 2010
- **Alix W. Henry**, AB, Washington University, 1994; MARC, University of Washington, 2004
- **Randall S. Hyman**, AB, Indiana University Bloomington, 1976
- **Vladimir Ivkovic**, BA, Webster University, 1999
- **Wayne K. Jones**, BS, Ohio State University, 1982; MS, Iowa State University, 1985
- **Gilbert N. Jones III**, BS, University of Tennessee, 1972; MS, Cardiff Metropolitan University, 2008; MD, University of Tennessee, 1975
- **Jessica A.F. Kerckhoff**, BSCD, Saint Louis University, 1998; MA, University of Tennessee, Knoxville, 2000; PhD, Saint Louis University, 2014
- **Kim J. Kleinman**, BA, University of Missouri-Kansas City, 1975; MA, University of Chicago, 1979; PhD, Union Institute & University, 1997
- **David K. Kovalic**, BS, University of Wisconsin-Madison, 1989; PhD, University of Wisconsin-Madison, 1997; AM, Washington University, 2005; PhD, Washington University, 2009
- **Herman R. Krueger, Jr.**, AB, Washington University, 1979; MS, Northwestern University, 1981; PhD, Northwestern University, 1986
- **William Kurich, Jr.**, BA, Wartburg College, 1999; MAT, Concord University of Chicago, 2002
- **John C. Link**, BS, Indiana State University, 2007; MS, Indiana State University, 2016
- **Andrew W. Lohnes**, BS, Missouri Baptist University, 2000; MS, University of Missouri-Saint Louis, 2007; MS, William Woods University, 2012
- **Patricia B. McEwen**, BS, University of Tennessee, Knoxville, 1970; MAT, Washington University, 1982
- **Julie A. Mehringer**, BA, St. Olaf College, 1982; PhD, Washington University, 1990
- **Natalia C. Moraru**
- **Teresa A. Morris**, BSHE, University of Missouri-Columbia, 1986; MA, Fontbonne University, 1992; MFA, Fontbonne University, 1993; MS, Southern Illinois University Edwardsville, 2002
- **Rama K. Nemani**, BS, Sri Venkateswara University; MS, University of Poona; PhD, University of Poona
- **Jordan Olufson**, BA, Ashford University, 2006; MS, University of Central Missouri, 2009
- **Joshua K. Perreault**, BS, Southeast Missouri State University, 2015; MA, Southeast Missouri State University, 2018
- **Jennifer S. Popken**, BA, Coe College; MS, Delta State University, 2012
- **Shahidur Rahman**, BS, University of Chittagong, 1977; MS, University of Chittagong, 1979; MEd, University of Missouri-Saint Louis, 1991
- **Rachel A. Roberts**, BA, Webster University, 2013
- **Matthew T. Saitz**, BS, Missouri State University, 2007; MA, Webster University, 2014
- **Justin J. Shew**, BS, Truman State University, 2001; MS, Missouri State University, 2004; PhD, Southern Illinois University Carbondale, 2016
- **Michael T. Siener**, BA, Webster University, 2001; MA, Webster University, 2007
- **Laurita L. Stellyes**, BS, Kansas Newman College, 1977; ND, National University of Natural Medicine, 1979; MA, Miami University, 1992

Faculty

- **Rachel Sullivan**, BA, Webster University, 2015; MS, Southern Illinois University Edwardsville, 2018
- **Peter A. Takes**, BS, Clarkson University, 1979; PhD, Indiana State University, 1985
- **Mary L. Uhrich**, BA, University of Colorado, 1984; MS, University of Colorado Boulder, 1989
- **Mark J. Weishaar**, BS, Southern Illinois University Edwardsville, 2016; MS, Southern Illinois University Edwardsville, 2019
- **David A. Wilson**, BA, Yale University, 1967; AM, Washington University, 1972

English

Departmental Faculty

- **Murray F. Farish**, associate professor, chairperson; BA, Webster University, 1997; MFA, University of Houston - Downtown, 2003
- **Karla Armbruster**, professor; BA, Miami University of Ohio, 1985; MA, Ohio State University, 1989; PhD, Ohio State University, 1996
- **Michael G. Erickson**, professor emeritus; BA, Western Washington University, 1973; MFA, University of California, San Diego, 1989; EdS, Webster University, 2015
- **Sheila Hwang**, professor; BA, University of California, Los Angeles, 1993; MA, University of California, Santa Barbara, 1997; PhD, University of California, Santa Barbara, 2008
- **Steven Lattimore**, associate professor; BFA, California State University, Fresno, 1991; MFA, University of Iowa, 1995
- **Anne McIlhaney**, professor; BA, Wheaton College, 1987; MA, University of Virginia, 1993; PhD, University of Virginia, 1998
- **Margot Sempreora**, professor emeritus; BA, Connecticut College, 1969; MA, Middlebury College, 1972; MLit, University of Oxford, 1987; PhD, Tufts University, 1997

Adjunct Faculty

- **Kirsten R. Abotsi**, BA, Union University, 1989; MA, Kansas State University, 1996; MA, University of Missouri-Columbia, 2004
- **Jeanne M. Allison**, BBA, Baylor University, 1987; MA, University of Missouri-Saint Louis, 1996
- **Mary E. Baken**, BA, Webster University, 1990; MFA, University of Arkansas, 1996; MA, University of Missouri-Saint Louis, 2014
- **Katherine M. Bloomquist**, BA, University of Notre Dame, 2005; AM, Washington University, 2006; PhD, Washington University, 2012
- **Trezette F. Dixon**, BA, University of Missouri-Saint Louis, 1994; MEd, University of Missouri-Saint Louis, 2000
- **Elizabeth A. Edele**, BA, Webster University, 2004; MFA, California College of the Arts, 2007
- **Megan A. Gregory**, BA, University of Wisconsin-Green Bay, 2008; MS, Illinois State University, 2011; PhD, Illinois State University, 2017
- **Taylor J. Gruenloh**, BA, Webster University, 2011; MFA, Hollins University, 2014
- **Travis M. Mossotti**, BA, Webster University, 2005; MFA, Southern Illinois University Carbondale, 2010
- **Terri F. Reilly**, BA, University of Missouri-Saint Louis, 1984; MFA, Webster University, 2018
- **Jeffrey A. Ricker**, BJ, University of Missouri-Columbia, 1991; BS, Webster University, 2001; MFA, University of British Columbia, 2014
- **Deborah M. Taffa**, BA, Webster University, 2010; MFA, University of Iowa, 2013
- **Jason N. Vasser-Elong**
- **Hilary Wilson**, BA, Southeast Missouri State University, 1992; MA, Southeast Missouri State University, 1994

Global Languages, Cultures and Societies

Departmental Faculty

- **Silvia Navia Mendez-Bonito**, professor, chairperson; MA, University of Massachusetts Amherst, 1998; PhD, University of Massachusetts Amherst, 2002
- **Don Conway-Long**, professor emeritus; BA, University of Pennsylvania, 1974; AM, Washington University, 1976; AM, Washington University, 1991; MA, Southern Illinois University Edwardsville, 1989; PhD, Washington University, 2000
- **Graciela Corvalán**, professor emeritus; Licentiate in Philosophy, National University of Cuyo, Argentina, 1966; MA, Washington University, 1971; PhD, Washington University, 1975
- **Elsa L. Fan**, associate professor; BA, University of California, Berkeley, 1998; PhD, University of California, Irvine, 2012
- **Paula J. Hanssen**, associate professor; BA, Texas Tech University, 1983; MA, Texas Tech University, 1986; PhD, University of Illinois at Urbana-Champaign, 1993
- **Jong Bum Kwon**, associate professor; BA, Macalester College, 1993; MA, New York University, 1999; PhD, New York University, 2005
- **Katherine E. Parsons**, professor; BA, University of Nevada, Reno, 1994; AM, Washington University, 1997; PhD, Washington University, 2000
- **Julie A. Setele**, assistant professor; BA, Case Western Reserve University, 2001; MA, University of California, Davis, 2004; PhD, University of California, Davis, 2013
- **Emily E. Thompson**, professor; BA, Duke University, 1991; MA, University of Pennsylvania, 1992; PhD, University of Pennsylvania, 1996
- **Dongling Zhang**, assistant professor; BS, University of Missouri-Columbia, 1973; MEd, University of Missouri-Columbia, 1977

Adjunct Faculty

- **Caroline D. Achard**, Licence, Sorbonne University, 1996; Diplome, Sorbonne University, 1997
- **Ian J. Aebel**, BA, Blackburn College, 1997; MA, Southern Illinois University Edwardsville, 2005; MA, University of New Hampshire, 2011; MST, University of New Hampshire, 2011; PhD, University of New Hampshire, 2011
- **Kristina Anders**, BA, Belmont University, 2000; MA, The New School for Social Research, 2007; MSW, Washington University, 2014
- **Sarah Barekzai**, BA, Western Governors University, 2017
- **Eddie L. Becton, Jr.**, BA, University of Dayton, 1985; MS, University of Dayton, 1990; MA, Temple University, 1993
- **Raisa Belotserkovsky**, BA, College of Music, Minsk, 1965; BA, Minsk State Pedagogical Institute of Foreign Languages, 1971; MAEd, Washington University, 1997
- **Charles W. Burk**, BSAJ, University of Missouri-Saint Louis, 1991; MA, University of Missouri-Saint Louis, 1996; MEd, Missouri Baptist University, 2010
- **Christiane Carlsson**, MA, Cologne University, 1992
- **Chelsea Carter**, BA, Emory University, 2012; MA, Washington University, 2017
- **Christiana B. Chekoudjian**, BA, Webster University, 2006; MA, University of South Florida, 2009
- **Kelle D. Daniels**, BS, Missouri State University, 1990; MS, Mississippi State University, 1993
- **Rebecca M. Dehner-Armand Eshkiki**, BA, Webster University, 2010; MA, Columbia University, 2014; MA, University Valenciennes et du Hainaut-Cambresis, 2016
- **Jody L. Doran**, AB, Washington University, 1979; AM, Washington University, 1982
- **Mark A. Dowell**, BA, Hendrix College, 1996; MA, University of North Carolina at Chapel Hill, 2003
- **Richard H.K. Ehui**, MA, Illinois State University, 2000; MA, Illinois State University, 2003; MA, University of Missouri-

- Saint Louis, 2008; PhD, University of Missouri-Saint Louis, 2013
- **Li Fang**, BA, Beijing Language and Culture University, 1991; MBA, Southern Illinois University Carbondale, 1997
 - **Jason C. Fossella**, BA, University of Massachusetts Amherst, 2004; MA, Louisiana Tech University, 2009; PhD, Saint Louis University, 2014
 - **Lisa Gale-Betzler**, BS, Maryville University of Saint Louis, 1983
 - **Darlaine Gardetto**, BA, University of California, Davis, 1974; MA, University of California, Davis, 1978; PhD, University of California, Davis, 1992
 - **Margarta E. Gasca Oderiz**, BA, Universidad Nuevo Mundo, 1996; AM, Washington University, 2009
 - **Jean-Germain Gros**, BA, SUNY at Binghamton, 1985; MPA, SUNY at Binghamton, 1986; PhD, University of California Berkeley, 1993
 - **Chad M. Huddleston**, BA, University of Colorado, 1996; MA, University of Montana, 1999; PhD, University of Canterbury, 2009
 - **Rosemarie R. Jones**, BA, Webster University, 2016; MPPA University of Missouri-Saint Louis, 2018
 - **Michael P. Jostedt, Jr.**, BA, Webster University, 2004; MA, University of Missouri-Saint Louis, 2006; PhD, Southern Illinois University Carbondale, 2015
 - **Jing Y. Kwoh**, BA, Guangzhou University, 1999; MA, University of Leeds, 2003; MA, University of Leeds, 2004; PhD, Arizona State University, 2019
 - **Travis R. Lewis**, BM, Southern Illinois University Edwardsville, 2003; MM, Southern Illinois University Edwardsville, 2005; DMA, University of Illinois at Urbana-Champaign, 2016
 - **Michelle Loyet**, MA, University of Missouri-Columbia, 1998; PhD, University of Illinois at Urbana-Champaign, 2003
 - **Julia S. Masetti**, DHum, University of Padua, 1994
 - **Adelia F. Mazzella Chace**, BHS, University of Missouri-Columbia, 2001; MA, New York University, 2005
 - **Andrea D. Miller**, BA, Truman State University, 1995; MA, American University, 2003; PhD, American University, 2006
 - **M. Clara Nunez-Reguerio**, BA, Webster University, 2003; MA, Saint Louis University, 2006
 - **Diana F. Pascoe**, BA, Southern Illinois University Carbondale, 1975; MA, National Autonomous University of Honduras, 1993; MA, Southeast Missouri State University, 1996; PhD, Saint Louis University, 2007
 - **Ricardy Pierre**, BA, Fontbonne University, 2012; MA, Webster University, 2014; DMgt, Webster University, 2018
 - **Marilena G Postolache**, BS, Alexandru Ioan Cuza University, 1991; AM, Washington University, 2003; PhD, Washington University, 2010
 - **Amy E. Randles**, BA, University of Kansas, 1989; MS, University of Missouri-Columbia, 2007; JD, University of Michigan, 1992
 - **Tamara k. Rodney**, BA, Florida Atlantic University, 2001; MA, Webster University, 2011
 - **Emmanuelle Y. Ruen**, BA, University of Paris, 1989; LLM, Washington University, 2014
 - **Hitomi T. Salini**
 - **Carlos A. Scheer**, BIM Thunderbird School of Global Management, 1969; MIM Thunderbird School of Global Management, 1970
 - **Geneva A. Shearburn**, BS, University of Tennessee, Knoxville, 1976; MAT, Webster University, 1989
 - **Maki Shiwachi**, BA, Fukuoka University, 1979; MEd, Western Illinois University, 1989
 - **Judith L. Singleton**, BA, University of Wisconsin, Madison, 1987; MA, Yale University, 2000; PhD, Northwestern University, 2008
 - **M. Mercedes Stephenson**, BA, Universidad del Salvador, 1969; MA, University of Southern California, 1971; PhD, Saint Louis University, 1982

- **Annie E. Stevens**, BA, Eastern Nazarene College, 1975; MA, University of Rochester, 1978; PhD, University of Rochester, 1984
- **Carolyn E.S. Trachtova**, BS, Miami University, 1990; MA, Georgia State University, 2003
- **Alyssa B. Ward**, BA, Saint Louis University, 2010; MA, Saint Louis University, 2012
- **Donna M. White**, BA, University of Missouri-Saint Louis, 2002; MA, University of Illinois at Urbana-Champaign, 2005
- **Arielle J. Wright**, BA, University of Western Ontario, 2008; MA, University of Toronto, 2010; AM, Washington University, 2012; PhD, Washington University, 2018
- **Rika Yamaguchi**
- **Hiroko Yoshii**, BA, Sophia University, 2000; MEd, Boston University, 2010; MA, University of British Columbia, 2016

History, Politics, International Relations and Religious Studies

Departmental Faculty

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- **Barbara Ann Barbato**, professor emeritus; BA, Loretto Heights College, 1952; MA, Webster University, 1981; PhD, Saint Louis University, 1964
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Faculty

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- **Lisa K. Gilbert**, BA, Truman State University, 2004; MA, McGill University, 2007; PhD, Saint Louis University, 2017
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- **Roy E. Overmann**, BS, University of Missouri-Columbia, 1969; BS, Washington University, 1976; MA, University of Missouri-Saint Louis, 1997
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- **Thomas D. Serfass**, AB, Washington University, 1984; AB, Washington University, 1984; MA, University of Missouri-Saint Louis, 1990
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Philosophy

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- **Britt-Marie Schiller**, professor emeritus; BA, University of Maine, 1976; MA, Washington University, 1980; PhD, Washington University, 1985
- **David C. Wilson**, professor, dean emeritus; BA, University of Georgia, 1973; MA, University of Illinois at Chicago,

Faculty

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- **Michael E. Brady**, BA, University of Massachusetts Boston, 2005; MA, Boston College, 2008; PhD, Southern Illinois University Carbondale, 2013
- **Michelle R. Eggers**, BA, Webster University, 2012; MA, Southern Illinois University Carbondale, 2016
- **Kevin T. Eiler**, BA, Marquette University, 1999; MA, Gonzaga University, 2003
- **Stephen G. Findley**, BA, Rice University, 1986; MA, Boston College, 1995; PhD, Boston College, 1996
- **Amy Goodman-Wilson**, BS, University of Arkansas at Little Rock, 1998; MA, Texas State University, 2004; AM, Washington University, 2006
- **David J. Hilditch**, BS, Saint Louis University, 1982; MA, Saint Louis University, 1987; PhD, Washington University, 1995
- **Michael P. Jostedt, Jr.**, BA, Webster University, 2004; MA, University of Missouri-Saint Louis, 2006; PhD, Southern Illinois University Carbondale, 2015
- **Katherine N. Knetzer**, BA, Webster University, 2006; MA, Webster University, 2008
- **Laurel A. Madison**, BA, Skidmore College, 1989; MA, Loyola University of Chicago, 1991; PhD, Loyola University of Chicago, 2003
- **William K. McIntire**, BA, Webster University, 2009; MA, University of Warwick, 2011; PhD, University of Warwick, 2016
- **Paul V. Moriarty**, BA, University of Virginia, 1987; PhD, University of Colorado Boulder, 1997
- **Laurita L. Stellyes**, BS, Kansas Newman College, 1977; ND, National University of Natural Medicine, 1979; MA, Miami University, 1992
- **Jennifer R.V. Stewart**, BA, Webster University, 2001; MA, Webster University, 2003
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Professional Counseling

Departmental Faculty

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- **Hemla D. Singaravelu**, professor; BS, Southern Illinois University Carbondale, 1986; MS, Southern Illinois University Carbondale, 1992; PhD, Southern Illinois University Edwardsville, 1998

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Psychology

Departmental Faculty

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- **Eric A. Goedereis**, associate professor; BS, Western Illinois University, 2003; MS, Western Illinois University, 2005; PhD, West Virginia University, 2009
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Simone Cummings, dean

Business

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Adjunct Faculty

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- **David J. Barch**, BS, Brigham Young University, 1994; MS, Brigham Young University, 1995
- **Robert D. Barclay**, BA, Saint Leo University, 2009; MPM, Washington University, 2011; MS, Missouri University of Science and Technology, 2014
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- **James M. Speck**, BSBA, University of Missouri-Saint Louis, 1977; MBA, Lindenwood University, 1977
- **John C. Spyttek**, BS, Southern Illinois University Carbondale, 1993; MFin, Saint Louis University, 1998;
- **Jonathan C. Strauser**, BA, Webster University, 2016; MA, Webster University, 2018
- **Ronald G. Tolleson**, BA, Harding University, 1988; MS, University of Arkansas, 1990
- **Geoffrey A. VanderPal**, BS, Columbia College, 1995; MBA, Webster University, 1997; DBA, Nova Southeastern University, 2006
- **Laura A. Wainz**, BA, Webster University, 2012; MA, Webster University, 2014
- **Dana C. Walker**, BSB, Emporia State University, 1974; MBA, Southern Illinois University Edwardsville, 1989; DMgt, Webster University, 2001
- **Douglas R. Whitman**
- **Rebecca L. Whitworth**, BS, Saint Louis University, 2008
- **Stacy L. Woodard**, BS, Maryville University of Saint Louis, 1995; PhD, University of Missouri-Columbia, 1999
- **Robert J. Wrobel**, BS, University of Missouri-Saint Louis, 2010; BS, University of Missouri-Saint Louis, 2010
- **Kathleen G. Young**, BS, Washington University, 1991; MBA, Fontbonne University, 1992
- **Cecilia Younger**, BA, University of California San Diego, 1988; MPH, University of North Carolina at Chapel Hill, 1991; PhD, University of Iowa, 1995
- **Hamideh Zakeri**, BA, University of Missouri-Columbia, 1990; MBA, Washington University, 2001; AM, Washington University, 2011; JD, Saint Louis University, 2000

Management

Departmental Faculty

- **Eric F. Rhiney**, associate professor, chairperson; BS, University of Central Missouri, 1995; MBA, Webster University, 2002
- **Barrett J. Baebler**, associate professor; BSBA, University of Missouri-Columbia, 1976; MA, Webster University, 1993; DMgt, Webster University, 2006
- **James M. Brasfield**, professor emeritus; BA, Cardinal Glennon College, 1964; MA, Saint Louis University, 1967; PhD, Case Western Reserve University, 1973
- **David Brennan**, professor emeritus; BE, Royal Military College, 1970; MAS, University of Toronto, 1972; MBA, University of Ottawa, 1984; PhD, Saint Louis University, 1992
- **James W. Evans**, professor emeritus; BA, College of Wooster, 1966; PhD, Yale University, 1970
- **Jeffrey T. Haldeman**, professor; BA, Elizabethtown College, 1968; MS, George Williams College, 1976; PhD, Case Western Reserve University, 1983
- **Albert J. Marcella, Jr.**, professor; BS, Bryant University, 1977; MBA, University of New Haven, 1982; PhD, Walden University, 1995
- **Douglas P. O'Bannon**, professor; BA, Arizona State University, 1983; MBA, Arizona State University, 1984; PhD, University of Maryland, Baltimore, 1997
- **John P. Orr**, associate professor emeritus; AB, University of Missouri-Columbia, 1975; BJ, University of Missouri-Columbia, 1979; MBA, Midwestern State University, 1989; PhD, University of North Texas, 1998
- **Julie A. Palmer**, professor; BS, Colorado State University, 1992; MBA, University of Nebraska-Lincoln, 1999; PhD, University of Missouri-Columbia, 2008
- **Nisha Ray Chaudhuri**, visiting assistant professor; BLA, Stamford International University, 2005; DBA, Grenoble Graduate School of Business, 2015
- **Gary L. Renz**, professor; BS, University of Minnesota-Twin Cities, 1978; JD, University of California, Berkeley, 1983; PhD, University of Minnesota-Twin Cities, 1995
- **Joseph S. Roberts**, associate professor; MA, DePaul University; PhD, University of Chicago
- **John H. Robinson**, associate professor emeritus; BS, University of Arkansas at Pine Bluff, 1972; MA, Webster University, 1985; DMgt, Webster University, 1992
- **Dustin B. Smith**, associate professor; BS, University of Idaho, 2009; PhD, Washington State University, 2013
- **Ece Tuncel**, associate professor; BS, Middle East Technical University, 1998; MS, Middle East Technical University, 2000; PhD, University of Illinois at Urbana-Champaign, 2008

Adjunct Faculty

- **Stephen Anane-Boakye**, BS, Webster University, 2000; MA, Webster University, 2001; PhD, Walden University, 2016
- **Heather Arora**, BA, Truman State University, 2000; MBA, Webster University, 2018
- **Victoria C. Bohrer**, BS, Tarkio College, 1982; MBA, Webster University, 2003; DMgt, Webster University, 2007
- **Anne Browning**, BA, Saint Louis University, 2001; MA, University of York
- **Donna L. Cartwright**, AB, Connecticut College, 1974; MS, Carnegie Mellon University, 1976; PhD, Saint Louis University, 1993
- **Cynthia M. Cluff**, BS, Missouri State University, 1979; MA, University of Houston - Downtown, 1985
- **Mary E. Davidson**, BA, Saint Louis University, 1975; JD, Saint Louis University, 1982
- **K. Wayne Davis**, BA, Webster University, 1993; MA, Webster University, 2017; JD, Saint Louis University, 1996
- **Heather M. DeVine**, BA, Eastern Illinois University, 2002; MA, Webster University, 2009

- **Taunya Dillow**, BA, Southern Illinois University Edwardsville, 2008; MBA, Webster University, 2009
- **David F. Dunlap**, BS, Appalachian State University, 1969; MA, Appalachian State University, 1976; EdD, University of Alabama, 1980
- **Najla M. Faizi**, BA, Maryville University of Saint Louis, 2008; MA, Webster University, 2009; DMgt, California Intercontinental University, 2015
- **James J. Fasetti**, BS, Elmhurst College, 1988; MBA, Aurora University, 1993
- **Lisa M. Filkins**, BA, Saint Louis University, 1990; MA, Webster University, 1994
- **Alan O. Freeman**, BS, Missouri State University, 1982; MBA, Webster University, 1993; DMgt, Webster University, 2008
- **John S. Gaal**, BT, Washington University, 1991; MA, Webster University, 1992; MBA, Webster University, 1993; MIB, Saint Louis University, 1996; EdD, Argosy University, 2007
- **Steven A. Gaffen**, BA, Northeastern Illinois University, 1972; MBA, National University, 1988
- **Richard C. Goldberg**, BA, University of Wisconsin-Superior, 1968; MSW, Washington University, 1970; MBA, Lindenwood University, 1984
- **David W. Hallmon**, BS, University of North Texas, 2007; MEd, Southern Illinois University Edwardsville, 2009
- **Francesca D. Henderson**, BS, Southeast Missouri State University, 2006; MA, Webster University, 2010
- **Michela D. Henke-Cilenti**, BA, University of Greenwich, 1998; MBA, Leeds Beckett University, 2002; DMgt, Webster University, 2015
- **Craig K. Higgins**, BJ, University of Missouri-Columbia, 1988; MBA, Drake University, 1991; JD, Drake University, 1991
- **Kevin M. Hoffmeyer**, BA, Mercyhurst University, 2010; MBA, University of Missouri-Columbia, 2014; JD, University of Missouri-Columbia, 2014
- **Alexis A. Hooley**, BA, Brigham Young University, 2005; JD, Brigham Young University, 2008
- **Kathryn J. Howell**, BA, Southern Illinois University Edwardsville, 2001; MA, Southern Illinois University Edwardsville, 2003; MA, Webster University, 2010
- **David C. Hughes**, BSBA, University of Missouri-Columbia, 1980; MBA, Saint Louis University, 1985
- **Lorie A. Jackson**, BA, Webster University, 2003; MA, Webster University, 2004
- **Carolyn F. Johaneck**, BSBA, Saint Louis University, 1978; MBA, Saint Louis University, 1986
- **H. Michael Johnson**, BS, Southern Illinois University Edwardsville, 1972; MEd, Southern Illinois University Edwardsville, 1973; EdS, Southern Illinois University Edwardsville, 1978
- **Lawrence W. Kammien, Jr.**, BSBA, Saint Louis University, 1990; MBA, Saint Louis University, 1996
- **Michael G. Kehoe**, BS, University of Illinois at Urbana-Champaign, 2010; MS, Stanford University, 2012
- **Gary P. Kistner**, BS, Southern Illinois University Edwardsville, 1978; MBA, Lindenwood University, 1998; MS, Missouri University of Science and Technology, 2007; DMgt, Webster University, 2013
- **Constance M. Knox**, BA, Lindenwood University, 1999; MA, Lindenwood University, 2002
- **Danica K. LaFaire**, BA, Webster University, 2010; MA, Webster University, 2015
- **Edward G. Lott, Jr.**, BS, Saint Louis University, 1990; MA, Webster University, 2006
- **Kenneth C. Lynch**, BA, Saint Leo University, 1989; MBA, Fontbonne University, 1997
- **Russell A. Marchant**, BA, Notre Dame College, 1975; BS, Maryville University of Saint Louis, 1981; MA, Webster University, 1984; MAT, Webster University 2005
- **Alvin J. Marcus**, BA, Saint Louis University, 1970; MS, Saint Louis University, 1972; MBA, Southern Illinois University Edwardsville, 1977
- **Cheryl M. Marty**, BLS, Saint Louis University, 1997; MIB, Saint Louis University, 2013
- **Eugene J. Maurer**, BSBA, University of Dayton, 1981; MBA, University of Dayton, 1982
- **Sandra C.S. McKnight**, BA, Saint Leo University, 2000; MA, Webster University, 2002
- **Caprice C. Moore**, BA, Webster University, 2003; MA, Webster University, 2007; DMgt, Webster University, 2015
- **Patrick B. Naabien**, MBA, Webster University, 2004; DMgt, Webster University, 2014
- **Paul D. Niemann**, BBA, University of Kentucky, 1987; MBA, Southern Illinois University Carbondale, 1991
- **Stanford M. Orme**, BA, University of Washington, 1965; MBA, University of Washington, 1970
- **Aleshia S. Patterson**, BA, University of Missouri-Saint Louis, 2012; MA, Webster University, 2015
- **Slobodan Pesic**, BA, University of Belgrade; MPIA, University of Pittsburgh, 1992; DBA, Argosy University, 2013
- **Daniel E. Ramacciotti**, BSBA, University of Missouri-Saint Louis, 1973; MBA, Lindenwood University, 1984
- **Margaret M. Rimel**, BA, DePaul University, 1994; MBA, Webster University, 2015
- **Cindy M. Rossi**, BBA, Middle Tennessee State University, 1981; MBA, Fontbonne University, 1988; PhD, Saint Louis University, 2010
- **Mary L. Ruzicka**, BA, Concordia University Wisconsin, 1995; MBA, University of Phoenix, 2004
- **Barbara C. Sacks**, AB, Washington University, 1964; JD, Washington University, 1984
- **John W. Schultz**, BS, Missouri University of Science and Technology, 1984; MBA, Saint Louis University, 1991
- **Edward G. Sherbert**, BTET, Southern Polytechnic State University, 1973; MBA, Berry College, 1979; DBA, Nova Southeastern University, 2001
- **Michael E. Short**, BBA, Fontbonne University, 2001; MA, Webster University, 2007; MBA, Lindenwood University, 2012
- **David G. Skeen**, BA, University of Washington, 1970; LLM, University of San Diego, 1983; JD, University of Chicago, 1973
- **Amanda F. Staggenborg**, BA, Webster University, 2003; MA, Webster University, 2008
- **Drew J. Stevens**, BA, Rutgers, The State University of New Jersey, 1984; MBA, University of Phoenix, 1996; PhD, Capella University, 2005
- **John D. Theodore**, BS, Vanderbilt University, 1963; MA, Western Kentucky University, 1965; SSP, University of Central Missouri, 1969; PhD, Aristotelian University, 1972; PhD, University of Kansas, 1973; DCom, University of South Africa, 1976
- **Cynthia A. Wellington**, BS, Missouri State University, 1980; MBA, Webster University, 2001
- **Claudia A. White**, BA, University of California, Irvine, 1989; MA, Pepperdine University, 1991; MA, Alliant International University, 1993; PhD, Alliant International University, 1994
- **Cecily A. Witt**, BS, National Louis University, 2002; MA, Webster University, 2005

Mathematics and Computer Science

Departmental Faculty

- **Martha Smith**, professor, chairperson; BA, Webster University, 1991; MS, Webster University, 2000; PhD, Saint Louis University, 2012
- **John J. Aleshunas**, professor; BS, Carnegie Mellon University, 1975; MS, Missouri University of Science and Technology, 1994; PhD, University of Missouri-Saint Louis, 2013

Faculty

- **Brenda K. Boyce**, associate professor; BS, Quincy College, 1980; BS, Quincy College, 1980; MS, University of Missouri-Saint Louis, 1989
- **Albert E. Cawns**, professor emeritus; AB, Drury University, 1958; BS, Missouri University of Science and Technology, 1959; MEA, Washington University, 1965; MS, Missouri University of Science and Technology, 1984
- **James M. Curtis**, assistant professor; BSOE, Southwest Texas State University, 1981; MPA, University of Oklahoma, 1985; MA, Webster University, 1998; PhD, Saint Louis University, 2008;
- **Lasanthi N. Gamage**, assistant professor; BS, University of Peradeniya, 2006; PhD, Missouri University Science and Technology, 2015
- **George W. Gerules**, visiting assistant professor
- **Larry M. Granda**, associate professor; BA, Webster University, 2001; BS, Webster University, 2001; MA, Saint Louis University, 2004; PhD, Saint Louis University, 2007
- **Douglas J. Kelly**, assistant professor; BS, Cornell University; MBA, Yale University, 2000; PhD, Air Force Institute of Technology, 2009
- **Peter E. Maher**, professor; BSC, University of Wales, 1982; MSC, University of Wales, 1983; PhD, University of Wales, 1986
- **Ali Ovlia**, professor; BS, University of Oklahoma, 1985; MS, University of Oklahoma, 1987; DMgt, Webster University, 2000
- **Edward T. Sakurai**, professor emeritus; BA, Reed College, 1958; MA, Washington University, 1964; PhD, Washington University, 1971
- **Carol A. Schwab**, associate professor emeritus; BS, Southeast Missouri State University, 1963; MAT, Webster University, 1981; MS, Nova Southeastern University, 1993
- **K. Quinn Shao**, professor; BA, Shandong University, 1981; MEd, Simon Fraser University, 1990; MS, University of Wyoming, 2001
- **Xiaoyuan Suo**, associate professor; BS, Georgia State University, 2004; MS, Georgia State University, 2006; PhD, Georgia State University, 2009
- **Jiangping Wang**, professor; BEng, Chongqing University, 1982; MS, University of Leeds, 1994; PhD, Missouri University of Science and Technology, 1998

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- **Angela M. Astuto**, BA, Maryville University of Saint Louis, 1997; MAT, Webster University, 2003
- **Wayne R. Bell**, BS, Missouri University of Science and Technology, 1973; MS, Missouri University of Science and Technology, 1979; MS, Missouri University of Science and Technology, 1982
- **Hubert W. Biggs II**, BA, Missouri University of Science and Technology, 1987; MA, University of Missouri-Columbia, 1993
- **Paul D. Biolchini**, BS, University of Illinois at Urbana-Champaign, 1974; BA, University of Illinois at Urbana-Champaign, 1974; MS, University of Illinois at Urbana-Champaign, 1976; MBA, Maryville University of Saint Louis, 1992
- **Dipak K. Biscuitwala**, BEng, Maharaja Sayajirao University, 1987; MS, Southern Illinois State University Edwardsville, 1996; MS, Webster University, 2002; MBA, Webster University, 2008
- **Harold R. Blackorby III**, BS, Webster University, 2000; MS, Webster University, 2007
- **Jenneke E. Bloomfield**, BS, Truman State University, 2002; MAEd, Truman State University, 2003; MA, St. Louis University, 2006
- **Mary Y. Boutros**, BS, American University in Cairo; MS, John Carroll University, 2000; MS, Case Western Reserve University, 2003
- **Pamela L. Bryan Williams**, BS, McKendree University, 1994; MEd, Southern Illinois University Carbondale, 1999
- **Scott A. Caldwell**, BA, Central Methodist University, 1996; MEd, University of Missouri-Saint Louis, 2010; MA, University of Missouri-Saint Louis, 2014
- **Perry T. Citrowske**, BA, Saint Louis University, 1995; MA, Webster University, 2008
- **Jacob S. Curtis**, BBA, McKendree University, 2009; MA, Webster University, 2013
- **Teddy R. Dawson**, BS, Park University, 1998; MA, Webster University, 2000; PhD, Saint Louis University, 2018
- **Jason A. Dill**, BS, Webster University, 1999; MBA, Webster University, 2011
- **Todd J. Dill**, BSB, University of Missouri-Saint Louis, 1995; MA, Webster University, 2001; JD, Washington University, 1975
- **Paul S. Frazier**, BA, Rockhurst University, 1978; MA, Southern Illinois University Edwardsville, 1992
- **Balaji Govindhan**, BS, University of Madras, 1987; MS, Loyola University, 1990; MSC, University of Madras, 1990; MBA, Webster University, 2009
- **David W. Hallmon**, BS, University of North Texas, 2007; MEd, Southern Illinois University Edwardsville, 2009
- **Kiana Johnson**, BS, Webster University, 2008; MA, Webster University, 2013; PhD, University of Missouri - St. Louis, 2017
- **Joan E. Llufrío**, BS, Colorado State University, 1979; MS, University of Missouri-Saint Louis, 2007
- **LaTonya S. McFadden-Rivers**, BA, Webster University, 2009; BS, Webster University, 2009; MBA, Webster University, 2013
- **Laurie K. McManus**, BA, Culver-Stockton College, 1977; MA, Pittsburg State University, 1980; PhD, University of Missouri-Saint Louis, 2007
- **Amel Pasagic**, BS, Webster University, 2006; MS, Webster University, 2009
- **Cecil L. Robertson**, BS, Truman State University, 1969; MS, University of Southern California, 1976
- **Surinder K. Sabharwal**, MS, Saint Louis University, 1970; EdS, Southern Illinois University Edwardsville, 1974; PhD, University of Poona, Pune
- **Radha Shrinivas**, BS, Bangalore University, 1969; MS, Bangalore University, 1970
- **Soowan Sohn**, BS, Seoul University, 1995; MS, Seoul University, 1998; PhD, University of Wisconsin, Madison, 2007
- **G. David Sun**, BS, Tsinghua University, 1987; MS, Missouri University of Science and Technology, 1996; MS, Missouri University of Science and Technology, 1997
- **Glen E. Vest**, BS, Ouachita Baptist University; MS, University of Northern Colorado
- **Stanley H. Webb**, BS, Missouri University of Science and Technology, 1970; BS, Washington University, 1976; MIM, Washington University, 1990
- **Stacy L. Woodard**, BS, Maryville University of Saint Louis, 1995; PhD, University of Missouri-Columbia, 1999
- **Hamideh Zakeri**, BA, University of Missouri-Columbia, 1990; MBA, Washington University, 2001; AM, Washington University, 2011; JD, Saint Louis University, 2000
- **Ozra Zakeri**, BS, University of Tehran, 1977; MS, University of Missouri-Columbia, 1991; MS, University of Missouri-Columbia, 1995
- **Yimin Zhu**, BS, Beijing University, 1985; MS, Washington University, 1989; DSC, Washington University, 1993

Adjunct Faculty

Charleston Metropolitan Campus (Includes all disciplines)

- **Barbara C. Antley**, BS, The Citadel, 2007; MBA, The Citadel, 2012

- **Dianne Berger Hill**, BS, Old Dominion University, 2011; MA, Old Dominion University, 2013
- **Joseph C. Bonacci II**, BA, Slippery Rock University, 1990; MA, Slippery Rock University, 1993; MHRM, Saint Francis University, 2002
- **George E. Counts**, BA, University of South Carolina, 1983; JD, University of South Carolina, 1986
- **James H. Davis**, BS, Regents College of the University of the State of New York, 1990; MBA, Charleston Southern University, 1995
- **Marzell S. Davis**, BS, Southern Illinois University Carbondale, 1987; MEd, Southern Illinois University Carbondale, 1990; PhD, Southern Illinois University Carbondale, 1995
- **Stewart Denslow**, BS, Brown University, 1969; MS, Vanderbilt University, 1977; PhD, Medical University of South Carolina, 1992
- **Sheryl C. Fancher**, BA, University of North Texas, 1972; MA, University of North Texas, 1977; MA, Webster University, 1994
- **Kenneth A. Fox**, BBA, University of Cincinnati, 1969; MBA, Pepperdine University, 1986
- **Douglas M. Fraser**, BS, University of Illinois Urbana-Champaign, 2003; JD, Charleston School of Law, 2009
- **Avies G. Gennaro**, BA, Vanguard University of Southern California, 1999; MA, Webster University, 2004
- **W. Brent Hepburn**, BA, Duke University, 1977; PhD, Open University, 2011
- **Sarah D. Hull**, core faculty; BA, Coastal Carolina University; MS, Walden University, 2009
- **Laura K. McMaster**, core faculty; BA, University of Pittsburgh, 2004; MEd, University of Georgia Athens, 2006; PhD, Clemson University, 2016
- **Noelle M. Parris**, BA, Swarthmore College, 1982; MA, Monterey Institute of International Studies, 1984
- **Kelly M. Perritt**, BA, University of South Carolina - Aiken, 2002; MMC, University of South Carolina - Columbia, 2007; PhD, Capella University, 2016
- **Robert W. Richardson**, AB, Colby College, 1976; MS, New York University, 1993
- **David P. Sarnoff**, AB, Harvard University, 1975; MEd, University of Kentucky, 1978; PhD, University of Kentucky, 1982
- **Peter S. Wood**, BA, Oregon State University, 1978; MIM, Thunderbird School of Global Management, 1979
- **Pinkney B. Epps**, BS, South Carolina State University, 1995; MPH, University of South Carolina, 2004; EdD, Argosy University, 2014
- **Robert S. Gates**, BA, Saint Leo University, 2006; MBA, Saint Leo University, 2009; MA, Webster University, 2013; MA, Webster University, 2014
- **Rebecca A. George**, instructor; BS, Benedict College, 1998; MA, South Carolina State University, 2000; PhD, University of South Carolina, 2007
- **Tawanda L. Gilliard**, BA, Allen University, 2002; MBA, Webster University, 2004; MA, Webster University, 2005; DBA, Walden University, 2018
- **Eric Graves**, BA, Wofford College, 1996; MBA, Webster University, 2000
- **Harpal S. Grewal**, BS, Punjab Agricultural University, 1973; MS, Punjab Agricultural University, 1975; PhD, Ohio State University, 1983
- **Brandy L. James**, BS, College of Charleston, 1999; MS, College of Charleston, 2000
- **Alice A. Jones**, BS, South Carolina State University, 1986; MBA, Webster University, 1998; MA, Webster University, 2002
- **Timothy A. Laskis**, BA, Rutgers, The State University of New Jersey, 1995; MA, California School of Professional Psychology, 2000; PhD, Alliant International University, 2003
- **Markesha Miller**, BA, University of South Carolina, 2000; EdS, University of South Carolina, 2003; PhD, University of South Carolina, 2010
- **Melvin T. Miller**, BSBA, University of South Carolina, 1988; MBA, Webster University, 1999
- **Antoinette P. Milton**, BA, University of South Carolina, 1992; MBA, Strayer University, 2008; DBA, Argosy University, 2015
- **Jimmy J. Montgomery**, BS, Allen University, 1973; MDiv, Interdenominational Theological Center, 1976; DMin, Emory University, 1987
- **April S. Morgan**, BS, South Carolina State University, 2000; MA, Webster University, 2002
- **Joseph C. Onyeocha**, BS, Wilberforce University, 1979; MBA, Wright State University, 1982
- **Sharon A. Patterson**, BS, University of South Carolina - Columbia, 1988; MA, Webster University, 2005; MS, Troy University, 2007
- **William N. Pruitt III**, BA, Winthrop University, 2003; MBA, Winthrop University, 2006; PhD, Virginia Polytechnic Institute and State University, 2017
- **William N. Pruitt, Jr.**, BS, University of Arkansas at Pine Bluff, 1963; MA, Eastern Michigan University, 1970; PhD, University of Michigan, 1974
- **Caleisha N. Stuckey**, BS, North Carolina Agricultural and Technical State University, 2000; JD, University of Maryland, Baltimore, 2009
- **Pansy A. Woodard**, BSW, Winthrop University, 1995; MA, Webster University, 2005
- **Barbara A. Woods**, BA, Emory University, 1970; MA, Cornell University, 1974; PhD, Emory University, 1978
- **Connie L. Woods**, BS, Excelsior College, 2001; MA, Webster University, 2005
- **Leroy York**, BA, University of South Carolina, 1999; MEd, Troy University, 2004; EdS, Liberty University, 2013; MA, Liberty University, 2016

Adjunct Faculty

Columbia Metropolitan Campus (Includes all disciplines)

- **David L. Allen, Jr.**, BA, University of South Carolina, 1976; MMgt, University of South Carolina, 1978; JD, University of South Carolina, 1992
- **Alicia M. Anderson-Brown**, BS, Empire State College, 2005; MS, University of Wisconsin-Madison, 2006; MS, Capella University, 2009; PhD, Capella University, 2016;
- **Gwendolyn Babb**, BS, Presbyterian College, 1985; JD, University of South Carolina, 1988
- **Mark S. Barnes**, BA, University of South Carolina, 1982; MBA, University of South Carolina, 1990
- **Alvoy L. Bryan, Jr.**, BM, Indiana University Bloomington, 2002; MM, University of North Carolina at Greensboro, 2004
- **Delores B. Cauthen**, core faculty; BS, University of South Carolina, 1975; MEd, University of South Carolina, 1976; PhD, Walden University, 1993
- **Kayin R. Darby**, BS, University of South Carolina, 2001; JD, Texas Southern University, 2006
- **Benjamin I. Duncan II**, BS, Benedict College, 1984; MPA, University of South Carolina, 1998

Adjunct Faculty

Greenville Metropolitan Campus (Includes all disciplines)

- **William R. Cann**, BA, Clemson University, 1970; MAcct, University of South Carolina, 1974
- **Belinda Churchill**, BS, University of Phoenix, 2006; MS, University of Phoenix, 2008

Faculty

- **Chandra E. Dillard**, BS, Winthrop University, 1987; MPA, Walden University, 2008
- **Rolf Hemmerling**, BA, Northwestern University, 1964; MA, Roosevelt University, 1973
- **Donald G. Karns**, BA, Southern Wesleyan University, 1979; MA, Southern Wesleyan University, 1994
- **Sonia M. Leverette**, BA, Clemson University, 1991; MEd, Clemson University, 1993; EdD, South Carolina State University, 2004
- **Cory B. Patterson**, BA, North Carolina Central University, 2006; JD, North Carolina Central University, 2009
- **Christopher M. Satterfield**, BS, Lander University, 1997; ME, Western Carolina University, 2009
- **Timothy D. Terrell**, BS, Clemson University, 1994; MA, Clemson University, 1995; PhD, Auburn University, 1998
- **Jason C. Ulmer**, BS, Lander University, 1993; MS, Southern Wesleyan University, 2004

Adjunct Faculty

Irvine Metropolitan Campus (Includes all disciplines)

- **Thomas E. Butkiewicz**, BA, Concordia University, 2005; MA, University of Redlands, 2007; PhD, Northcentral University, 2014
- **Brian K. Dozer**, BA, Indiana University Bloomington, 1989; MBA, Pepperdine University, 2001; DMgt, Webster University, 2013
- **Anna C. Greiner**, BS, Oregon State University, 1976; MA, Graduate Theological Union, 1984; MS, University of Oregon, 1987; PhD, Claremont Graduate School, 1997
- **Marilyn Hawthorne**, BA, Stevens Institute of Business and Arts 1972; JD, Western State University College of Law, 1997
- **Neil M. Kuritzky**, BC, Cape Technicon Union of South Africa, 1975; MBA, United States International University, 1983
- **Ronald E. Monard**, BA, University of California, Irvine, 1990; JD, Western State University College of Law, 1993
- **Paul J. Musselman**, BA, University of Toronto, 1985; MBA, National University, 1988
- **Aaron M. Shaffer**, BA, University of California, Irvine, 1991; MA, California State University, Long Beach; PsyD, Alliant International University, 2002
- **Timothy L. Shaler**, BS, Pepperdine University, 1992; MA, University of Chicago, 1999; MBA, University of Chicago, 1999

Adjunct Faculty

Kansas City Metropolitan Campus (Includes all disciplines)

- **Cynthia L. Freeman**, BSBA, Rockhurst University, 1993; MBA, University of Phoenix, 2004
- **Shoula R. Horing**, BA, Tel Aviv University, 1983; MBA, University of Missouri-Kansas City, 1986; JD, University of Missouri-Kansas City, 1993
- **George D. Porter**, AB, William Jewell College, 1987; JD, University of Notre Dame, 1990
- **Keith D. Smith**, BSEd, University of Kansas, 1996; JD, University of Texas at San Antonio, 2005
- **Vincent V. Vandehaar**, BA, Central College, 1978; MBA, University of Northern Iowa, 1988
- **Timothy D. Vonderbrink**, BBA, Wichita State University, 1989; MBA, Webster University, 2000
- **William T. Yeager**, BSEd, Northwest Missouri State University, 1967; MS, University of Central Missouri, 1975

Adjunct Faculty

Los Angeles Air Force Base (Includes all disciplines)

- **Courtney B. Adolph**, BA, George Washington University, 2000; JD, Loyola Marymount University, 2003
- **James R. Chatterton**, BA, Loyola Marymount University, 1982; MBA, Pepperdine University, 1990; MS, Pepperdine University, 1994
- **Allen B. Coe**, BS, Washington and Lee University, 1984; LLM, New York University, 1991; JD, University of Oklahoma, 1988
- **Heidi Doan**, BA, Chapman University, 2000; MA, Chapman University, 2002
- **Mark D. Gorwitz**, BS, Western Michigan University; MSMA, California State University, Northridge, 2004
- **Marc E. Jefferson**, BS, Mississippi Valley State University, 1989; MA, Webster University, 1999; MA, Webster University, 2016
- **Walter V. Makovoz**, DIPL, Kiev State University, 1978; PhD, Union Institute and University, 1989
- **Moses McCutcheon, Jr.**, BIS, Virginia State University, 1987; MS, Pepperdine University, 1992; EdD, Pepperdine University, 2004
- **Markus C. Memmert**, BA, University of California, Los Angeles, 1992; MBA, University of Pennsylvania, 1996
- **Joseph A. Muhl**, BS, Loyola Marymount University, 1993; MS, California State University-Long Beach, 1998; MBA, California State University-Long Beach, 2001
- **Janice M. Neal**, BA, Calumet College of St. Joseph, 1990; MBA, Fontbonne University, 1994; MA, Webster University, 2003
- **Norma Proctor**, BBA, University of Hawaii at Manoa, 1997; MBA, University of Phoenix, 2002
- **Anisa H. Rashad**, BS, Fayetteville State University, 1993; MBA, Johns Hopkins University, 2001
- **David A. Sanchez Jaimes**, BA, California State University, Fullerton, 2000; MA, California State University, Fullerton, 2001
- **Petros Sebhatu**, BA, Union Institute and University, 1987; MBA, National University, 1989; PhD, Alliant International University, 1994
- **Danielle E. Sherrod**, AB, Harvard University, 1998; PhM, University of Cambridge 1998; JD, Stanford University, 2002

Adjunct Faculty

Orlando Metropolitan Campus (Includes all disciplines)

- **Aurora Ascension Irizarry**, BBA, Universidad de Puerto Rico, 1981; MEd, Universidad Del Turabo, 2007

Leigh Gerdine College of Fine Arts

Paul Steger, dean

Art, Design and Art History

Departmental Faculty

- **Ryan E. Gregg**, associate professor, chairperson; BA, Truman State University, 1999; MA, Virginia Commonwealth University, 2003; PhD, Johns Hopkins University, 2009
- **Marisa R. Adesman**, visiting assistant professor
- **Robin H. Assner-Alvey**, professor; BFA, University of Connecticut, 2000; MFA, Ohio State University, 2002
- **Jerene Au**, associate professor; AB, Saint Louis University, 1969
- **Tate Foley**, associate professor; BA, Lycoming College, 2007; MFA, University of Georgia, 2010
- **Gabriel Mary Hoare**, SL, professor emeritus; BA, Loretto Heights College, 1951; MA, University of Notre Dame, 1962; MA, Webster University, 1983

- **Carol P. Hodson**, professor; BFA, School of Visual Arts, 1982; MFA, Temple University, 1988
- **Jeffrey A. Hughes**, professor; BA, Indiana State University, 1982; MA, University of Iowa, 1984; PhD, University of Iowa, 1988
- **Igor E. Karash**, lecturer; MA, Kharkov State Art and Design Academy, Ukraine
- **Thomas K. Lang**, professor; BS, Ohio State University, 1967; MA, Ohio State University, 1969; MFA, Ohio State University, 1970
- **Gary S. Passanise**, professor; BFA, Webster University, 1977; MFA, Southern Illinois University Edwardsville, 1983
- **Noriko Yuasa**, professor; BA, Southeast Missouri State University, 1995; BFA, School of the Art Institute of Chicago, 1997; MFA, Minneapolis College of Art and Design, 2000
- **Brian W. Zimmerman**, assistant professor; BFA Kansas City Art Institute, 2006; MFA, University of California San Diego, 2012

Adjunct Faculty

- **Natalie D. Baldeon**, MFA, Washington University, 2012
- **Jenna S. Bauer**, BFA, Webster University, 2000; MA, Hunter College, 2014
- **Ahzad H. Bogosian**, BFA, Fontbonne University, 1974; MFA, Fontbonne University, 1988
- **Eric S. Bowman**
- **Juan W. Chavez**, BFA, Kansas City Art Institute, 2000; MFA, Art Institute of Chicago, 2004
- **John S. Cournoyer**, BFA, California College of Arts and Crafts, 1979
- **Julia Curran**, BA, Truman State University, 2010; MFA, Texas A&M University, 2015
- **Thomas M. Daly**, BFA, Webster University, 1989; MFA, Southern Illinois University Edwardsville, 1992
- **Emily A. Elliott**, BFA, Columbus State University, 2011; MFA, University of South Florida, 2014
- **Troy Guzman**, BFA, Missouri State University, 1996
- **Rachel R. Kalman**, BA, University of Puget Sound, 2016; MFA, Washington University, 2019
- **Gary M. Lang**, BFA, Webster University, 1975; MFA, Washington University, 1977; MA, University of Illinois at Urbana-Champaign, 2009
- **John W. Mueller**, BA, Webster University, 1968; MAT, Webster University, 1971
- **Yvonne Osei**, BA, Webster University, 2013; BFA, Webster University, 2013; MFA, Washington University, 2016
- **Terri F. Reilly**, BA, University of Missouri-Saint Louis, 1984; MFA, Webster University, 2018
- **Barbara J. Rutledge**, BFA, Webster University, 2001
- **Tyler M. Stallings**, BFA, School of the Art Institute of Chicago, 1992; MA, Webster University, 2016
- **Kathryn A. Stegemoeller**, BFA, Webster University, 2013
- **Andrew K. Theiling**, BS, University of Minnesota-Twin-Cities, 2002
- **Gretchen L. Wagner**, BS, University of Wisconsin, Madison, 1998; MA, Williams College, 2002
- **Matthew J. Weber**, BFA, University of Missouri-Saint Louis, 2004; MA, University of Iowa, 2013; MFA, University of Iowa, 2014
- **Brett J. Williams**, BFA, Art Institute of Chicago, 1996; MFA, Art Institute of Chicago, 1998

Conservatory of Theatre Arts

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- **Joanna K. Battles**, associate professor; BFA, New York University, 1999; MFA, Brown University, 2005
- **Rayme L. Cornell**, associate professor; BFA, University of Nevada, Las Vegas, 1993; MFA, University of Missouri-Kansas City, 1996
- **Dunsai Dai**, professor; BS, Central Academy of Drama, Beijing, 1982; MA, Stanford University, 1989; MFA, University of Illinois at Urbana-Champaign, 1992
- **Dorothy L.M. Englis**, professor; BA, Tufts University, 1974; MFA, Carnegie Mellon University, 1977
- **Douglas Finlayson**, professor; BA, Ballwin-Wallace College, 1979; MFA, Purdue University, 1982
- **Gary P. Glasgow**, professor; BA, Vanderbilt University, 1978; BFA, Webster University, 1982; MFA, University of Wisconsin, 1992
- **Bruce Longworth**, professor; BA, College of Wooster, 1978; MFA, Indiana University Bloomington, 1981
- **William J. Lynch**, professor; BA, University of Maryland, Baltimore, 1984; MFA, Florida State University, 1992
- **Kathleen Singleton**, professor emeritus; BFA, University of Texas at Austin, 1976; MFA, University of Oklahoma, 1983
- **Lara Teeter**, professor; BA, Oklahoma City University, 1978
- **Carole A. Tucker**, professor; BS, Fontbonne University, 1985; BA, Fontbonne University, 1985; MFA, University of Missouri-Kansas City, 1988
- **John G. Wylie**, professor; BA, Augustana College, 1983; MFA, University of Missouri-Kansas City, 1986

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- **Christina M. Beck**, BA, Saint Louis University, 1997
- **Lawrence B. Bennett**, BFA, Webster University, 2007; MFA, University of Wisconsin-Madison, 2010
- **Sara E. Brandt**, AB, Washington University, 2001
- **Kaitlyn F. Breen**, BFA, Webster University, 2010
- **Lee B. Buckalew**, BFA, Webster University, 1992
- **Lisa A. Campbell Albert**, BM, Southern Illinois University Edwardsville, 1987; MM, Webster University, 1991
- **Edward Coffield**
- **Marsha J. Coplon**, BS, Appalachian State University, 1976; MAT, Webster University, 2006
- **Robert S. Denton**, BFA, Webster University, 2006; MFA, University of Maryland, College Park, 2014
- **Christopher M. Dietrich**, BFA, Webster University, 1993
- **Sabrina Doris**, BFA, University of Illinois at Urbana-Champaign, 2000
- **Garth D. Dunbar**, BFA, Webster University, 2003
- **Richard B. Fisher**, BFA, Webster University, 2006
- **Hans L. Frederickson**, BFA, Webster University, 2008
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- **Seth D. Gordon**
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- **Kelly M. Kreutsberg**, BFA, Webster University, 2001
- **Nancy L. Lewis**
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- **Patricia J. Macdonnell**, BMEd, Southeast Missouri State University, 1978
- **Jamie L. McKittrick**
- **John A. Metzner**, BFA, Webster University, 2004
- **Timothy D. Moore**, BFA, Webster University, 2009; MAT, Webster University, 2011
- **Robert M. Morgan**, BFA, Webster University, 1993; MFA, San Diego State University, 1999
- **Timothy J. Ocel**

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- **Kimberley S. Prescott**
- **Larry D. Pry**, BA, Southern Illinois University Edwardsville, 1995
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- **Nathan W. Scheuer**, BFA, Webster University, 2011
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- **Brian Slaten**, BFA, University of Wyoming, 2001; MFA, University of California at San Diego, 2005
- **Andrew M. Sloey**, BFA, Webster University, 2002
- **Margery E. Spack**, BFA, Webster University, 2003
- **Sara B. Taylor**, BA, Yale University, 2005; MA, Indiana University Bloomington, 2011
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- **Steven Woolf**, BA, University of Wisconsin-Madison, 1968; MFA, University of Wisconsin-Madison, 1970
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Dance

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- **Janice L. Cosby**, BA, Webster University, 1976
- **Lois L. Enders**, BA, Webster University, 1996
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- **Lorianne W. Hagan**, BFA, Webster University, 2001
- **Claire K. Hilleren**, BFA, Webster University, 2008
- **Ellen M. Isom**, BA, Webster University, 1986
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- **Mariko C. Kumanomido**, BFA, University of Missouri-Kansas City, 2007
- **Mairead W. Nash**
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- **Ashley L. Tate**, BS, Texas Christian University, 2004

Music

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- **Stuart Chapman Hill**, assistant professor; BM, Vanderbilt University, 2008; MEd, Vanderbilt University, 2009; PhD, Michigan State University, 2016
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- **Trent Patterson**, associate professor, director of choral studies and music education; BM, Florida State University, 1999; MA, San Jose State University, 2004; DMA, Michigan State University
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- **Kim M. Portnoy**, associate professor; AB, Washington University, 1976; MM, Washington University, 1981
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- **Nicolae L. Bica**, BM, The Harid Conservatory, 1999; MM, Webster University, 2001
- **Melissa R. Bishop**, BM, Webster University, 1993; MM, Kansas State University, 1995
- **David A. Black**, BM, Webster University, 1989
- **Christine Brewer**, artist in residence
- **Duane L. Bridges**, director of new music ensemble; BM, Webster University, 2003; MM, Webster University, 2006
- **Thomas J. Byrne**, BM, Webster University, 1994; MM, Webster University, 2003
- **Joseph D. Clegg**, BA, George Washington University, 1995; AM, Washington University, 1999; MDiv, Eden

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- **Eric L. Dalbey**, BA, Lindenwood University, 2007; MA, Covenant Theological University, 2011
 - **Elizabeth A. Ducey-Moss**, BA, Acadia University, 1995; MM, SUNY at Binghamton, 1999; DMA, University of Illinois at Urbana-Champaign, 2008
 - **Patricia S. Eastman**, BM, North Carolina School of the Arts, 1982; MM, Webster University, 1990
 - **Kevin Gianino**
 - **Erik W. Harris**, BM, The Juilliard School, 1986; MM, The Juilliard School, 1987
 - **Thomas J. Hart**, BA, Olivet College, 1978; MM, Michigan State University, 1983; DMA, Michigan State University, 1989
 - **Matthew A. Henry**, BA, University of Missouri-Saint Louis, 1999; MM, Webster University, 2004
 - **Mieko Hironaka**
 - **Caroline L. Hixson**, BM, Webster University, 2004; MM, University of Idaho, 2008
 - **Tricia R. Jostlein**, BM, Rice University, 1996
 - **Karen J. Kanakis**, BM, Missouri State University, 1996; MM, Stephen F. Austin State University, 1998; DMA, University of North Texas, 2005
 - **Michael A. Karpowicz**, BM, Southern Illinois University Edwardsville, 1980; MM, Southern Illinois University Edwardsville, 1988
 - **John G. Kasica**, BM, The Juilliard School, 1971
 - **Paula J. Kasica**, BM, Saint Louis Conservatory of Music, 1977
 - **Kenneth C. Kulosa**, BM, University of Houston, 1985; MM, New England Conservatory of Music, 1988
 - **Anna B. Lackschewitz**, BM, The Juilliard School, 1983; MM, The Juilliard School, 1983
 - **Deborah A. Lennon**, director of jazz singers
 - **Travis R. Lewis**, BM, Southern Illinois University Edwardsville, 2003; MM, Southern Illinois University Edwardsville, 2005; DMA, University of Illinois at Urbana-Champaign, 2016
 - **Leslie J.A. Mallory**, BM, Morehead State University, 2004; MM, University of Louisville, 2008; DMA, University of Iowa, 2016
 - **James A. Martin**, director of jazz collective and wind ensemble; BA, Saint Louis University, 1981; MM, Eastman School of Music, 1984
 - **Susan M. Martin**, BA, Saint Louis University, 1981; MM, University of Illinois at Urbana-Champaign, 1983
 - **Nancy Mayo**, BA, Bob Jones University, 1976; MA, Bob Jones University, 1978
 - **John P. McClellan**, BM, Saint Louis Conservatory of Music, 1986; MM, Saint Louis Conservatory of Music, 1987
 - **Curtis J. Moeller**, BM, University of Nebraska, 2007; MM, Arizona State University, 2015
 - **Heather L. Nehre**, BM, Wartburg College, 2000; MA, Washington University, 2011
 - **Matthew T. Pace**, BA, Knox College, 1999; AM, Washington University, 2001; PhD, Washington University, 2011
 - **William S. Partridge, Jr.**, BM, University of Cincinnati, 1960; MM, College of Church Musicians, 1964
 - **Heather M. Patterson**, BA, Furman University, 2004; MM, Michigan State University, 2009
 - **Ruth E. Price**, BM, University of Louisville, 1985; MM, Indiana University Bloomington, 1988; DMA, SUNY at Stony Brook, 1993
 - **Mary N. Prince**, BM, Fontbonne University, 1980; MM, Webster University, 1998
 - **Patti R. Riggle**, BM, Southern Illinois University Edwardsville, 1975; MM, Southern Illinois University Edwardsville, 1980; EdD, Southern Illinois University Edwardsville, 1994
 - **Eric L. Ring**, BA, University of Iowa, 1993; BM, University of Iowa, 1995; MA, Western Illinois University, 2001; DMA, University of Iowa, 2008
 - **Kirsten E. Santos Rutschman**, BA, Stanford University, 2004; MA, Linköping University, 2005; MA, Duke University, 2013; PhD, Duke University, 2018
 - **Nicholas L. Savage**, BM, Webster University, 2012; MM, Webster University, 2015
 - **Michael A. Schaerer**
 - **Carol A. Schmidt**, BM, Webster University, 1977; MM, Webster University, 2002
 - **Scott M. Schoonover**
 - **Leann B. Schuering**, BA, University of Chicago, 2004; MM, University of Illinois at Urbana-Champaign, 2006; DMA, University of Michigan, 2014
 - **Daniel J. Smith**, BM, University of Missouri-Saint Louis
 - **Amanda C. Taylor**, BS, Indiana University Bloomington, 1987; MM, Webster University, 1991
 - **E. John Thomas**, BA, University of Missouri-Saint Louis, 1991; MM, University of Missouri-Columbia, 1998
 - **Carolbeth True**
 - **Donna B. Vince**, BM, Webster University, 1976; MM, Webster University, 1978
 - **Andrew A. Vogel**, BM, Webster University, 2012; MA, Rutgers, The State University of New Jersey, 2016
 - **Willem F.N. von Hombracht**
 - **Benjamin A. Wheeler**, BM, Webster University, 2003; MM, Southern Illinois University Edwardsville, 2006
 - **Sara A. Wichard**, BM, DePaul University, 1999; MA, Lindenwood University, 2011; EdD, Maryville University of Saint Louis, 2016
 - **Jeanine York-Garesche**, clarinetist, Saint Louis Symphony Orchestra; BMed, University of Nebraska-Lincoln, 1979; MM, Saint Louis Conservatory of Music, 1981

School of Communications

Eric W. Rothenbuhler, dean

Audio Aesthetics and Technology

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- **Timothy J. Ryan**, associate professor, chairperson; BS, Cornell University, 2001; MFA, University of Cincinnati, 2004; PhD, McGill University, 2011
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- **Casey E. Hunter**, assistant professor; BM, Webster University, 1993
- **Victoria L. Meyer**, associate professor; BA, Webster University, 1992; MFA, California Institute of the Arts, 1998
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Adjunct Faculty

- **Michael J. Biffignani**, BSEE, Missouri University of Science and Technology, 1979; MEng, Pennsylvania State University, 2015
- **Lee B. Buckalew**, BFA, Webster University, 1992
- **Jacob P. Detering**
- **Adam C. Frick-Verdine**, BS, DePaul University, 1999
- **Zachary T. Gibbons**
- **Paul A. Hennerich IV**, BFA, Webster University, 1993
- **John B. Kesler**, BS, Greenville University, 1992
- **Benjamin J. Lublin**, BA, Webster University, 2013
- **Benjamin D. Majchrzak**, BA, Webster University, 2007
- **Joseph T. Mathiesen**, BA, Benedictine College, 2010; BA, Webster University, 2015; MA, Webster University, 2017
- **Daniel J. Ruder**, BA, Webster University, 2006
- **Tyson Schaffner**, BA, Webster University, 2001
- **Brian Scheffer**, BA, Lindenwood University, 2000

Faculty

- **William E. Schulenburg**, BSC, Saint Louis University, 1973; MBA, Washington University, 1984
- **Paul J. Stampler**, BA, Webster University, 1979; MA, Webster University, 2013
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Communications and Journalism

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- **Debra Carpenter**, professor emeritus, dean emeritus; BS, University of Kansas, 1975; MA, Saint Louis University, 1982
- **Don H. Corrigan**, professor; BA, Knox College, 1973; MA, University of Missouri-Columbia, 1975
- **Mary K. Cox**, associate professor emeritus; BA, Lindenwood University, 1975; MS, Iowa State University, 1983
- **Dorian Davis**, assistant professor; BFA, New York University, 2002; MA, City University of New York, 2008; PhD, American University, 2018
- **Katherine S. Jenkins**, professor emeritus; BA, University of Missouri-Columbia, 1973; MA, Webster University, 1982
- **Scott L. Jensen**, professor; BA, College of the Ozarks, 1985; MA, University of Central Missouri, 1987
- **Joy Leopold**, assistant professor; BA, Louisiana State University, 2010; MS, University of Texas at Dallas, 2012; PhD, University of Miami, 2018
- **Patricia Muyco-Tobin**, instructor; BJ, University of Missouri-Saint Louis, 1994
- **Sung Eun Park**, assistant professor
- **Joseph M. Schuster**, professor emeritus; BS, Northwestern University, 1974; MFA, Warren Wilson College, 1991
- **Arthur M. Silverblatt**, professor emeritus; BA, Michigan State University, 1972; MA, Michigan State University, 1974; PhD, Michigan State University, 1980
- **Barry T. Smith**, assistant professor; BSBA, Roosevelt University, 1983; MBA, DePaul University, 1985
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- **Eileen R. Solomon**, professor emeritus; BA, Washington University, 1973; MS, Boston University, 1977; PhD, Saint Louis University, 2004
- **Terrence D. Sullivan**, assistant professor; BA, Maryville University of Saint Louis; MIB, Saint Louis University, 2006
- **M. Con Christeson**, BA, St. Ambrose University, 1978; MA, Webster University, 1994
- **Julie E. Clark**, BA, Webster University, 2001; MA, Webster University, 2016
- **Jamie Currier**, BS, Southern Illinois University Edwardsville, 1999; MPA, Southern Illinois University Edwardsville, 2002; MA, Southern Illinois University Edwardsville, 2008
- **Silvia S. Dadian-Smith**, BA, Washington University, 2006; MFA, Southern Illinois University Carbondale, 2013; MFA, Lindenwood University, 2016
- **Thao Dang-Williams**, dean, extended education; BA, Monmouth College, 1993; MA, Saint Louis University, 1995; EdD, Saint Louis University, 2006
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- **Peter J. Hanrahan**, AB, Washington University, 2002; MFA, Rutgers, The State University of New Jersey, 2005
- **Bernard J. Hayes**, BA, University of Illinois at Urbana-Champaign, 1956
- **Janet M. Hayes**, RSM, BA, Saint Louis University, 1974; MA, Saint Louis University, 1975; MA, Saint Louis University, 1997
- **Sally J. Howald**, BS, Washington University, 1974; MA, Webster University, 1998; DA, Illinois State University, 1989
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- **Susan E. Hunt-Bradford**, BS, Southern Illinois University Carbondale, 1985; MA, Webster University, 1991
- **Walter S. Jaschek**, BA, University of Missouri-Saint Louis, 1978
- **Gina L. Jensen**, BA, University of Missouri-Saint Louis, 1993; BA, McNeese State University, 1996; MA, Webster University, 2001
- **David A. Lange**, BA, Southern Illinois University Edwardsville, 1976; MA, Webster University, 1991
- **Allison R. Levin**, MA, Southern Illinois University Edwardsville; JD, Washington University
- **Leonard K. Martin**, BJ, University of Missouri-Columbia, 1976
- **Danielle L. Oser**, BA, University of Utah, 1997; MA, Lindenwood University, 2010
- **Mary R. Pastor**, BA, Webster University, 1992; MFA, University of Missouri-Saint Louis, 2007
- **Patrick J. Powers**, BA, Saint Louis University, 2000; MA, University of Illinois at Springfield, 2002
- **Joshua M. Renaud**, BA, University of Missouri-Saint Louis, 2003
- **Joshua D. Sellers**, BA, Webster University, 2011; MFA, DePaul University, 2013
- **Thomas D. Serfass**, AB, Washington University, 1984; AB, Washington University, 1984; MA, University of Missouri-Saint Louis, 1990
- **Leon A. Sharpe, Jr.**, BS, Washington University, 2008; AM, Washington University, 2008
- **William W. Sharpe**, BA, Webster University, 1976; AM, University of Michigan, 1980; MFA, Lindenwood University, 2014
- **Brent S. Shulman**, BS, Indiana University Bloomington, 2008
- **Judd Slivka**, BJ, University of Missouri-Columbia, 1996; MA, University of Missouri-Columbia, 2016
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- **Tanner L. Boyd**, BJ, University of Missouri-Columbia, 2010
- **Carolyn I. Brown**, BGS, University of Missouri-Saint Louis, 1993; MA, University of Missouri-Saint Louis, 1995; PhD, University of Missouri-Saint Louis, 2012
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- **Amy M. Carroll**, BS, Missouri State University, 2001; MA, Missouri State University, 2003

- **Anene M. Tressler-Hauschultz**, BA, Saint Louis University, 1977; BSN, Saint Louis University, 1978; MA, Washington University, 1981; MA, University of Missouri-Saint Louis, 1996
- **Mark S. Trochtenberg**, BA, University of Missouri-Columbia, 1986
- **Janis Valdes**, BA, University of Iowa, 1981; MA, Webster University, 1999
- **Michael Whitmer, Jr.**, BA, Webster University, 2001
- **Reginald L. Williams**, BA, Drury University, 1980; MMgt, Fontbonne University, 2006
- **Kim E. Wylie**, AB, Augustana College, 1988; MAT, Webster University, 1992
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Electronic and Photographic Media

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- **Brandon A. Daniels**, BA, Concord College, 2012; MFA, Washington University, 2015
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- **Kyle W. Dufendach**, BA, Macalester College, 1993; MA, New York University, 1999; PhD, New York University, 2005
- **Clifford W. Froehlich**, BA, Saint Louis University, 1978; MA, University of Missouri-Columbia, 1982
- **Krista R. Frohling**, BA, Webster University, 2008; MFA, Southern Illinois University Carbondale, 2014
- **Christine Giancola**, BA, Webster University, 1995; MA, Webster University, 1998
- **Ralph S. Granneman**, AB, Washington University, 1989; AM, Washington University, 2005
- **David R. Hanlon**, BS, Lindenwood University, 1985; MFA, University of Kentucky, 1989
- **Rachel E. Hatfield**, BA, Webster University, 2008; MFA, Lindenwood University, 2017
- **Nicolyn P. Hensley**, BBA, University of Illinois at Springfield, 2003; MS, University of Illinois at Springfield, 2003
- **Chris Ho**, BS, Purdue University, 1987; PhD, Washington University, 1996
- **Carrie Houk**
- **Christopher M. Hrabe**, BA, University of Missouri-Columbia, 2008
- **Elias H. Huch**, BA, Webster University, 2007
- **John W. Huston**, BA, University of Iowa, 1967
- **Brent J. Jaimes**, BA, Washburn University, 1979; JD, Washington University, 1983
- **Izaiah K. Johnson**, BA, Webster University, 2015
- **Trevor E. Juenger**, BA, Webster University, 2014; MA, Webster University, 2016
- **Brian J. Jun**, BA, Webster University, 2001; MA, Webster University, 2016
- **Clark L. Kincaid**, BS, Western Kentucky University; BS, Rochester Institute of Technology; MA, Rochester Institute of Technology
- **Matthew B. Kunz**, BA, University of North Carolina, 2013
- **Hatsephi Kushma**, BS, Lindenwood University; MA, Washington University
- **Benjamin A. Lamb**, BA, University of Missouri-Columbia, 2000
- **Gregory A. Landrum**, BA, Southern Illinois University Carbondale, 1995
- **Michael D. Long**, BA, University of Missouri-Saint Louis, 1992; MA, Webster University, 2013;
- **James V. Macanujo**, BJ, University of Missouri-Columbia, 2000
- **Michael F. McCubbins**, BGS, University of Missouri-Columbia, 2015;
- **Holly E. Meinert**
- **Eric P. Mink**, BA, George Washington University, 1969
- **Amy S. Mitchell**, BFA, Academy of Art University, 2004
- **David A. Moore**, BA, Webster University, 1976
- **Adam M. Neal**, BA, Webster University, 2002
- **Eric A. Nunez**
- **Christy L. Pogorelac**, BA, Webster University, 2003; MBA, Webster University, 2010
- **Erica M. Popp**, BA, Principia College, 2009; MA, Fontbonne University, 2014; MFA, Fontbonne University, 2016
- **Adam G. Reisz**, BA, Pennsylvania State University, 1986; MA, Webster University, 2017
- **Christopher C. Roder**, BFA, Iowa State University, 2009
- **Benjamin L. Sawyer**, BA, Southern Illinois University Carbondale, 2007; MS, Lindenwood University, 2010
- **John J. Schmitt**, BA, Webster University, 1986
- **Joseph Seebeck**, BFA, University of Missouri-Saint Louis, 2003
- **Jennifer Silverberg**, AB, Washington University, 1993
- **Christina Stewart**
- **Karl N. Timmermann**, BA, Webster University, 2003; MA, University of Kent, 2004
- **Nicolas Torres**
- **Dominique Tronche-Macaire**, Licence, University of Paris, 1991

Faculty

- **James Tudor**, BA, Webster University, 1997
- **Orestes C. Valdes**, BFA, Washington University, 1984
- **Honna Veerkamp**, BA, Portland State University, 2008; MFA, Southern Illinois University Carbondale, 2015
- **Craig M. Wagner**, BA, Webster University, 1996
- **Jarrod M. Wehmeier**, BA, Webster University, 1999
- **Sarah E. Williams**, BA, Webster University, 2011

School of Education

Thomas Cornell, interim dean

Graduate Department of Education

Departmental Faculty

- **Ralph H. Olliges, Jr.**, professor, chairperson; BA, Saint Louis University, 1981; MA, Saint Louis University, 1983; MBA, Saint Louis University, 1991; BA, Saint Louis University, 1988
- **Virginia E. Altrogge**, associate professor; BS, Southeast Missouri State University, 1970; MA, Southeast Missouri State University, 1978; EdS, Southeast Missouri State University, 1996; EdD, Saint Louis University, 1996
- **Mary W. Bevel**, associate professor emeritus; BA, Webster University, 1980; MAT, Webster University, 1982; MEd, University of Missouri-Saint Louis, 1994; EdD, University of Missouri-Saint Louis, 1997
- **Cheryl Breig-Allen**, associate professor emeritus; BSEd, University of Missouri-Saint Louis, 1971; MEd, University of Missouri-Saint Louis, 1973; EdD, University of Missouri-Saint Louis, 2001
- **Thomas G. Cornell**, interim dean, associate professor; BS, Northern Michigan University, 1976; MA, Michigan State University, 1978; EdD, Saint Louis University
- **Brenda S. Fyfe**, professor emeritus; BS, Quincy University, 1971; MEd, University of Illinois at Urbana-Champaign, 1972; EdD, Southern Illinois University Edwardsville, 1982
- **DJ Kaiser**, interim associate dean, associate professor; BA, University of Illinois at Urbana-Champaign, 1996; BA, University of Illinois at Urbana-Champaign, 1996; MA, University of Illinois at Urbana-Champaign, 2000; AM, Washington University, 2007; PhD, Washington University, 2013
- **Yin Lam Lee-Johnson**, associate professor; BA, University of Hong Kong, 2002; MA, Chinese University, 2006; PhD, Ohio State University, 2012
- **Soheil Mansouri**, assistant professor; MA, Florida State University; PhD, Florida State University
- **Vinodhini S. Reardon**, visiting assistant professor; MA, University of Illinois-Chicago, 1981; PhD, University of Kansas, 2000
- **Andrea Rothbart**, professor; BA, Wayne State University, 1961; MA, Washington University, 1963; PhD, University of Illinois at Urbana-Champaign, 1971
- **Deborah A. Stiles**, professor; BA, Sarah Lawrence College, 1971; MAT, Rhode Island School of Design, 1972; PhD, Boston College, 1980
- **Roy T. Tamashiro**, professor emeritus; BA, University of Hawaii at Manoa, 1969; MEd, University of Hawaii at Manoa, 1971; EdD, University of Massachusetts Amherst, 1976
- **Paula M. Witkowski-Dieckmann**, professor; BA, Webster University, 1976; MS, Fontbonne University; PhD, University of Missouri-Saint Louis, 2004

Adjunct Faculty

- **Angela M. Astuto**, BA, Maryville University of Saint Louis, 1997; MAT, Webster University, 2003
- **Pamela L. Bryan Williams**, BS, McKendree University, 1994; MEd, Southern Illinois University Carbondale, 1999

- **Perry T. Citrowske**, BA, Saint Louis University, 1995; MA, Webster University, 2008
- **Kevin M. Grawer**, BA, University of Tulsa, 1995; MAT, Webster University, 1998; EdD, Maryville University of Saint Louis, 2015
- **Kenneth M. Holmes**, BA, Southern Illinois University Edwardsville, 1968; MEd, Southern Illinois University Edwardsville, 1979; DA, Illinois State University, 1989
- **Carolyn A. Jordan**, BSEd, Missouri State University, 1996; MAEd, Maryville University of Saint Louis, 2002
- **Elizabeth W. Lock**, BA, University of Kansas, 1990; EdS, University of Kansas, 1992; EdS, Webster University, 2019
- **Lindsay A. McCracken**, BA, Webster University, 2002; MAT, Webster University, 2006
- **Kimberly A. Morse**, BA, Kent State University, 1994; MA, Kent State University, 1996; PhD, Saint Louis University, 2016
- **Tamara Jo Rhomberg**, BSEd, Southeast Missouri State University, 1968; MA, Maryville University of Saint Louis, 1993
- **Marla S. Robbins**, BSEd, University of Cincinnati, 1976; MAT, Webster University, 2005
- **Jennifer L. Roberts**, BA, Southern Illinois University Carbondale, 2000; MA, Southern Illinois University Carbondale, 2003; MEd, University of Missouri-Columbia, 2008; PhD, Saint Louis University, 2012
- **John E. Rustemeyer**, BA, Grand Valley State University, 1967; MA, Northern Illinois University, 1971; PhD, Saint Louis University, 1975
- **Terri L. Schnitzer**, BS, University of Missouri-Saint Louis, 1976; MEd, University of Kansas, 1979
- **Virginia L. Schweigert**, BSEd, University of Missouri-Columbia, 1973; MA, Lindenwood University, 1995
- **Tasha L. Scola**, BA, Webster University, 2006; MEd, University of Missouri-Saint Louis, 2013
- **Barbara W. Stewart**, BA, Webster University, 1984; MA, Webster University, 1993
- **Jennifer Strange**, BA, Webster University, 1977; MAT, Webster University, 2002
- **James R. Voelker**, BA, University of Akron, 1979; MLS, Kent State University, 1985
- **Katherine A. Vondera**, BA, Saint Mary's University, 2002; MA, Saint Louis University, 2007; MA, Saint Louis University, 2008; MA, Webster University, 2017
- **Kathleen O. Weis**, BA, Webster University, 1989; MA, Lindenwood University, 1998; MA, Webster University, 2011

Teacher Education

Departmental Faculty

- **Basiyr D.W. Rodney**, associate professor, chairperson; BA, University of the West Indies, 1996; MS, University of the West Indies, 1996; MEd, Florida Atlantic University, 2000; EdD, Florida Atlantic University, 2006
- **Donna M. Campbell**, professor emeritus; BA, University of Toronto, 1968; MA, University of Toronto, 1969; PhD, Carleton University, 1976
- **Theodore D. Green**, professor; BA, Beloit College, 1982; MA, Saint Louis University, 1986; PhD, Saint Louis University, 2000
- **Stephanie L. Mahfood**, associate professor; BA, Calvin College, 1993; MAT, Webster University, 1999; PhD, University of Illinois at Urbana-Champaign, 2008
- **Victoria B. McMullen**, professor; BA, Fontbonne University, 1981; MA, Lindenwood University, 1986; PhD, University of Missouri-Columbia, 2000
- **Rena M. Rockwell**, instructor; BA, Webster University, 1986; MAT, Webster University, 1993; EdS, Webster University, 2004; EdD, William Woods University, 2015

- **Carol A. Schwab**, associate professor emeritus; BS, Southeast Missouri State University, 1963; MAT, Webster University, 1981; MS, Nova Southeastern University, 1993
- **Joseph M. Sencibaugh**, associate professor; BA, Saint Louis University, 1986; MAT, Saint Louis University, 1988; PhD, Saint Louis University, 1996
- **Carol R. Williams**, associate professor; AB, William Jewell College, 1985; MAT, Webster University, 1990; PhD, Southern Illinois University Edwardsville, 1998
- **Zhichun Zhou**, assistant professor; MS, University of Rochester, 2013; PhD, University of Rochester, 2018

Adjunct Faculty

- **Sheila R. Anglin Jordan**, BA, Webster University, 2009; MA, Webster University, 2013
- **Mary Jo Barker**, BS, Southern Illinois University Carbondale, 1974; MA, Washington University, 1979
- **J. Justin Barton**, BS, Southeast Missouri State University, 2002; MS, Lindenwood University, 2008
- **Deborah L. Bohlmann**, BS, Concordia University, 1978; MA, Luther Rice Seminary, 1987
- **Jennifer L. Bond**, BA, Truman State University, 2010; MAEd, Truman State University, 2011
- **Carolyn I. Brown**, BGS, University of Missouri-Saint Louis, 1993; MA, University of Missouri-Saint Louis, 1995; PhD, University of Missouri-Saint Louis, 2012
- **John H. Buck, Jr.**, associate vice president for student affairs and dean of students; BA, Colorado State University, 1991; MA, Webster University, 2005; DMgt, Webster University, 2009
- **Linda S. Burge**, BA, University of Missouri-Saint Louis, 1973; BA, Webster University, 1974; MA, Webster University, 2018
- **Diane Cooper**, BA, St. Joseph College, 1968; MEd, University of North Texas, 1980; EdD, University of San Francisco, 1993
- **Kathryn R. Cotsworth**, BA, Webster University, 2004; MA, Webster University, 2011
- **Laurie A. DeJohn**, BA, Truman State University, 1998; MAEd, Truman State University, 1999
- **Amber K. Del Gaiso**, BA, University of Missouri-Columbia, 2003; MS, Florida State University, 2007; EdS, Florida State University, 2007
- **Anna N. Dickherber**, BS, University of Central Missouri, 2012; MEd, Indiana University Bloomington, 2014
- **Erica J. Ellard**, BA, Webster University, 2001; MAT, Webster University, 2003
- **JoAnn Ford**, BSEd, Southeast Missouri State University, 1969; MEd, University of Missouri-Saint Louis, 1997
- **Kevin M. Grawer**, BA, University of Tulsa, 1995; MAT, Webster University, 1998; EdD, Maryville University of Saint Louis, 2015
- **Judy M. Hagene**, BSEd, Southeast Missouri State University, 1979; MA, New Mexico State University, 1984
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- **Susan G. Heigel**, BSEd, University of Missouri-Saint Louis, 1986; MEd, University of Missouri-Saint Louis, 1986
- **Lisa M. Hilpert**, BA, Maryville University of Saint Louis, 1992; MA, Maryville University of Saint Louis, 1997; MAEd, Maryville University of Saint Louis, 2008
- **Ashwin Jayaram**, MS, Webster University, 2016; MBA, Webster University, 2017
- **Victoria L. Jones**, BSEd, Northwest Missouri State University, 1990; MEd, Northwest Missouri State University, 1990; PhD, Saint Louis University, 2016
- **Joseph L. Jones III**, BSEd, Southeast Missouri State University, 1976; MAEd, Southeast Missouri State University, 1978; PhD, Saint Louis University, 1984

- **Bethany R. Keller**, BA, Webster University, 2000; MA, Webster University, 2002
- **Kim J. Kleinman**, BA, University of Missouri-Kansas City, 1975; MA, University of Chicago, 1979; PhD, Union Institute & University, 1997
- **Kelly D. Krussel**, BS, Fontbonne University, 2003; MA, Lindenwood University, 2005; EdD, Maryville University of Saint Louis, 1999
- **Liem Q. Le**, BA, Webster University, 2017; BS, Webster University, 2017
- **Susan L. Lundry**, BA, University of Missouri-Saint Louis, 2003; MEd, University of Missouri-Saint Louis, 2005; MEd, University of Missouri-Saint Louis, 2013; EdS, University of Missouri-Saint Louis, 2015; PhD, University of Missouri-Saint Louis, 2015; EdD, Lindenwood University, 2018
- **Brent Mackey**
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- **Samantha M. Muehlenbeck**, BA, Webster University, 1993; MAT, Webster University, 2003
- **Vitaly Neimer**, BS, Webster University, 2015; MBA, Webster University, 2017
- **Rebecca W. Nelson**, BS, Missouri State University, 2005; MEd, University of Missouri-Saint Louis, 2007;
- **M. Kathleen Northcott**, BS, Missouri State University, 1981; MEd, Old Dominion University, 1991
- **Amy B. O'Brien**, BA, Washington University, 2007; MS, University of Alabama, 2010; MBA, Webster University, 2015
- **Julie E. Paur**, BA, Webster University, 2001; MAT, Webster University, 2006
- **William J. Ratz**, BA, Webster University, 2002; MA, Webster University, 2006
- **Olivia A. Rea**, BA, Webster University, 2003; BS, Webster University, 2003; MAT, Webster University, 2005
- **Marla S. Robbins**, BSEd, University of Cincinnati, 1976; MAT, Webster University, 2005
- **Eric S. Rosen**, BA, Webster University, 2017
- **Barbara L. Roussin**, BSEd, University of Missouri-Saint Louis, 1991; MS, Southwest Baptist University, 2014
- **Sarah B. Rush**, BES, University of Missouri-Columbia, 1981; MEd, University of Missouri-Columbia, 1983; PhD, Union Institute and University, 1997
- **Heather Sadi**, BA, Truman State University, 2007; MA, Maryville University of Saint Louis, 2012
- **Terri L. Schnitzer**, BS, University of Missouri-Saint Louis, 1976; MEd, University of Kansas, 1979
- **Stacey L. Schuler**, BA, Webster University, 2008; MAT, Webster University, 2011
- **James M. Schulz**, BA, University of Dayton, 1978; MAEd, Maryville University of Saint Louis, 1988
- **Virginia L. Schweigert**, BSEd, University of Missouri-Columbia, 1973; MA, Lindenwood University, 1995
- **Tasha L. Scola**, BA, Webster University, 2006; MEd, University of Missouri-Saint Louis, 2013
- **Craig M. Skinner**, BA, DePaul University, 2004; MA, DePaul University, 2005; MEd, Southern Illinois University Edwardsville, 2016
- **Patrick C. Stack**, BA, Suffolk University, 1974; MDiv, St. John's Theological Seminary, 1978; MEd, University of Missouri-Saint Louis, 1986; DMin, Eden Theological Seminary, 1992
- **M. Mercedes Stephenson**, BA, Universidad del Salvador, 1969; MA, University of Southern California, 1971; PhD, Saint Louis University, 1982
- **Barbara W. Stewart**, BA, Webster University, 1984; MA, Webster University, 1993

- **Jennifer R.V. Stewart**, BA, Webster University, 2001; MA, Webster University, 2003
- **James R. Voelker**, BA, University of Akron, 1979; MLS, Kent State University, 1985
- **Teresa M. Weiersmueller**, BSEd, University of Missouri-Saint Louis, 1971; MEd, National-Louis University, 1995
- **Kelli M. Westmoreland**, BS, Southeast Missouri State University, 1987; MAT, Webster University, 1989; MA, Webster University, 2013; EdD, Webster University, 2019
- **Michael J. Williams**, BA, Monmouth College, 1993; MA, Saint Louis University, 1995; EdD, Saint Louis University, 2006
- **David A. Wilson**, BA, Yale University, 1967; AM, Washington University, 1972
- **Carol A. Zimmer**, BSEd, Southeast Missouri State University, 1969; MAT, Webster University, 1981
- **Thomas J. Zinselmeier, Jr.**, BA, University of Missouri-Saint Louis, 2002; BA, University of Missouri-Saint Louis, 2002; MAT, Webster University, 2008
- **Lindsey M. Zoellner**, BSEd, University of Missouri-Columbia, 2010; Med, University of Missouri-Columbia, 2011; MA, Webster University, 2018

Global Citizenship Program

- **Bruce Umbaugh**, director
- **Teresa A. Alvarez**, BS, Southern Illinois University Edwardsville, 2000; MS, Southern Illinois University Edwardsville, 2002
- **Lawrence Furrer**, AB, Dartmouth College, 1956; MS, Dartmouth College, 1957
- **Lisa K. Gilbert**, BA, Truman State University, 2004; MA, McGill University, 2007; PhD, Saint Louis University, 2017
- **Holly Hubenschmidt**, AB, Washington University, 1987; MA, University of Missouri - Columbia, 1992; PhD, Saint Louis University, 2009
- **Michael P. Jostedt, Jr.**, BA, Webster University, 2004; MA, University of Missouri-Saint Louis, 2006; PhD, Southern Illinois University Carbondale, 2015
- **Martha S. Kneib**, BA, University of Tulsa, 1988; MA, Kent State University, 1990
- **Sarah A. Leassner**, BS, Missouri State University, 2001; MA, Saint Louis University, 2004; PhD, Northwestern University, 1986
- **Teresa A. Morris**, BSHE, University of Missouri-Columbia, 1986; MA, Fontbonne University, 1992; MFA, Fontbonne University, 1993; MS, Southern Illinois University Edwardsville, 2002
- **Lori C. Orlando**, BSEd, University of Saint Francis, 1991; MEd, University of Missouri-Saint Louis, 2000
- **Denise M. Purcell**, BS, Southern Illinois University Edwardsville, 1975; MAT, Webster University, 2002
- **Sarah B. Reando**, BA, Webster University, 2011; MA, University of Missouri-Columbia, 201; MA, Webster University, 2020
- **Patrick C. Stack**, BA, Suffolk University, 1974; MDiv, St. John's Theological Seminary, 1978; MEd, University of Missouri-Saint Louis, 1986; DMin, Eden Theological Seminary, 1992
- **Annie E. Stevens**, BA, Eastern Nazarene College, 1975; MA, University of Rochester, 1978; PhD, University of Rochester, 1984
- **Nicholas H. Tamarkin**, AB, Washington University, 1996; MFA, University of Wisconsin, Madison, 2002; PhD, Washington University, 2015
- **Michael J. Williams**, BA, Monmouth College, 1993; MA, Saint Louis University, 1995; EdD, Saint Louis University, 2006

International

Austria

Vienna

Adjunct Faculty

(Includes all disciplines)

- **Florin Abazi**, BA, Webster University, 1999; MA, Webster University, 2002
- **Judith Albrecht**, MA, Albert-Ludwigs-Universität, Freiburg, 2003; Doctorate, Institut für Ethnologie of the Freie Universität, 2011
- **Franco E. Algieri**, BA, Webster University, 1992; MA, Eberhard-Karls-University Tuebingen; Doctorate, Eberhard-Karls-University Tuebingen, Germany
- **Mehdi M. Ali**, BS, College of Economics and Political Science, Iraq, 1965; MSc, London School of Economics and Political Science; Doctorate, University of Cambridge, England, 1975
- **Nikolaos Antonakakis**, BSc, Athens University of Economics and Business, 2005; MSc, University of Strathclyde, 2006; PhD, University of Strathclyde, 2010
- **Thomas Ballhausen**, MA, University of Vienna, 2002; PhD, Academy of Fine Arts, Vienna, 2015
- **Caroline Batka**, BA, Virginia Polytechnic Institute and State University, 2008; MPA, University of Washington, 2011
- **Jozef Batora**, BS, Comenius University, Bratislava, 1997; PhM, University of Bergen, 1999; PhD, University of Oslo, 2006
- **Dezsoe Birkas**, Doctorate, University of Medicine, Budapest, 1998
- **Federico Bordonaro**, BA, University of Rome, La Sapienza, 1997; DEA, University of Paris-IV, La Sorbonne, 2000; PhD, University of Paris-IV, La Sorbonne, 2005
- **Maxime Brami**, BA, University of Bristol, 2008; MA, University College London, 2009; PhD, University of Liverpool, 2014
- **Elna Brutschin**, Magister, Konstanz University, Germany, 2010
- **Christine Butterfield-Meissel**, MD, University of Vienna, 1978; PhD, University of Vienna, 1978
- **Franz A. Cede**, MA, Paul H. Nitze School of Advanced International Studies; JD, University of Innsbruck
- **Ioannis Chatziantoniou**, BSc, Panteion University of Social & Political Sciences of Athens, Greece, 2000; MSc, University of Piraeus, Greece, 2009; MBA, University of Piraeus, Greece, 2003; PhD, University of Portsmouth, United Kingdom, 2013
- **Ryan D. Crawford**, BA, Trinity College; MA, SUNY at Buffalo, 2010; PhD, SUNY at Buffalo, 2012;
- **Alfred Dolecek**, MS, Oakland University, 1997
- **Johannes Werner Druml**, MHum, School of Advanced International Studies, Washington DC, 1978; Doctorate, University of Innsbruck, 1975
- **Claus Ebster**, Magister, University of Vienna, 1989; MBA, Fordham University, 1991; MS, Northwestern University, 1992; Doctorate, University of Vienna, 2000
- **Pernille Eskerod**, BSc, Aarhus School of Business, Denmark, 1989; MSc, Aarhus School of Business, Denmark, 1992; PhD, Southern Denmark Business School, 1996
- **Paul Fagan**, BA, University College Dublin, Ireland, 2003; MA, University of Vienna, 2010; PhD, University of Vienna, 2017
- **Massimiliano Falcinelli**, MS, University of Perugia
- **Fabian Faltin**, BSc, London School of Economics, 2002; MAs, Fondation des Sciences Politiques, Paris, 2005
- **Marcel Fink**, Magister, University of Vienna, 1996; Doctorate, University of Vienna, 2002
- **Ian Foster**, BA, University of Hull, 1993; MBA, Modul University, Vienna, 2015

- **Michael Freund**, BA, University of Heidelberg, 1972; MA, Columbia University, 1975; PhM, Columbia University, 1977; PhD, Columbia University, 1978
- **Eric Frey**, BA, Princeton University, 1985; MPA, Princeton University, 1986; Doctorate, University of Vienna, 2001
- **Andrea Gaal**, Magister, Karl-Franzens-Universität Graz, 1987; PhD, Pan-European University, Bratislava, 2017
- **David Gabauer**, BA, Johannes Kepler University Linz, 2015; MSc, Johannes Kepler University Linz, 2016
- **Gerald Garber**, Magister, Vienna University of Economics and Business, 2012
- **Salvatore Giacomuzzi**, Magister, University of Innsbruck, 2000; PhD, University of Innsbruck, 2002
- **Thomas R. Grischany**, Magister, University of Vienna, 1994; Magister, University of Vienna, 1994; Diploma, Diplomatic Academy of Vienna, 1997; MA, University of Chicago, 2002; PhD, University of Chicago, 2007
- **Khaled Hakami**, Magister, University of Vienna, 2002
- **Hossein Hassani**, PhD, Cardiff University, 2010
- **Clara Holzinger**, MA, University of Vienna, 2016
- **Joachim Honeck**, BA, Pontificia Università Santa Croce, Rome, 2003; MA, Webster University, 2014
- **Danielle R. Huppmann**, MSc, Vienna University of Technology, 2010; PhD, Berlin University of Technology, 2014
- **Cassandra Hutchinson**, BA, University of Utah, 2007; MSc, Technical University Vienna, 2014
- **Elena Jirovsky**, Magister, University of Vienna, 2005; PhD, University of Vienna, 2014
- **Michael Kapfer**, MBA, University of Applied Sciences Technikum Wien, 2009
- **Andrea Keplinger**, MA, Karl-Franzens Universität, 2010
- **Paul Khalil**
- **Elisabeth Z. Knass**, BA, Webster University, 1992; MA, Danube University, 2004
- **Izabela Korbiel**, Diplom-Soz, University of Cologne, 2010
- **Kerstin Kowarik**, PhD, University of Vienna, 2016
- **Christian Kreuzer**, Magister, University of Vienna, 1988; Doctorate, University of Vienna, 1995
- **Katrin Kristjansdottir**, BA, University of Iceland, 2004; MAP, Murdoch University, Australia, 2009
- **Christopher Kronenberg**, Magister, University of Innsbruck, 2003; Doctorate, University of Innsbruck, 2009
- **Oliver Kuehschelm**, PhD, University of Vienna, 2002
- **Ivan Alexander Kukuljevic**, BA, Seattle University, 2000; MA, Villanova University, 2003; PhD, Villanova University, 2009
- **Charles LaFond**, BA, St. John's University, 1978; MBA, Thunderbird Global School International Management, 1980
- **Holger Lang**, MA, Donau University Krems, 2004
- **Sandra Lehmann**, BA, Freie Universität Berlin, 1996; MA, University of Vienna, 1999; PhD, University of Vienna, 2002
- **Anthony Löwestedt**, Magister, University of Vienna, 1986; Doctorate, University of Vienna, 1994
- **Maria Madlberger**, Magister, University of Vienna, 1998; Doctorate, University of Vienna, 2002; Habilitation, University of Vienna, 2009
- **Maria Marchenko**, BSc, National Research University, Moscow, 2009; MSc, National Research University, Moscow, 2011; MSc, Humboldt University, Berlin, 2011; PhD, Yale University, 2016; PhD, University of Mannheim, Germany, 2016
- **Xavier Matteucci**, Doctorate, Vienna University of Business and Economics, 2012
- **Marc Mehu**, Licence, University of Liège, Belgium, 2001; PhD, University of Liverpool, United Kingdom, 2007
- **Monika Mokre**, Magister, University of Vienna, 1991; PD, University of Innsbruck, 2010
- **Philip Moran**, PhD, University of Wales, 1999
- **Rafal G. Morusiewicz**, MA, Warsaw University
- **Christof Muigg**, BA, University of Vienna, 2013; MA, University of Vienna, 2016
- **Marijan Mumdziev**, MCE, University of Split, Croatia, 2007; MBA, University of Minnesota, 2011
- **Christian Newman**, BS, Portland State University, 1994; MS, Portland State University, 1996
- **Antonija Pacek**, BA, Webster University, 1996; PhM, University of Cambridge, 1998
- **Heinz Palasser**, BA, Vienna University of Business and Economics, 1994; MBA, University of Minnesota, 2002; MS, University of Minnesota, 2006; PhD, Vienna University of Business and Economics, 2014
- **Karoline Parth**, BA, University of Vienna, 2012; BA, University of Vienna, 2012; MSc, University College London, 2013
- **Svetla Pehlivanova-Porenta**, MA, Sofia University, Bulgaria, 1992; MA, Sofia University, Bulgaria, 1992; EMBA, Arizona State University, 1994; MBA, Donau-Universität Krems, Austria, 2000
- **Justinas Pelenis**, BA, Colby College, 2005; MA, Princeton University, 2007; PhD, Princeton University, May 2011
- **Hanno Poeschl**, Diploma, Vienna University of Economics and Business, 2000; MBA, Open University Business School, United Kingdom, 2001; Doctorate, University Trier Business School, Germany, 2006
- **Viktoria Poetzi**, Magister, University of Vienna, 2009; PhD, University of Vienna, 2014
- **Johannes Pollak**, Magister, University of Vienna, 1991; MSc, London School of Economics and Political Science, 1997; Doctorate, University of Vienna, 1996
- **Andrea Prutsch**, MSc, University of Natural Resources and Applied Life Sciences Vienna, Austria; Doctorate, University of Natural Resources and Life Sciences, Vienna
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- **Dieter Reinisch**, Magister, University of Vienna, 2013; Doctorate, European University Institute, 2018
- **Jana Reissmann**, BA, University of Vienna, 2012
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- **Barbara Rothmueller**, BA, University of Vienna; MA, University of Vienna, 2010; Doctorate, University of Luxembourg
- **Krista Rothschild**, BA, Southern Oregon University, 1993; Magister, Vienna University, 2000; Certificate, Ministry of Health, Austria, 2002
- **Julia Ruck**, BA, University of Vienna, 2009; MA, University of Vienna, 2013; MA, University of Vienna, 2012
- **Marlene Rutzendorfer**, MSc, Vienna University of Technology, 2011
- **Matej Santi**, MA, University of Music and Performing Arts Vienna, 2010; PhD, University of Music and Performing Arts, Vienna, 2014
- **David Sastre**, BSc, University of Madrid, 2014; MSc, Trinity College of Dublin, 2016
- **Edward Saunders**, BA, University College London, 2008; PhM, University of Cambridge, 2009; PhD, University of Cambridge, 2013
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- **Sandra I. Velasquez**, Magister, University of Vienna, 1992
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- **Irmgard Wetzstein**, PhB, University of Vienna, 2004; MA, ARGE Bildungsmanagement Vienna, 2009; PhM, University of Vienna, 2006; PhD, University of Vienna, 2010
- **Bradley E. Wiggins**, BA, University of Pittsburgh, 1999; MA, University of Pittsburgh, 2002; PhD, Indiana University of Pennsylvania, 2011
- **Christian Wozabal**, MBA, University of Toronto, 1996
- **Michael Zinganel**, Diplom-Ingenieur, Graz University of Technology, 1991; PhD, University of Vienna, 2003

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- **Bosman E. Asare**, PhD, University of Ghana, 2007
- **Patrick O. Asuming**, BA, University of Ghana, 2004; PhM, Cambridge University, 2006; PhD, Columbia University, 2013
- **Michael A. Aveh**, PhD, University of Trondheim
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- **Michael Boakye-Yiadom**, PhD, Ohio University, 2012
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- **John Collins**, BA, University of Ghana, 1972; PhD, SUNY at Buffalo, 1994
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- **Khoo Ee Hong**, PhD, University of Manchester, 2009

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- **Vasilis J. Botopoulos**, BS, Purdue University, 1986; MS, Purdue University, 1991; MBA, University of Indianapolis, 1994
- **Ellie Despotaki**, BA, University of Indianapolis, 2005; MA, University of Indianapolis, 2007;
- **Sam Drimakis**, BA, University of Toronto, 1981; CGA, Ontario Canada, 1987; ICIA, Ontario Canada, 1988; MBA, University of Indianapolis, 2011
- **John F. Dumont**, BS, University of Missouri, 1980; MA, University of Missouri, 1986; PhD, Cornell University, 1990; MS, Brunel University, 2001
- **Vivian E. Gales**, BS, Tuskegee University, 1967; MPA, California State University, 2004
- **Sotirios Issaias**, BA, Concordia University, 1998; MA, University of Indianapolis, 2005
- **Anthi Kalomiri**, BA, Columbia College Chicago, 1993; MBA, University of Indianapolis, 2013
- **Konstantinos Kanellopoulos**, BS, University of Thessaloniki, 1993; MS, London School of Economics, 1995; MBA, City University, 2005
- **George Karatasas**, BA, Purdue University, 1987; MA, Ball State University, 1998
- **Angelos Kostopoulos**, BA, Arizona State University, 1980; MA, Indiana University, 1989; MA, Hellenic Army Supreme War College, 1991; LLM, University of Cumbria, 2019
- **Spyros Mandalenakis**, PADI Master Scuba Diver, 2009; IDC Digital Underwater Photography, 2010
- **Peggy Manouka**, BA, Aristotle University Greece, 1991; MA, University of La Verne, 1994; PhD, Indiana University of Pennsylvania, 2004
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- **Panos A. Thomaidis**, BA, American Film Institute, 1990; MFA, College of Design, 1993; MBA, ALBA Graduate Business School, Greece, 2003
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- **Marcello Aspria**, MSc, Graduate School of Social Sciences, University of Amsterdam, 2009
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- **Taco H. Bakker**, BFA, Academie Beeldende Kunsten, Maastricht, 2000; MA Photographic Studies, Leiden University, 2007
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- **Stephanie Kustner**, MSc, Leiden University, The Netherlands, 2006
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- **Beth Leembruggen-Kallberg**, MA, Webster University, 2010; MA, University of Maryland; EdD, Boston University
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- **Joshua K. Maiyo**, MSc, University of Amsterdam, 2006; PhM, University of Leiden, 2008
- **Tatjana Meijvogel-Volk**, MA, Freie Universitaet Berlin, 2005
- **Maja Micevska-Scharf**, MA, Claremont Graduate University, 1999; MSc, University of Skopje; PhD, Claremont Graduate University, 2002
- **Mehran Mohebbi**, MS, West Virginia University, 2012
- **Marcus J. Noom**, PhD, Utrecht University, 1999
- **Erika O'Donnell**, MSc, University of Leiden, 2007
- **Heval Ozgen**, PhD, Utrecht University, 2008
- **Piotr Perczynski**, PhD, University of Warsaw, 1996
- **Islam Qasem**, PhD, University of Leiden, 2010
- **Paul Rakowski**, MA, University of Colorado
- **Andreas Rambow**, MBA, Marymount University, 1993
- **Golam Robbani**, PhD, University of Antwerp, 2013
- **Victor F. Rodriguez**, PhD, Catholic University of Leuven, 2008
- **Carlos M. Roos Munoz**, MA, University of Leiden, 2010
- **Rossitza Rousseva**, PhD, Bulgarian Academy of Sciences, 2005; PhD, University of Sussex, 2010
- **Nives Rumenjak**, PhD, University of Zagreb, 2004
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- **Michiel Vaanhold**, BA, Nederlandse Film en Televisie Academie, 2007
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Faculty

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- **Kalliopi Benetos**, BA, Concordia University, 1990; Diploma, Rosemount Technology Centre, 1995; MSc, University of Geneva, 2006
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- **Karl Duffy**, MA, Gregorain University, Rome, 1987; MA, Webster University, 2007
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- **Oreste Foppiani**, BA, University of Pavia, 1997; PhM, University of Pavia, 1997; MA, Institute for Political Studies, Milan, 1999; PhD, The Graduate Institute of International and Development Studies, 2008
- **Neil German**, MA, Kutztown University, 1992; Diploma, Jung Institute, 1998
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- **Jubin Goodarzi**, BA, American University, 1986; MA, Georgetown University, 1991; PhD, London School of Economics, 2002
- **Anne-Sylvie Gray-Le Coz**, BA, University of Illinois, 1981; MA, University of Missouri-Saint Louis, 1990
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- **Krista Jabs Saral**, BA, Florida State University; MS, Florida State University, 2004; PhD, Florida State University, 2009
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- **Patricia Laedermann-Louwagie**, MA, Webster University, 1999; Diploma, University of Geneva, 2003; Certificate, Association Suisse de Thérapies Familiales et Interventions Systemiques, 2007
- **Fernando A. Lagrana**, MBA, Webster University, 1995; DBA, Grenoble University, France, 2013

- **Alexandre Lambert**, BA, University of Zurich, 1997; Certificate, Graduate Institute, Geneva, 1999; PhD, Graduate Institute, Geneva, 2006
- **Ritalba L. Lamendola**, MA, University of Barri, Italy, 1989; PhD, University of Barri, Italy, 1992
- **Robert Leeman**, BA, University of North Umbria, UK, 2004; MA, Pforzheim
- **Erik Mansager**, BA, Saint Thomas Theological Seminary, 1977; MA, University of Arizona, 1981; PhD, Catholic University of Leuven, 1998
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- **Maryvelma O'Neil**, BA, Marymount Manhattan College, 1970; MA, Tulane University, 1978; PhD, University of Oxford, 1993
- **Michael D. O'Neill**, BS, Louisiana State University, 1968; MBA, University of New Orleans, 1977
- **Peter Osterman**, BA, Concordia University, 1977; Diploma, McGill University, 1980
- **Michelle Paserman**, BA, Tel Aviv University, 1996; MBA, Tel Aviv University, 2000
- **Megan Paterson-Brown**, BA, Colorado College, 1987; MA, Pacifica Graduate Institute, 1994
- **Susanne Peters**, MA, University of Hamburg, 1983; PhD, European University Institute, Florence, 1989
- **Francis Piccand**, MA, University of Fribourg, 1984; MA, University of Fribourg, 1984; PhD, Graduate Institute of International Studies, 1990
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- **Victor D. Polic**, BS, Webster University, 1993; MA, Webster University, 1996
- **Marcello Puca**, BA, Naples, Italy, 2009; MS, Naples, Italy, 2010; MA, Toulouse, France, 2011
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- **Phyllis Ressler**, BA, Eastern Mennonite University, 1972; MA, Antioch University, 1999; MA, School of Oriental and African Studies, 2007
- **Tammy Rosso**, BA, University of Pittsburgh, 1990; MA, University of Pittsburgh, 1992
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- **Karen L. Sadek**, BA, Wellesley College, 1973; MA, New England Conservatory of Music, 1977
- **Farid Saffar**, MA, University of Zurich, 1995; MBA, Thunderbird School of Global Management, 2011
- **Bridjeep Sahi**, MBA, City, University of London, 1988
- **Michael M. Sakbani**, LLB, Damascus University, 1962; PhD, New York University, 1970
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- **Holli Schaubert**, BA, McGill University, Montreal, 1982; MA, Boston University, 1988; PhD, Boston University, 1992
- **Daniel K. Schneider**, Licence, University of Geneva, 1978; DES, University of Geneva, 1983; PhD, University of Geneva, 1995
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- **Kristian Skeie**, BA, Richmond The International University in London, 1998; MA, Goldsmiths College, University of London, 2001
- **Keith Strandberg**, BA, Oberlin College, 1979; MA, Antioch University, 1997
- **Chitra Subrahmanian**, BA, St. Xavier's College, 1984; MS, Duquesne University, 1986; PhD, Purdue University, 1992
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- **Lammert Vrieling**, MS, University of Groningen, 1993; PhD, University of Groningen, 1998
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Thailand

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- **Kitichai Chanyalikit**, BBA, Assumption University, 2004; MSc, Assumption University, 2006
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- **James Close**, BSc, Cardiff University, 2005; PhD, Cardiff University, 2009
- **Gareth J. Davey**, BSc, University of Wales, 2001; MSc, University of Ulster, 2013; MPH, University of Manchester, 2017; PhD, University of Bolton, 2005; PhD, University of Kent, 2017
- **Elsabie De Beer**, BA, North-West University; MA, University of South Africa

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- **Brett R. O'Bannon**, BS, University of Louisville, 1990; MA, University of Louisville, 1993; PhD, Indiana University, 2004
- **Avveesh Phillip**, D.A.V. College, 2002; MC, D.A.V. College, 2004; MBA, Chulalongkorn University, 2008
- **Tipnuch Phungsoonthorn**, BA, Assumption University, 2001; MC, University of New South Wales, 2003
- **Erofilii Pontikaki**, MA, University of Pantheon, 2008
- **Kulavir Prapapornpipat**, BS, Kasetsart University, 1994; MA, Thammasat University, 2002; Diploma, Thammasat University, 2003
- **Anthony Rhodes**, BA, Moody Bible Institute, 1984; MA, Wheaton College, 1989; PhD, Capella University, 2015
- **Leonida Ricafort**, BA, Rizal Technological University, 1983; MA, Rizal Technological University, 1989; PhD, Rizal Technological University, 1996
- **Payear Sangiumvibool**, BBA, Ramkhamhaeng University, 1993; MA, Troy State University, 1999; PhD, Asian Institute of Technology, 2016
- **Benjamin C. Schulte**, BS, Portland University, 2002; MPA, University of Minnesota, 2007; PhD, Tulane University, 2012
- **Manoug Somakian**, BS, University of La Verne, 1984; MA, London School of Economics, University of London, 1985; PhD, University of London, 1993
- **Mirko Tasic**, BA, University of Belgrade, 2002; MA, Sogang University, 2007; PhD, Sogang University, 2010
- **Johan Van Rooyen**, BSc, University of Pretoria, 2001; MBA, Alameda University, 2006; PhD, Edinburgh University, 2009
- **Beruniy Alimova**, MA, Uzbekistan State University, 1995; PhD, Tashkent State University of Oriental Studies, 2018
- **Kamola Alimova**
- **Gulbakhor Baqoeva**, BA, University of World Economy and Diplomacy, 2005; MA, University of World Economy and Diplomacy, 2007
- **Muhtor Bekmurotov**, BS, Arizona State University, 2017; MAcct, Arizona State University, 2018
- **Abdulbogi Bozarov**
- **Shavkat K. Djuraev**, BBA, Tashkent State Technical University, 1999; MBA, SUNY Binghamton, 2001
- **Alisher Faizullaev**, PhD, Russian State Humanities University, 1984; DS, University of World Economy and Diplomacy, 2006
- **Mariya G. Glazirina**, MA, Tashkent State University, 1996; PhD, Asian International University, 2005
- **Abror Haitov**, BA, National University of Uzbekistan, 2007; MA, National University of Uzbekistan, 2011
- **Abdullo A. Hakimov**, BS, Samarkand State University, 2007; MS, Samarkand State University, 2009
- **Olmas Isakov**, BA, University of World Economy and Diplomacy, 2005; MBA, Lincoln University California, 2009
- **Ozoda A. Ismailova**
- **Vincent Isner**, BA, Centenary College Louisiana, 1976
- **Akbarjon Y. Karimjanov**, BA, Tashkent State University of Economics, 2010; MBA, Strayer University, 2013
- **Sherzod Khannaev**, BS, Tashkent Institute of Finance, 2006; MS, Tashkent Institute of Finance, 2008; MBA, Northern University of Malaysia, 2011
- **Otabek Khatamov**
- **Sanobar Khudaybergenova**, BJ, Otterbein University, 2006; MA, National University of Uzbekistan, 2013
- **Kodir R. Kuliev**, BS, California International University, 2010; MA, Kyrgyz National University, 2014
- **Marija Lukac**, BA, University of Belgrade, 2005; MA, University of Belgrade, 2009
- **Marvin M. Maddox**, BS, Purdue University, 1976; MA, Thurdird School of Global Management, 1984
- **Miraziz Makhmudov**, BS, Westminster International University, 2010
- **Nozima Muratova**, BA, National University of Uzbekistan, 2002; MA, National University of Uzbekistan, 2004; PhD, National University of Uzbekistan, 2011
- **Anvar Nizamov**, BA, Samarkand State University, 1998; MS, Sheffield Hallam University, 1999
- **Nicholas Parkin**, BA, University of Adelaide, 2005
- **Ulrich Penzkofer**, BA, University of Munich, 1983; MA, University of Munich, 1987
- **Gordana Pesakovic**, BS, University of Belgrade, 1982; MA, University of Belgrade, 1986; MEd, University of Belgrade, 1993; PhD, University of Belgrade, 1994
- **Zukhra Rakhmatullaeva**, BA, Uzbekistan State World Languages University, 2015
- **Dilmurod M. Rasulev**, PhD, Moscow Central Economical and Cybernetics Institution, 1997; DS, Tashkent State University of Economics, 2004
- **Hilola Samatova**, BA, Uzbekistan State World Languages University, 2016; MA, Webster University, 2019
- **Rustam Sattarov**, BA, Uzbekistan State World Languages University; MA, Webster University, 2019
- **Jasmina Sefer**, BA, University of Belgrade, 1977; PsyM, University of Belgrade, 1988; PsyD, University of Belgrade, 1993
- **Won Tai Seol**, BA, College of Seoul National University, 1983; MEd, Seoul National University, 1988; MS, San Jose State University, 2003; PhD, Kyunghee University, 2011
- **Shukhrat Shadmanov**, MA, University of Leeds, 2002
- **Peter Shockey**, BA, University of Maryland, 1979
- **Pulat Tadjimuratov**, MA, Webster University, 2019
- **Firuz Tatybaeva**, MSS, Tashkent State University; PhD, Tashkent State University, 1992

Uzbekistan

Tashkent

Adjunct Faculty

(Includes all disciplines)

- **Azamat Akhmedjanov**, BA, Uzbekistan State World Languages University, 2009; MA, Webster University, 2019
- **Sherzod Aktamov**, BA, Tashkent State University of Economics, 2006; MIET, Shanghai University, 2010; MA, Tashkent State University of Economics, 2011; DMS, Shanghai University, 2014
- **Deniza Alieva**, BA, National University of Uzbekistan, 2010; MA, University of Seville, 2012; MA, University of Seville, 2016; PhD, University of Seville, 2018

- **Nilufar V. Tillayeva**, BA, Andijan State Pedagogical Institute of Foreign Languages, 1999; MA, Webster University, 2019
- **Bobir Toshmatov**, BA, National University of Uzbekistan, 2011; MA, National University of Uzbekistan, 2013; PhD, Silesian Technical University, 2018
- **Zulayho Umarova**
- **Niginakhon Uralova**, BA, Uzbekistan State University of World Languages, 2015; MA, Uzbekistan State University of World Languages, 2018
- **Gulnoza Usmonova**
- **Sarvinoz Uzakova**, BA, Tashkent State Pedagogical University, 2016; MA, Tashkent State Pedagogical University, 2019
- **Saida Yusupova**, MA, National University of Uzbekistan 2006; MS, University of St. Andrews, 2014
- **Nozima Zufarova**, BA, Tashkent State University, 2000; MS, Tashkent State University, 2002

College of Arts & Sciences

Anton Wallner, 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

Mary Preuss, 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

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.

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

Silvia Navia, chair

Majors and Degrees

- Anthropology and Sociology (BA)
- International 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 Studies
- International Tourism
- Japanese
- Latin American Studies
- 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 (*St. Louis only*)

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.

Based on test scores submitted during the admission process and through diagnostic testing, students in St. Louis may take two or three terms of ESLG courses. 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. Students may also be referred to the ESL program for advising, testing or possible ESL placement by faculty or staff.

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

Warren Rosenblum, chair (Summer and Fall)

Allan MacNeill, chair (Spring)

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**, History, Politics, International Relations and Religious Studies (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 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 BSN program is accredited by the Accreditation Commission for Education in Nursing, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326.

Special Study Opportunities

Instructional Formats: Part-time evening study is available at select St. Louis cohort partner locations. Courses are also 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

Michael Hulsizer, chair

Majors and Degrees

- Psychological Science (BS)
- Psychology (BA)
- Psychology (BA) with an Emphasis in Mental Health
- 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 are 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)

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.

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 also 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 fields 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.

Those students who have completed an ACBSP accredited undergraduate program at Webster within the past 10 years may waive 6 credit hours of MBA 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

Rich Dippel, chair

Majors and Degrees

- Accounting (BS)
Combined Degree Options:
Accounting (BS)/Finance (MS)
Accounting (BS)/Forensic Accounting (MS)
- Business Administration (BS)
Optional emphasis available in 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 following 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 to 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 also can choose to participate in internships and practicum.

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

- Entrepreneurship
(*Track Areas: Animation; Audio in Media Arts; Business; Film, Television and Video Production; Dance; Education; 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; Orlando, Florida; Irvine and Los Angeles, California. These students must complete general education requirements. Degree-completion programs at campuses in Charleston, Columbia and Greenville, South Carolina, are also available.

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 Mury) 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 Gerdinge 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 Gerdinge 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

- Curatorial Studies
- 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 such as Laumeier Sculpture Park, White Flag projects and more
- 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 Probstin 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 Shakespeare Festival St. Louis 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 a trip to New York City, where they audition and/or exhibit their talents in performances for alumni, agents, casting directors and artistic directors. Designers, stage managers and producers in New York 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 SPCA 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 Family 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

Jeffrey Richard Carter, 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;
- Idea Tree Media, a client services production group;
- 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

- Animation Production
- 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)
- Game Design
- Interactive Digital Media
- Photojournalism/Editorial Photography
- Studio/Commercial 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

Thomas Cornell, interim 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 with a Content Specialization or Minor (Grades 1-6)
 - Elementary Education with Special 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 English (Grades 9-12)
 - Secondary Mathematics (Grades 9-12)
 - Secondary Social Science (Grades 9-12)
 - Special Education with Elementary Content (Mild/Moderate/Cross-Categorical) (Grades 1-6)
 - World Languages (French, German, or Spanish) (Grades K-12)
 - Combined Degree: BA in Education with an Emphasis in Elementary (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 1-6)/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)
- Early Childhood/Elementary (Birth-Grade 6)
- 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 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.

Accounting (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 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 Gerding 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. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

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 promotional tools. From traditional print and television 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 and campaign analysis.

To strengthen a specific area of interest and stand out in a competitive job market, students are later advised to choose one of three major career paths: 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.

Note for transfer students: All students transferring into this major should strongly consider the benefits of a fifth semester because not all courses are offered every semester and a fifth semester would allow for a better internship experience.

Learning Outcomes

Successful graduates of this program will be able to:

- Analyze an organization's situation from a marketing communications perspective.
- Develop strategic, multiplatform marketing communication programs.
- Produce strategic multiplatform advertising and marketing communications deliverables in a chosen area of specialization.
- 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 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- MDST 1010 Media Foundations (3 hours)
- MDST 1050 Media Writing (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)
- MDST 2200 Ethics in the Media (3 hours)
- ADVT 2550 Creative Strategies for Advertising (3 hours)
- ADVT 2910 Writing for Advertising (3 hours)
- ADVT 3500 Visual Communication for Advertising and Public Relations (3 hours)
- MNGT 2500 Marketing (3 hours)
- MNGT 3510 Advertising (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)

*Capstone Course

In addition, a minimum of 6 credit hours are to be chosen from the following:

- ADVT 3150 Topics: Advertising (1-3 hours)
- ADVT 3910 International Advertising (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)
- 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)

Portfolio Review Course Requirements

To be eligible for portfolio review, students are required to choose a specific area of specialization (planning and strategy, copywriting, or art direction) and complete a minimum of the following courses:

Planning and Strategy

- ADVT 1940 Introduction to Marketing Communications (3 hours)
- ADVT 2550 Creative Strategies for Advertising (3 hours)
- MNGT 2500 Marketing (3 hours)
- MNGT 3510 Advertising (3 hours)

Copywriting

- ADVT 1940 Introduction to Marketing Communications (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)

Art Direction

- ADVT 1940 Introduction to Marketing Communications (3 hours)
- ADVT 2350 Introduction to Visual Communications for Advertising and Public Relations (3 hours)
- ADVT 2550 Creative Strategies for Advertising (3 hours)
- ADVT 3500 Visual Communication for Advertising and Public Relations (3 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)
- ART 1110 Introduction to Drawing (3 hours)
- MDST 2100 Media Literacy (3 hours)
- ANIM 1010 Animation II (3 hours)
- ANIM 1040 Storyboarding (3 hours)
- FTVP 1400 Graphics and Effects (3 hours)
- ANIM 2000 Advanced Animation (3 hours)
- ANIM 2200 3D Modeling (3 hours)
- FLST 2060 Modern World Cinema (3 hours)
- FLST 2070 History of Animation (3 hours)
- ANIM 3010 Voicing Your Creation (3 hours)
- ANIM 4010 Character Design (3 hours)
- ANIM 4700 Professional Development in Animation (3 hours)
- MDST 4950 Internship* (3 hours)
or ANIM 4620 Senior Overview* (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)
- 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 (3 hours)
- 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 Gerding 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:

- 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)
- ART 4020 Visual Arts Seminar (3 hours)
- ARHS 3000-level or above course (3 hours)
- Studio course distribution (see below) (15 hours)
- ART 4910 BA Senior Overview/Exhibition (1 hour)

Other Program Requirements

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 requirement above, the same course cannot also be used to complete the studio course distribution requirement.

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 Gerding 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.

Majors

- 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 acceptance. Students receive either written notification of acceptance or a recommendation to continue pursuing a BA 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 in art with studio emphasis 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:

- 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)
- ART 4020 Visual Arts Seminar (3 hours)
- Studio course distribution (see below) (24 hours)

BFA-specific courses:

- ART 3900 BFA Review (0 hours)
- ARHS courses at 3000-level or above (9 hours)
- ART 4110 Advanced Drawing (3 hours)
or ART 3110 Conceptual Drawing (3 hours)
- Studio area emphasis courses (see below) (15 hours)

- ART 4950 BFA Senior Thesis (3 hours)

Other Program Requirements

- 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 requirement above, the same course cannot also be used to complete this studio requirement.
- 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.

Art (BFA) with an Emphasis in Illustration

This program is offered by the Leigh Gerding 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 acceptance. Students receive either written notification of acceptance or a recommendation to continue pursuing a BA after review of the portfolio and application 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)

Majors

- DESN 1220 Design: 3-D (3 hours)
or ART 2315 Sculpture I (3 hours)
or ART 2530 Ceramics: Space (3 hours)
- ART 2110 Beginning 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)

15 credit hours from at least four of following areas: painting, printmaking, papermaking, electronic and time-based art, graphic design, animation, photography, sculpture

BFA-Specific Courses (30 hours)

- ART 3900 BFA Review (0 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)
- ARHS courses at 3000-level or above (9 hours)
- ART 4130 Professional Practice for Illustrators (3 hours)
- ART 4950 BFA Senior Thesis (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 Gerding 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.

- 55 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)
- MDST 4950 Internship (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)

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.)

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

Majors

- 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.)

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)

Majors

- 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 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 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 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 select U.S. and international campuses.

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

Majors

- 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.

- 54 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

At least 30 of the required 54 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 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. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

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. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

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

Majors

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 2750/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 a variety of techniques and styles with a broad spectrum of expressivity and quality technical expertise.
- Choreography: Create and produce imaginative, original, thought provoking choreographic 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 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.

- 59 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 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 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-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 Gerding 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 Gerding 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)

Majors

- 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 (3 hours)
- 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 Gerding 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. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

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 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 economics provides the student with a foundation in the discipline of economics. After taking the 4 core required economics courses, the major will have the flexibility to: (a) choose 4 upper-level economics elective courses that suit their interest and (b) choose 1 of 3 'tracks' (math, business or liberal arts) that further allows the major to tailor their economics studies to suit their interests and strengths.

Learning Outcomes

- Students demonstrate an understanding of basic macroeconomics concepts and how policy changes impact the economy.
- Students can apply microeconomic concepts to real-world settings.
- Students can apply economic principles to specialized topic areas in economics.
- Students can apply economic principles to their chosen 'flex track' (1 of 3 below).
 - Students can apply macro and micro theories to better understand the business world.
 - Students can apply mathematical techniques to analyze economic problems.
 - Students can apply economic principles to better understand cross-disciplinary issues in the liberal arts.

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

Required Courses

4 Core ECON Classes: 12 hours

- ECON 2020 Principles of Microeconomics (3 hours)
- ECON 2030 Principles of Macroeconomics (3 hours)
- ECON 3020 Intermediate Microeconomics (3 hours)
- ECON 3030 Intermediate Macroeconomics (3 hours)

3 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)

PLUS 4 ECON Electives either at the 3000-level and 4000-level: 12 hours**PLUS 4 'Flex Track' Courses: 12-13 hours**

Students can choose from 1 of the 3 'tracks' below - Business, Liberal Arts, or Math (A, B, or C)

Business Economics Track

- 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)

Liberal Arts Track

(Student choose 4 courses with at least 2 different prefixes from the list below)

- ANSO 2015 Issues in Society and Culture (3 hours)
or PSYC 2000 Issues in Contemporary Psychology (3 hours)
- PSYC 3650 Prejudice and Discrimination (3 hours)
- ANSO 4250 Class, Status and Power (3 hours)
- HIST 2340/MNGT 2340 History of American Business and Management (3 hours)
- HIST 2330 History of the Consumer Society (3 hours)
- HIST 3050 Economic History (3 hours)
- HRTS 1100 Introduction to Human Rights (3 hours)
- HRTS 3590/PHIL 3590/POLT 3590 Theories of Human Rights (3 hours)
- HRTS 3700 Human Rights and Business (3 hours)
- INTL 1500 The World System since 1500 (3 hours)
- INTL 3700 International Organizations: Structure and Political Conflict (3 hours)
- INTL 4280 International Economics (3 hours)
- POLT 1070 Introduction to Political Theory (3 hours)
or PHIL 2300 Social and Political Philosophy (3 hours)
- POLT 2500 Interdisciplinary Approaches to Politics (*with economics-related subtitle*) (3 hours)
- POLT 2550 Politics of the Developing World (3 hours)

Math Econ Track

- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- MATH 2200 Statistics (3 hours)

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 2300 Child and Adolescent Development (3 hours)
- 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 3009 Practicum: Art (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4982 Apprentice Teaching: K-12 Art (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)
- ART 3910 Art for Elementary Grades (3 hours)
- ART 4930 Secondary Art Methods (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 3500 Methods of Teaching Secondary School (3 hours)
- EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)

- EDUC 4435 Inclusive Practices for the General Education Teacher(3 hours)
- 3 additional credits in ART or ARHS
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
- **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 with 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

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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 2300 Child and Adolescent Development (3 hours)
- 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 3000 Practicum: Elementary (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4950 Apprentice Teaching 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 3015 Practicum: Special Education (3 hours)
- EDUC 3160 Multimodal Literacies (3 hours)
- EDUC 3520 Methods of Teaching of Elementary Reading (3 hours)
- EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (4 hours)
- EDUC 4330 Introduction to Students with Mild/Moderate Disabilities (3 hours)
- EDUC 4440 Inclusion Strategies (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 4575 Methods of Teaching Elementary Social Studies (3 hours)
- EDUC 4580 Methods of Teaching Elementary Science (3 hours)
- EDUC 4695 Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4730 Language Development (3 hours)

- MTH 4310 Elementary-School Mathematics Methods (3 hours)
- MTH 4320 Differentiated Mathematics Instruction
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or EDUC 3129)
- 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 with a Content Specialization or Minor

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 2300 Child and Adolescent Development (3 hours)
- 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 3000 Practicum: Elementary (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- 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 3160 Multimodal Literacies (3 hours)
- EDUC 3520 Methods of Teaching of Elementary Reading (3 hours)
- EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (4 hours)
- EDUC 4435 Inclusive Practices for the General Education Teacher (3 hours)
- EDUC 4575 Methods of Teaching Elementary Social Studies (3 hours)
- EDUC 4580 Methods of Teaching Elementary Science (3 hours)
- EDUC 4695 Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4730 Language Development (3 hours)
- MTH 4310 Elementary-School Mathematics Methods (3 hours)
- MTH 4320 Differentiated Mathematics Instruction
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
- Additional required certification coursework and electives to total minimum degree requirements

Elementary Education students will work with their advisor to develop a content specialization or minor.

Admission to the Major

Students may be fully admitted to the major when the following criteria have been met:

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- 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 2300 Child and Adolescent Development (3 hours)
- 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 3001 Practicum: MDSC Language Arts (3 hours)
or EDUC 3002 Practicum: MDSC Math (3 hours)
or EDUC 3003 Practicum: MDSC Science (3 hours)
or EDUC 3004 Practicum: MDSC Social Science (3 hours)
- 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 3900 Methods of Teaching Reading and Writing in the Content Area (3 hours)
- EDUC 4200 Methods in Middle School Curriculum and Instruction (3 hours)
- EDUC 4435 Inclusive Practices for the General Education Teacher (3 hours)
- EDUC 4695 Differentiated Reading Assessment and Intervention (3 hours)
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
- 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 4105 Methods of Teaching Middle School Language Arts (3 hours)
- EDUC 4130 Methods of Teaching Writing (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)
- 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 4115 Methods of Teaching Middle School Social Studies (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (4 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:

- MATH 1430 College Algebra (3 hours)
- MATH 1440 Trigonometry (3 hours)
- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- MTHT 4450 Middle School Mathematics Methods (3 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 1150 Astronomy (3 hours)
- 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 4585 Methods of Teaching Middle School Science (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 2300 Child and Adolescent Development (3 hours)
- 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 3008 Practicum: Secondary Biology (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- 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 3500 Methods of Teaching Secondary School (3 hours)
- EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4435 Inclusive Practices for the General Education Teacher (3 hours)
- EDUC 4695 Differentiated Reading Assessment and Intervention (3 hours)
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
- PHIL 2300 Philosophy and Technology (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 (4 hours)
and SCIN 1471 Earth and Universe: Lab (1 hour)
- SCIN 4060 Methods in Science Teaching (3 hours)
- 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 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 2300 Child and Adolescent Development (3 hours)
- 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 3005 Practicum: Secondary English (3 hours)
- 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 3500 Methods of Teaching Secondary School (3 hours)
- EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4110 Methods of Teaching Secondary English (3 hours)
- EDUC 4130 Methods of Teaching Writing (3 hours)
- EDUC 4435 Inclusive Practices for the General Education Teacher (3 hours)
- EDUC 4695 Differentiated Reading Assessment and Intervention (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)
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
- **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 2300 Child and Adolescent Development (3 hours)
- 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 3006 Practicum: Secondary Mathematics (3 hours)
- 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)

Majors

- EDUC 3500 Methods of Teaching Secondary School (3 hours)
- EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4435 Inclusive Practices for the General Education Teacher (3 hours)
- EDUC 4695 Differentiated Reading Assessment and Intervention (3 hours)
- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- MATH 3000 Calculus III (5 hours)
- MTH 4460 Methods of Teaching Secondary Mathematics (3 hours)
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
- **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 2300 Child and Adolescent Development (3 hours)
- 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 3007 Practicum: Secondary Social Science (3 hours)
- 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)
- 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 3500 Methods of Teaching Secondary School (3 hours)

- EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4120 Methods of Teaching Secondary Social Studies (3 hours)
- EDUC 4435 Inclusive Practices for the General Education Teacher (3 hours)
- EDUC 4695 Differentiated Reading Assessment and Intervention (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)
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
- **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.

Majors

- 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 Special Education with Elementary Content

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.

- 36 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 2300 Child and Adolescent Development (3 hours)
- EDUC 2800 Foundations in Education (*B or better required*) (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3015 Practicum: Special Education (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours) **or** PSYC 3350 Cognitive Psychology (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- 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 3000 Practicum: Elementary (3 hours)

- EDUC 3160 Multimodal Literacies (3 hours)
- EDUC 3520 Methods of Teaching of Elementary Reading (3 hours)
- EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (4 hours)
- EDUC 4330 Introduction to Students with Mild/Moderate Disabilities (3 hours)
- EDUC 4440 Inclusion Strategies (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 4575 Methods of Teaching Elementary Social Studies (3 hours)
- EDUC 4580 Methods of Teaching Elementary Science (3 hours)
- EDUC 4695 Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4730 Language Development (3 hours)
- MTHT 4310 Elementary-School Mathematics Methods (3 hours)
- MTHT 4320 Differentiated Mathematics Instruction (3 hours)
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
- 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 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

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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 2300 Child and Adolescent Development (3 hours)
- 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 3012 Practicum: K-12 French (3 hours)
or EDUC 3013 Practicum: K-12 German (3 hours)
or EDUC 3014 Practicum: K-12 Spanish (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1hour)
- 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 3500 Methods of Teaching Secondary School (3 hours)
- EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)

- EDUC 4435 Inclusive Practices for the General Education Teacher (3 hours)
- ILC 4060 Methods in Teaching Languages (1-4 hours)
- 30 semester hours in French, German, or Spanish w/ no grade below a C-
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)

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 an 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 4600 Education Research (3 hours)
- EDUC 4620 Educational Internship (3 hours)
- EDUC 4650 Senior Overview (3 hours)

One of the following:

- EDUC 2300 Child and Adolescent Development (3 hours)
- PSYC 2200 Child Psychology (3 hours)
- PSYC 2250 Adolescent Psychology (3 hours)
- PSYC 2300 Lifespan Development (3 hours)

Professional elective courses:

Option One:

12 hours of EDUC courses at the 3000-level or higher to complete credits as determined by an advisor.

Option Two: Community Engagement

12 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)

Option Three: Sustainability Studies or International Human Rights or Entrepreneurship

12 hours of required course work in one of three areas:

- Sustainability Studies (12 hours)
(See course listings under sustainability studies minor)
- International Human Rights (12 hours)
(See course listings under international human rights minor or certificate)
- Entrepreneurship (12 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.

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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 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

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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 (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)

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)

Majors

- 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.

Graphic Design (BFA)

This program is offered by the Leigh Gerding 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 trans-media 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 9 further credit hours in art history and criticism; 24 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.
- 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.
- 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 emphasis specialization, technical facility and conceptual sophistication

are required for acceptance. Students receive either written notification of acceptance or a recommendation to continue pursuing a BA after 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.

- 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:

- 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)
- 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)
- ART 4020 Visual Arts Seminar (3 hours)

Studio course distribution (see below) (15 hours)

BFA-specific courses:

- ART 3900 BFA Review (0 hours)
- ARHS courses at 3000-level or above (9 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 (1-3 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)

Other Program Requirements

Students must complete a minimum of 15 credit hours of coursework selected from at least five of the following studio areas: ceramics, drawing, electronic and time-based art, painting, papermaking, printmaking, photography, and sculpture.

Recommended electives outside of Art, Design and Art History

- ADVT 3500 Visual Communication for Advertising and Public Relations (3 hours)
- ADVT 4040 Advertising Production: Print (3 hours)
- ADVT 4040 Advertising Production: Internet (3 hours)
- ADVT 4910 Advertising Campaign Production (3 hours)
- INTM 1600 Introduction to Interactive Digital Media (3 hours)
- INTM 2200 Visual Design for Interactive Media (3 hours)
- INTM 3200 Interface Design (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.

Majors

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

In the BA in interactive digital media, students learn a systematic and thorough approach to the study of interactive media. Students learn interactive production skills, including web and interactive programming, graphic design and audio and video production. Students learn to integrate different media into several different types of interactive experiences that effectively communicate whatever the objective may be.

Learning Outcomes

Successful graduates of this program will be able to:

- Implement appropriate planning strategies for developing interactive media.
- Design usable, functional interfaces for interactive applications that project an appropriate look and feel.
- Produce functional, flexible and versatile interactive applications.
- Locate, evaluate and critically assess current and emerging interactive digital media.

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

- AUDI 1000 Audio Production for Non-Majors (3 hours)
- DESN 1210 Design Concepts (3 hours)
- EPMD 1000 Introduction to Media Production (3 hours)
- MDST 1010 Media Foundations (3 hours)
- FTVP 1000 Introduction to Film, Television, and Video Production (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 3050 Information Architecture (3 hours)

- INTM 3100 Introduction to Web Development (3 hours)
- INTM 3200 Interface Design (3 hours)
- INTM 3XXX 3 credits of INTM at 3000-level or above (3 hours)
- INTM 4050 Professional Practice of Interactive Digital Media (3 hours)
- INTM 4620 Senior Overview * (3 hours)
or MDST 4950 Internship* (3 hours)

*Capstone Course

In addition, a minimum of 12 credit hours must be chosen from the following:

Skill Electives

- ADVT 3500 Visual Communication for Advertising and Public Relations (3 hours)
- ANIM 2200 3D Modeling (3 hours)
- ANIM 1020 3D Animation Production: Core Concepts (3 hours)
- ANIM 3150 Special Topics in Animation (3 hours)
- ANIM 3200 3D Animation and Rigging (3 hours)
- ANIM 4200 3D Animated Short Film (3 hours)
- COAP 2100 Web Technology Principles (3 hours)
- COAP 2130 Web Scripting (3 hours)
- COAP 2145 Web Usability (3 hours)
- COAP 2150 Design Principles I (3 hours)
- COAP 2180 Introduction to XML (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 3150 Design Principles II (3 hours)
- COAP 3180 Web Databases (3 hours)
- COSC 1540 Emerging Technologies (3 hours)
- COSC 1550 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)
- DESN 1500 Digital Visualization (3 hours)
- FTVP 1200 Camera and Light (3 hours)
- FTVP 1300 Edit and Color (3 hours)
- FTVP 1400 Graphics and Effects (3 hours)
- FTVP 2400 Motion Graphics (3 hours)
- FTVP 3150 Topics in Film, Television, or Video Production (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)
- GAME 3150 Special Topics in Game Design (3 hours)
- INTM 3300 Animation Techniques and Practices for Interactive Media (3 hours)
- INTM 4100 Programming for Web Communications II (3 hours)
- INTM 4300 Programming for Interactive Media II (3 hours)
- INTM 3150 Special Topics (3 hours)
- INTM 3580 Delivering Digital Media (3 hours)
- PHOT 1010 Digital Basic Photography (3 hours)

In addition, a minimum of 3 credit hours must be chosen from the following:

Theory Electives

- FLST 1000 Film and Television Appreciation (3 hours)
- FLST 3160 Topics in Film Studies (3 hours)
- FLST 2060 Modern World Cinema (3 hours)
- FLST 2070 History of Animation (3 hours)
- FLST 3170 Topics in Documentary Film Studies (3 hours)
- GAME 2000 Introduction to Video Game Theory and Design (3 hours)
- GAME 3500 History of Video Games (3 hours)
- MDST 2100 Media Literacy (3 hours)
- MDST 2200 Ethics in the Media (3 hours)
- MDST 2800 Media, Diversity and Society (3 hours)

- MDST 3300 Media Law, Ethics & Policy (3 hours)
- SCPT 3500 Writing Screenplays for Film (3 hours)

Petition to Proceed with Senior Overview

For interactive digital media majors not interested in doing an internship. Students must submit for review and approval a Petition to Proceed with Senior Overview. This petition must include an interactive media project proposal. Students will qualify for this review after completing the following courses or their equivalents:

- EPMD 1000 Introduction to Media Production (3 hours)
- MDST 1010 Media Foundations (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 3100 Introduction to Web Development (3 hours)
- INTM 3200 Interface Design (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 International 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:

Majors

- 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)

International 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

The international studies bachelor's degree is designed for today's interconnected global environment. The major draws upon Webster University's strengths: solid liberal arts background, professional schools' expertise, dynamic global knowledge and applicable international experience. Graduates of this program will be able to demonstrate knowledge from a set of core courses, proficiency in a second language and firsthand familiarity with both regional and thematic concentrations through a study abroad opportunity and/or internship.

Learning Outcomes

By the end of the program, 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.
- Explain contemporary global issues in one of the three thematic areas.
- Explain contemporary issues in one of the three regional areas.
- Proficiently use one language other than their native language and English.

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
- Language proficiency up to the 3000-level
- International travel through a Webster study abroad program or an approved ISTL 2500 International Field Experience in International Studies
- Applicable University Global Citizenship Program hours
- Electives

Curriculum

The 39 credit hours required for the international studies major include the following:

- ISTL 1000 Introduction to International Studies (3 hours)
- ANSO 1060 Introduction to Cultural Anthropology (3 hours)
- INTL 1500 The World System Since 1500 (3 hours)
- ECON 2030 Macroeconomics (3 hours)
- RELG 1060 World Religions (3 hours)
- ISTL 4500 Capstone Seminar in International Studies (3 hours)
- 9 credit hours (6 hours above 3000-level) in one of the regional concentrations
- 12 credit hours (9 hours above 3000-level) in one of the thematic concentrations

Regional Concentration

For the regional concentration, students may choose from the following courses:

For a concentration in Africa:

- 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)
- AFCS 2200 Globalization and Contemporary Africa (3 hours)
- AFCS 3000 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 an asterisk () are offered only at the Webster Ghana campus.

For a concentration in Asia:

- ARHS 2320 Introduction to Asian Art (3 hours)

Majors

- HIST 2030 Topics in Asian History (3 hours)
- ISTL 3550 Advanced Topics in International Studies (*with appropriate subtitle*) (3 hours)
- MNGT 3100 Issues in Management: Asian Culture and Business (3 hours)
- RELG 2070 Introduction to Eastern Religions (3 hours)

For a concentration in Latin America:

- ENGL 4030 Literature of Latin America (3 hours)
- HIST 2040 Topics in Latin American History (3 hours)
- ISTL 1100 Introduction to Latin American Studies (3 hours)
- ISTL 2450 Modern Latin America (3 hours)
- SPAN 3150 Culture and Civilization of the Spanish Speaking World: Latin America (1-3 hours)

For a concentration in Europe:

- ARHS 2210 Intercultural History of Art (3 hours)
- ARHS 3150 Baroque Art (3 hours)
- ARHS 3110, ARHS 3120, or ARHS 3130 (3 hours)
- ENGL 3900 Myth and Classical Literature (Homer, Virgil, and Dante) (3 hours)
- ENGL 2020 British Literature I (3 hours)
- ENGL 2030 British Literature II (3 hours)
- ENGL 4150 Shakespeare (3 hours)
- HIST 2020 Topics in Modern Europe History (3 hours)
- HIST 2200 History of Medieval Society (3 hours)
- HIST 2210 Early Modern Europe (3 hours)
- HIST 2280 History of England (3 hours)
- HIST 4200 Advanced Studies in European History (3 hours)
- THEA 2030 History of Theatre (3 hours)
- PHIL 2510 The First Philosophers (3 hours)
- PHIL 2520 Philosophic Classics: Early Modern Europe (3 hours)

Thematic Concentration

For the thematic concentration, students may choose from the following courses:

For a concentration in Media, Literature, and the Arts:

This concentration draws from media, communications, the arts, film studies, comparative literature and other humanities in order to provide students a global understanding of how these areas connect us to the world, how they shape our societies and communities and their role in international affairs. Topics include global journalism; international arts and fine arts; international media communications; international film studies; comparative literature.

- ARHS 2210 Intercultural History of Art (3 hours)
- ARHS 2320 Introduction to Asian Art (3 hours)
- ARHS 3150 Baroque Art (3 hours)
- ARHS 3110, ARHS 3120, or ARHS 3130 (3 hours)
- ENGL 3900 Myth and Classical Literature (Homer, Virgil, and Dante) (3 hours)
- ENGL 2020 British Literature I (3 hours)
- ENGL 2030 British Literature II (3 hours)
- ENGL 4030 Literature of Latin America (3 hours)
- ENGL 4150 Shakespeare (3 hours)
- FLST 2060 Modern World Cinema (3 hours)
- HIST 2210 Early Modern Europe (3 hours)
- HIST 2030 Topics in Asian History (3 hours)
- JOUR 3120 Global Affairs Reporting (3 hours)
- JOUR 3750 Environmental Journalism and Communications (3 hours)
- MDST 3260 Global Media Practice (3 hours)
or INTL 3260 International Communications (3 hours)
- ADVT 3910 International Advertising (3 hours)
- THEA 2030 History of Theatre (3 hours)

For a concentration in International Development, Conflict, and Politics:

This concentration adopts a political economy approach to interrogating the linkages between international development, contemporary conflicts and human security concerns that are embedded in and shaped by global dynamics of power. This emphasis will focus on understanding the emergence of these international issues, the politics that underscore them and their impacts in the global arena. Topics in this area include: human rights; humanitarianism; political science; history; global health; environment; politics and international relations; anthropology; international trade and finance.

- HIST 2020 Topics in Modern Europe History (3 hours)
- HIST 2040 Topics in Latin American History (3 hours)
- HIST 2200 History of Medieval Society (3 hours)
- HIST 2210 Early Modern Europe (3 hours)
- HIST 3000 Ideas in History (3 hours)
- HIST 3150 International Affairs (3 hours)
- HRTS 2500 Current Problems in Human Rights (3 hours)
- HRTS 3160 Human Rights in Film--Documentary (3 hours)
- HRTS 3170 Human Rights in Film--Narrative (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 3600 Topics in Mass Violence (3 hours)
- INTL 2030 International Law (3 hours)
- INTL 2690 Multinational Corporations (3 hours)
- INTL 3330 International Economic Integration (3 hours)
- INTL 3700 International Organizations: Structure and Political Conflict (3 hours)
- ISTL 2600 Natural Systems and Sustainable Ecologies (3 hours)
- MNGT 4100 International Management (3 hours)
- ANSO 4175 Globalization (3 hours)
- BUSN 4650 International Business (3 hours)
- ECON 3720 International Trade and Finance (3 hours)
- POLT 1050 Introduction to International Politics (3 hours)
- POLT 2550 Politics of Development (3 hours)
- POLT 3400 Comparative Politics (3 hours)
- SCIN 1520 Environment (3 hours)
- CRIM 3380 Transnational Crime (3 hours)
- SPAN 3150 Culture and Civilization of the Spanish Speaking World: Latin America (1-3 hours)

For a concentration in Religion, Philosophy, and Ethics:

This concentration offers a deeper understanding of the political, philosophical and religious histories of different cultures and societies around the world in ways that shape their ethical values. The emphasis will interrogate how people make meaning in their lives through these philosophies and religions, create order in their societies and the global impacts of such values. Topics in this area include: religious studies; philosophy; politics and international relations; history; comparative ethics.

- PHIL 2360 Environmental Ethics (3 hours)
- PHIL 2510 The First Philosophers (3 hours)
- PHIL 2520 Philosophic Classics: Early Modern Europe (3 hours)
- PHIL 3100 Literature and Philosophy (3 hours)
- PHIL 4050 Topics in the History of Philosophy (3 hours)
- RELG 3090 Traditions (3 hours)

Topics-based Courses

Topics-based courses that vary from semester to semester may fulfill one of the regional or thematic areas based on the particular content of the class for that semester with the approval of the ISC. The following list of courses fit this description:

- ARHS 4600 Topics in Art History (3 hours)
- FLST 2050 History of Film (3 hours)

- FLST 3160 Topics in Film Studies (3 hours)
- HIST 2070 Topics in Non-Western History (3 hours)
- HIST 3060 History Roundtable (3 hours)
- HIST 4600 History Seminar (3 hours)
- ANSO 2200 Peoples and Cultures (3 hours)
- ILC 2150 Topics in Culture (1-3 hours)
- ILC 4150 Contemporary Issues (1-3 hours)
- MDST 3150 Topics (1-3 hours)
- MDST 3700 Topics in International Communications (3-6 hours)
- MNGT 4330 International Marketing (3 hours)
- MUSC 1070 Topics in Music (3 hours)
- PHIL 4050 Topics in the History of Philosophy (3 hours)
- POLT 2550 Politics of the Developing World (3 hours)
- POLT 4100 Advanced Studies in International Politics (3-4 hours)
- POLT 4200 Advanced Studies in Political Theory (3-4 hours)
- POLT 4400 Advanced Studies in Comparative Politics (3-4 hours)
- POLT 4600 Political Science Seminar
- SPAN 4250 Topics in Literature (1-3 hours)
- SPAN 4650 Advanced Topics (1-3 hours)

Up to 12 credit hours may, with approval, apply to both the international studies major and a second or dual major. This option does not apply to a dual major in international studies and international relations, international human rights or international business, or to other similarly related areas.

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
- 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 competence 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 from 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 competence 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 6 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 competence 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 from 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 competence 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 6 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)
- GRMN 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 competence 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.

Majors

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 from 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 competence 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 6 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. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

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)

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- 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 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.



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

Majors

overview. This includes WBSB 2000 Career Exploration, WBSB 2300 Personal Branding and WBSB 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)
- WBSB 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)
- WBSB 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)
- WBSB 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 WBSB 2000 Career Exploration, WBSB 2300 Personal Branding and WBSB 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)
- WBSB 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)
- WBSB 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 Advertising (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 and 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 and is only available at the St. Louis home campus.

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)
- CSIS 4810 Integrated Enterprise Systems (3 hours)
- CSIS 4820 Advanced Integrated Enterprise 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 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 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 Gerding 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.

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.

- 62-65 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 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 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, MUSC 4612, MUSC 4613, MUSC 4614 Thesis sequence (4 hours)
- MUSC 4930 World Music Performance Ensemble (1 hour)

A minimum of 6 credit hours selected from:

- 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)

Majors

- 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 4110 Hymnody and Psalmody (3 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)

Students pursuing the BA in voice must fulfill a foreign language requirement by studying French, German or Italian. Students can fulfill the requirement by successfully completing 9 credit hours, by passing one appropriate 2000-level language course, or by passing an intermediate level language competency examination. All courses must be in the 16-week format. Students would typically focus on a single foreign language; no more than two foreign languages may be applied to this requirement. A student may substitute another foreign language, subject to the approval of the chair of the Department of Music, if the student successfully completes a competency examination in that language.

Students pursuing the BA in voice must enroll in MUSC 0990.

Through a successful Pre-Recital Hearing for the music faculty, BA students are allowed to present an elective recital. This recital does not replace the senior thesis requirement, but the recital may include material from the thesis project.

Music (BM) in Composition with an Emphasis in Concert Music

This program is offered by the Leigh Gerding 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.

- 87-88 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 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 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 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 Gerding 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' work, 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.

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. This degree includes a minor in sound recording and engineering.

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.

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.

- 101-102 required credit hours
- Minor in sound recording and engineering (Department of Audio Aesthetics and Technology)
- 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 Musicianship I-III (6 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 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 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 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 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 (*eight consecutive semesters required; minimum six hours of applied instruction in individual lessons; students for whom voice or guitar is the primary instrument must choose piano as the secondary instrument*) (8 hours)
- MUSC 1370, MUSC 1380 Jazz Theory I, II (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 3510 Arranging for Popular Styles (3 hours)
- MUSC 3520 History of Popular Styles (3 hours)
- MUSC 3530 Lyric Writing (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)

And successful completion of the sound recording and engineering minor in the Audio Aesthetics and Technology department.

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 Gerding 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 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 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 Gerding 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 to 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

Majors

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 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 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 in the 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 Gerding 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 Gerding 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

Majors

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.
- The 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 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 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 diverse 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 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 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 Gerding 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 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)

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 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)

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 Behavior Management in the Music Classroom (1 hour)
- MUSC 3230 Choral/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)
- 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 for the General Education Teacher (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 Gerding 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 Behavior Management in the Music Classroom (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 for the General Education Teacher (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 repertory.

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. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

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 Concert Choir (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. It is available online and at select St. Louis-area corporate partner sites.

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.

The program is tailored to working adults, offering part-time enrollment and eight-week terms. To accommodate individuals' unique learning preferences, classes are offered in two formats: face-to-face or online. Eligible students attend evening face-to-face classes at our St. Louis-area corporate partner sites. 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 RN-BSN program is accredited by the Accreditation Commission for Education in Nursing:

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road, Suite 850
Atlanta, GA 30326
404-975-5000
www.acenursing.org

Learning Outcomes

Upon completion of the 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
- 40 elective hours

Global Citizenship Program for Nursing RN-BSN

- GLBC 1200 Global Cornerstone Seminar (satisfied by an Associate Degree in Nursing or an Associate in Applied Science Degree)
- 3 credit hours from courses designated 'Roots of Cultures' (satisfied by prerequisite Humanities course)
- 6 credit hours from courses designated 'Social Systems & Human Behavior' (satisfied 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.

RN-BSN students are required to take **at least 30 credit hours** at Webster University.

Curriculum

Required 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)
- Global Keystone Seminar (3 hours)

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.

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 interview 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 precensure 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 98 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)

Majors

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 Concert Choir (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

Majors

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 proficiency in both chemical and digital photographic environments.
- Technical proficiency with a variety of camera formats (small, medium and large) and materials (black/white and color).
- A solid grounding in the worldwide aesthetic and communicative aspects of the medium.
- Versatility in applying a variety of photographic approaches (journalistic, commercial/editorial and scientific).
- Expertise in their 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)
- 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 4330 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)

Majors

- 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 4330 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 approved 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)

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 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.

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.

Majors

- 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 provide 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.

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 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.

Majors

- 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

A minimum of 128 credit hours consisting of the following:

- 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 of 128 credit hours
- Transfer students can apply up to 18 credit hours of approved 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.

- 33 required hours in the public relations program
- 18 required hours 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 Gerding 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. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

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 Gerding 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. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

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.

Majors

- 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. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

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)

- ADVT 1940 Introduction to Marketing Communications (3 hours)
or PBRL 1010 Fundamentals of Strategic Communications and Public Relations (3 hours)
- MDST 2200 Ethics in the Media (3 hours)
- SPTC 2400 Culture of Sports and Society (3 hours)
- ECON 3737 The Business of Sports (3 hours)
- MDST 3300 Media Law, Ethics & Policy (3 hours)
- SPTC 4600 Sports Media Strategies (3 hours)
- SPCM 4616 Communication Research and Analysis (3 hours)
- MDST 4950 Internship* (3 hours)
or SPTC 4620 Senior Overview* (3 hours)

* *Capstone Course*

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.

- 45 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- JOUR 1020 Introduction to Media Production for Journalists (3 hours)
- SPCM 1040 Public Speaking (3 hours)
- MDST 1050 Media Writing (3 hours)
or JOUR 1030 Fundamentals of Reporting (3 hours)
- SPTC 1800 Sports Communication (3 hours)

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 Gerding 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

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held each year during the spring semester for entrance into the following fall session. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

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)
- MEDC 3190 Introduction to 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 Advertising (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 Gerding 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. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

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 Gerding 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

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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, either in person or remotely.

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. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

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.
- 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.

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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 10 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 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. It is available at the St. Louis home campus and at the Cha-Am 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 Advertising (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)

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- 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 Gerding 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 Gerding 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.

A minor in computer science is defined as 18 credit hours of courses from the computer science COSC course listings taken at Webster University.

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 of major concepts and principles of computer systems.
- Students will be able to design and build a simple computer program using techniques and models from the computer science program.
- Students will be able to document a computer program.

Required Courses

- COSC courses (18 hours)

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 Gerding 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 Gerding 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.

Required Courses

Three core ECON classes (9 hours)

- ECON 2020 Principles of Microeconomics (3 hours)
- ECON 2030 Principles of Macroeconomics (3 hours)
- ECON 3020 Intermediate Microeconomics (3 hours)
or ECON 3030 Intermediate Macroeconomics (3 hours)

Three ECON electives either at the 3000-level and 4000-level (9 hours)

- ECON 3020 Intermediate Microeconomics (3 hours)
or ECON 3030 Intermediate Macroeconomics (3 hours)
- ECON 3100 Issues in Economics (3 hours)
- ECON 3200 Money and Banking (3 hours)
- ECON 3410 Labor Economics (3 hours)
- ECON 3700 Economics of Development (3 hours)
- ECON 4300 Public Finance (3 hours)
- ECON 4600 Comparative Economic Systems (3 hours)
- ECON 3720 International Trade and Finance (3 hours)
- ECON 4800 Industrial Organizational Economics (3 hours)
- ECON 4900 History of Economic Thought (3 hours)
- ECON 4910 Comparative Economic Problems (3 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.

Recommended Courses

The following coursework is recommended for the education minor:

- EDUC 2300 Child and Adolescent Development (3 hours)
- EDUC 2800 Foundations in Education (3 hours)
- EDUC 2000 Beginning Practicum in Education (1 hour)
- EDUC 3100 Learning, Teaching and Assessment (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (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 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

- 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. 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

- 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:

Minors

- 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 Gerding 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.

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. It is available at the St. Louis home campus and at the Cha-Am 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

- INTM 1600 Introduction to Interactive Digital Media (3 hours)
- INTM 2200 Visual Design for Interactive Media (3 hours)
- Additional hours of INTM courses (12 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 International 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/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.

- 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.
- MTH 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

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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 3150 Education in a Diverse Society (3 hours)
- EDUC 4440 Inclusion Strategies (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)
- MTH 4320 Differentiated Mathematics Instruction (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 Gerding 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 select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

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

- EPMD 1000 Introduction to Media Production (3 hours)
- Additional credit hours of PHOT courses (15 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 political science 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. 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.

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.
- 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: 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.

Required Courses

- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 2300 Lifespan Development (3 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)

Psychology: Health

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 the Geneva 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. 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

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in the fields of cultural anthropology and sociology.

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- 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 (4 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)

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 Gerding 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

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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)

Animation 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 animation production is designed to give students from all academic disciplines within the university an opportunity to explore the principles, theory and practice of animation. Students will have the opportunity to complete additional course work in several areas focusing on the fundamentals of storytelling, acting, drawing and experimentation.

Students may choose to receive the minor or the certificate in animation production, but not both.

Learning Outcomes

Successful graduates of this program will be able to:

- Demonstrate animation principles and techniques.
- Tell stories in long and short format.
- Develop and execute fundamental aspects of an animated production.
- Demonstrate an understanding of theory, critical assessment and history of animation.

Requirements

- ANIM 1000 Animation I (3 hours)
- ANIM 1010 Animation II (3 hours)
- FLST 2070 History of Animation (3 hours)
- SCPT 3500 Writing Screenplays for Film (3 hours)

An additional 9 credit hours are to be chosen from the following:

- ANIM 1040 Storyboarding (3 hours)
- ANIM 2000 Advanced Animation (3 hours)
- ANIM 2010 Experimental Animation (3 hours)
- ANIM 3010 Voicing Your Creation (3 hours)
- ANIM 3030 Visual Storytelling (3 hours)
- ANIM 4010 Character Design (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)

Curatorial Studies

Certificate 18 Credit Hours

This program is offered by the Leigh Gerding 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.

The curatorial studies certificate is open to all majors. It introduces students to the theory and practice of curation. This certificate

will provide the initial stage of preparation for further study in curatorial or museum studies at the graduate level.

Learning Objectives

Through completion of the curatorial studies certificate a student will:

- Gain and then enhance skills in analyzing and understanding artworks and other objects.
- Demonstrate awareness of the history and philosophy of museums and collections.
- Practice the vocabulary, parts and process of exhibition.
- Organize and impart knowledge through collection and display.
- Critically evaluate and apply the role of curation in cultural mediation.

Requirements

- ARHS 2200 Current Art (3 hours)
- ARHS 2210 Intercultural History of Art (3 hours)
- ARHS 2700 Introduction to Curatorial Studies (3 hours)
- ARHS 4700 Cultural Organizations: Structure and Theory (3 hours)
- ART 4800 Practicum (3 hours)
- Curatorial studies journal (0 hours)

Choose at least one from the following:

- ART 2212 Art, Business, and Visual Culture (3 hours)
- MNGT 2100 Management Theory and Practice (3 hours)
- PHIL 3120 Philosophy and Art (3 hours)
- ARHS 4600 Topics in Art History (3 hours)
- ARHS 4730 Art Theory and Criticism (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.

Certificates

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 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)
- MTHH 4320 Differentiated Mathematics Instruction (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.

- 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 International 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 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.

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 six 3-credit hour courses. 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 six courses from the list of 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 School of Business

- 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 4700 Professional Development in Animation (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 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

- ART 4020 Visual Arts Seminar (3 hours)
- DESN 3800 Professional Practice in Graphic Design (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 Gerding 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 pursuing 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 to the unique potential of 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 (Hinze) 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:

- 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 Gerding 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.

Certificates

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.

Game Design

Certificate

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 certificate, see Certificate under the Academic Policies and Information section of this catalog.

The certificate in game design offers students the opportunity to engage in an exploration of the creative, artistic and technical considerations and practices of game design. The certificate gives students a foundation of development principle in the conceptualizing of gameplay experience for production within video game development software.

Learning Outcomes

Students 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.

Required Courses

- 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 3500 History of Video Games (3 hours)
- GAME 4000 Video Game Level Design (3 hours)
- GAME 4500 Video Game Design II (3 hours)

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.

Classes taken as a part of a student's undergraduate major and/or the Global Citizenship Program may be used toward completion of the certificate.

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

10 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 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)

Educational Technology and Instructional Design

3 credit hours of the following:

- EDUC 3126 Web 2.0 Technologies in the Classroom (1 hour)
- EDUC 3127 Interactive Technologies in the Classroom (1 hour)
- EDUC 3128 Multimedia in the Classroom (1 hour)
- EDUC 3129 Assistive Technologies (1 hour)
- EDUC 3650 Instructional Design (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 (4 hours)
- EDUC 4600 Educational Research (3 hours)
- SUST 1000 Introduction to Sustainability Studies (3 hours)

Illustration

Certificate

18 Credit Hours

This program is offered by the Leigh Gerding 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 complement 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 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)

Interactive Digital Media

Certificate

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 Gateway campus.

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

Students learn critical skills and develop content for an interactive and digital media context. The acquisition of skills in content development and technical applications is important for students majoring in any field who want to share their ideas with others. The certificate in interactive digital media is only available to students who are not majoring in interactive digital media.

Minor may be taken in lieu of the certificate program. Students may choose to receive the minor or certificate but not both.

Learning Outcomes

Successful graduates of this program will be able to:

- Author and critique messages across all areas of mediated communications.
- Demonstrate technical proficiency in interactive media skills.
- Apply interactive techniques and theories in producing a portfolio of work.

Required Courses

- INTM 1600 Introduction to Interactive Digital Media (3 hours)
- INTM 2200 Visual Design for Interactive Media (3 hours)
or INTM 2350 Digital Production Tools (3 hours)
- INTM 3050 Information Architecture (3 hours)
- INTM 3100 Introduction to Web Development (3 hours)
- INTM 3200 Interface Design (3 hours)
- INTM 3300 Animation Techniques and Practices for Interactive Media (3 hours)
or INTM 2000 Strategic Writing for Interactive Media (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 Studies

Certificate

30 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 undergraduate international studies certificate is designed to provide students from any discipline or background with an international study option. Any Webster University student may elect to pursue the international studies certificate. The certificate program is also open to individuals not currently enrolled who meet the general requirements for admission to the University. All students completing the program will receive a certificate. Students seeking an international studies certificate should contact the Global Languages, Cultures and Societies Department.

Requirements

Core Course (3 credit hours)

- ISTL 1000 Introduction to International Studies

Foreign Language Competency (minimum of 12 credit hours)

Foreign language competency at the intermediate level, equivalent to four semesters of university-level language study.

Study Abroad (minimum of 3 credit hours)

In cases where study abroad is not possible, the International Studies Committee may be petitioned to approve an independent project or practicum in lieu of the study abroad requirement.

Approved International Studies Certificate Courses (minimum of 12 credit hours, with at least one upper-division course):

- ARHS 2400 Indigenous Arts of the World (3 hours)
- ANSO 1060 Introduction to Cultural Anthropology (3 hours)
- ANSO 2200 People and Cultures (*with appropriate subtitle*) (3 hours)
- BUSN 4650 International Business (3 hours)
- ECON 3700 Economics of Development (3 hours)
- ECON 4600 Comparative Economic Systems (3 hours)
- JOUR 3080 Global Journalism (3 hours)
- JOUR 4220 Advanced Global Journalism (3 hours)
- FLST 2060 Modern World Cinema (3 hours)
- ENGL 2110 Perspectives: Utopias/Dystopias (3 hours)
- ENGL 3500 Contexts: Arab/Israeli Literature (3 hours)
- ENGL 4030 Literature of Latin America (3 hours)
- FREN 3150 French Civilization (1-3 hours)
- FREN 3250 Introduction to French Literature (1-3 hours)
- GRMN 3150 Culture and Civilization of German-Speaking Countries (1-3 hours)
- GRMN 3250 Introduction to Literature (1-3 hours)
- ILC 2150 Topics in Culture (1-3 hours)
- ILC 2610 Intermediate Language Readings (1-3 hours)
- ILC 4150 Contemporary Issues (1-3 hours)
- SPAN 3150 Culture and Civilization of the Spanish-Speaking World (1-3 hours)
- SPAN 3250 Introduction to Literature (1-3 hours)
- SPAN 4250 Topics in Literature (1-3 hours)
- HIST 1100 World Civilizations Before 1500 (3 hours)
- HIST 2020 Topics in Modern European History (3 hours)
- HIST 2250 History of Russia (3 hours)
- HIST 2280 History of England (3 hours)
- HIST 2030 Topics in Asian History (3 hours)
- HIST 2070 Topics in Non-Western History (3 hours)
- HIST 3150 International Affairs (3 hours)
- HIST 4100 Advanced Studies in International Affairs (3 hours)
- HIST 4200 Advanced Studies in European History (3 hours)
- HIST 4400 Advanced Studies in Non-Western History (3 hours)
- INTL 1050/POLT 1050 Introduction to International Relations (3 hours)
- INTL 1500 The World System Since 1500 (3 hours)
- INTL 2030 International Law (3 hours)
- INTL 3700 International Organizations: Structure and Political Conflict (3 hours)
- INTL 2610 Advocacy, NGOs, and Civil Society (3 hours)
- INTL 2620 Ideological Influences in International Relations (3 hours)
- INTL 2630 New States in World Politics (3 hours)
- INTL 2650 The Politics of Peace (3 hours)
- INTL 2680 International Relations Theory (3 hours)
- INTL 2690 Multinational Corporations (3 hours)
- ISTL 1000 Introduction to International Studies (1-4 hours)
- ISTL 1100 Introduction to Latin American Studies (3 hours)
- ISTL 1492 Topics in Latin American Studies (3 hours)
- ISTL 1550 Topics in International Studies (1-3 hours)
- ISTL 2450 Modern Latin America (3 hours)
- ISTL 2500 International Field Experience in International Studies (1-6 hours)
- ISTL 2550 Topics in International Studies (3 hours)
- ISTL 2600 Natural Systems and Sustainable Ecologies (3 hours)
- ISTL 3550 Advanced Topics in International Studies (3 hours)

Certificates

- ISTL 4500 Capstone Seminar in International Studies (3 hours)
- ISTL 4510 European Studies Overview (0-1 hours)
- ISTL 4610 Reading Course (1-4 hours)
- POLT 1050/INTL 1050 Introduction to International Relations (3 hours)
- 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 4100 Advanced Studies in International Politics (3-4 hours)
- POLT 4400 Advanced Studies in Comparative Politics (3-4 hours)
- GNST 1400 Civilization and the Arts (3 hours)
- GNST 1600 Understanding Human Rights (3 hours)
- MNGT 3320 Business Law: International (3 hours)
- MNGT 4330 International Marketing (3 hours)
- RELG 1060 World Religions (3 hours)
- RELG 2070 Introduction to Eastern Religions (3 hours)
- RELG 2080 Introduction to Western Religions (3 hours)
- RELG 2150 Existence and Meaning: Victims and Perpetrators, Genocide War & Torture (3 hours)
- RELG 2420 Religion and Culture (3 hours)
- RELG 3030 Topics in Religion and Society (3 hours)
- RELG 3090 Traditions (3 hours)
- RELG 4550 Advanced Study in Religion (3 hours)

Please see the course schedule for a listing of courses offered each semester. This list is updated as new courses are approved.

NOTE: ISTL courses may be cross-listed with other courses on this list.

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 International 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. No fewer than 6 credit hours must be at the 3000-level or above.

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.

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)

Latin American Studies

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 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 Latin American studies introduces students to a better understanding and awareness of the cultures and civilizations of Latin America. The certificate curriculum offers students the opportunity to acquire specialized knowledge of the region and its languages, to be informed and sensitive to its many resources and needs and to understand how this region is both affecting other parts of the world and being affected by them. As a stand-alone certificate, it is also appropriate for those students with a strong interest in Latin America and who have completed a BA or BS at another institution but who are not currently considering graduate or professional school.

Learning Outcomes

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

- Articulate a Latin American perspective on some significant international issues, seen in the context of the history, politics, economy and culture of the region.
- Articulate their appreciation of the degree of homogeneity that defines Latin America as a region, and at the same time some of the key sources of diversity and complexity in the region.
- Develop enough facility in a language relevant in the region to be able to engage in simple conversations, to read a newspaper and to acquire, should they choose, proficiency at a higher level.

Special Requirements

Transfer credits do not apply to the certificate. Language recognition credit hours can count toward the certificate.

Course Requirements

The certificate in Latin American studies requires 18 credit hours, of which 3 credit hours must be at or above the 3000-level. These credit hours must include:

Core Courses (6 hours)

- ISTL 1100 Introduction to Latin American Studies (3 hours)
or ILC 2150 Topics in Culture *(with appropriate subtitle)* (3 hours)
or SPAN 3150 Culture & Civilization of the Spanish Speaking World: Latin America (3 hours)
- ISTL 2450 Modern Latin America (3 hours)
or POLT 2550 Politics of Development *(with appropriate subtitle)* (3 hours)
or HIST 2070 Topics in Non-Western History *(with appropriate subtitle)* (3 hours)

Approved courses with substantial Latin American content (12 hours)

Courses may be drawn from core courses listed above or from the following list (updated on a semester basis):

- ENGL 4030 Literature of Latin America (3 hours)
- FLST 3160 Topics in Film Studies *(with appropriate subtitle)* (3 hours)
- HIST 2040 Topics in Latin American History (3 hours)
- HIST 2070 Topics in Non-Western History *(with appropriate subtitle)* (3 hours)
- HRTS 3200 Human Rights Area Studies *(with appropriate subtitle)* (3 hours)
- ILC 2000 Study Abroad: Intermediate *(in appropriate country and appropriate content courses)* (1-8 hours)
- ILC 2150 Topics in Culture *(with appropriate subtitle)* (3 hours)
- ILC 3000 Study Abroad: Advanced Level I (1-8 hours)
- ILC 4000 Study Abroad: Advanced Level II *(in appropriate country and appropriate content courses)* (1-8 hours)
- ILC 4050 Translation *(with appropriate subtitle)* (3 hours)
- ILC 4150 Contemporary Issues *(with appropriate subtitle)* (1-3 hours)
- ISTL 1492 Topics in Latin American Studies (3 hours)
- ISTL 2500 International Field Experience in International Studies *(with appropriate subtitle)* (1-6 hours)
- ISTL 2550 Topics in International Studies *(with appropriate subtitle)* (3 hours)
- ISTL 2600 Natural Systems and Sustainable Ecologies (3 hours)
- ISTL 3550 Advanced Topics in International Studies *(with appropriate subtitle)* (3 hours)

Certificates

- POLT 2550 The Politics of the Developing World (*with appropriate subtitle*) (3 hours)
- POLT 3400 Comparative Politics (*with appropriate subtitle*) (3 hours)
- POLT 4400 Advanced Studies in Comparative Politics: Latin America (*or appropriate subtitle*) (2-4 hours)
- SPAN 3150 Culture & Civilization of the Spanish Speaking World: Latin American (3 hours)
- SPAN 3250 Introduction to Literature (3 hours)
- SPAN 4170 Conversation & Culture: Intensive Spanish Language Weekend (*with appropriate subtitle*) (1 hour)
- SPAN 4250 Topics in Literature (*with appropriate subtitle*) (3 hours)
- SPAN 4650 Advanced Topics (*with appropriate subtitle*) (3 hours)
- WGST 2000 Topics in Women, Gender, and Sexuality Studies (*with appropriate subtitle*) (3 hours)

Note: Courses with appropriate content but not listed above may be counted toward this certificate with permission of the advisor. Reading courses with appropriate content, approved in advance, may also count toward this certificate.

Language Competence

Language competence, preferably in Spanish is required though other pertinent languages may be considered. Language competence is four semesters of university language study with a minimum of 12 credit hours, or equivalent to a high-intermediate level according to established Webster foreign language level standards.

Independent Library Research Project

Completion of an independent library research project in the field of Latin American Studies. This requirement can be fulfilled through a research class where the instructor agrees to work with the student in a project approved by the Latin American Studies Committee. This project will be presented and discussed with the Latin American Studies Committee members.

Latin American Studies Committee

- Silvia Navia, Department of Global Languages, Cultures and Societies

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 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 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 Advertising (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 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.

Certificates

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.

The certificate program in paralegal studies is designed to provide the theoretical and practical education needed by those who work or desire to work as paralegals or legal assistants.

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.

Certificates

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.

Studio/Commercial Photography

Certificate

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 certificate, see Certificate under the Academic Policies and Information section of this catalog.

The certificate in studio/commercial photography is designed to provide students with a solid theoretical and practical knowledge in the area of studio and commercial 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 studio/commercial photography and will cover studio lighting and diverse camera formats.

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 commercial photography in freelance or studio environments.

Required Courses

- PHOT 1000 Photo I (3 hours)
- PHOT 2000 Photo II (3 hours)
- PHOT 2040 History of Photography (3 hours)
- PHOT 3120 Studio Photography and Lighting (3 hours)
- PHOT 3190 Digital Photographic Imaging (3 hours)
- PHOT 4030 Topics in Studio Photography (3 hours)

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 Accounting 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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, and MDST 1050.

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 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 Web site/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 is 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. Four different courses are offered under this course title. Each course focuses on the design and production of advertisements intended for one specific medium: print, television, radio, or Internet. May be repeated for credit if content differs. **Prerequisites:** ADVT 1940 or MNGT 3510; ADVT 2550; INTM 2350 or ADVT 2350; and ADVT 3500.

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 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 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
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	

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.

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.

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 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.

ANIM 4700 Professional Development in Animation (3)

Students are guided through the process of building a portfolio online. A demo reel will also be compiled upon completion of the course. Interview strategies, hiring trends and networking will be discussed. Current work will be compiled, tweaked and polished. **Prerequisites:** Junior standing.

ANSO - Anthropology and Sociology

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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

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 world? 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 Sociology (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

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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding

PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
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ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** 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 is 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)

Becoming a bachelor of fine arts (BFA) major is achieved by presenting a selection of work that demonstrates a studio specialization, technical facility, and conceptual sophistication. Students must enroll and pass this review one year prior to graduation. A passing grade is required for admission to the BFA

program. **Prerequisites:** Senior status and a minimum of 12 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 Art Therapy Project (3)

ART 4810 Expressive Art 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 an 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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 an 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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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.

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

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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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, MNGT 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 is 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:** ECON 3737 or instructor's approval.

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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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 handling 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
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QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
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<i>Global Citizenship Program Skill Areas (....)</i>	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

COAP 1010 Beginning Application Topics (3)

Introduces a variety of topics under different subtitles. May be repeated for credit if content differs.

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 1200 Introduction to Computers in Education (3)

Examines the equipment, the uses, and the potential of computers in K-12 education. The material is presented by a combination of hands-on practice, demonstrations, lectures, and discussions.

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 2020 Desktop Publishing (3)

Designed to develop proficiency in page layout and design by utilizing the latest desktop publishing software, including related word processing and graphics tools. Emphasizes successful completion of a publication by the student. **Prerequisite:** COAP 1020.

COAP 2100 Web Technology Principles (3)

This course will focus on the core technologies students need to know in order to start designing professional Web pages. 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 Web pages. Students will use a current animation tool for Web page 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 Web pages and interactive Web sites. Students will learn how to use a client-side scripting language such as JavaScript to work with well-formed Web pages. 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 Web sites will be studied via splash opening home pages, animated navigation graphics, and interactive animations developed as the primary content of Web sites. 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 2550 Database Software (3)

Students learn to use a commercial database software package. In addition to the commands and uses of the software, this course emphasizes the principles and concepts involved in developing a database.

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 Web pages 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 3030 Computer Applications in Nursing (3)

This course is designed for students with little or no computer experience. The course provides a thorough introduction to the basic terms and concepts of nursing informatics. Nursing students will learn to use computers and information management strategies in their practice and make informed choices related to software/hardware selection and implementation. They will also study the tools and techniques of selected common software packages, various methods of electronic research, and the use of word processing to do research papers which adhere to official formatting standards. **Prerequisite:** Acceptance into BSN or MSN program.

COAP 3110 Interactive Site Development (3)

This course provides an introduction to Web site 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 Web pages as well as manipulate database information. Students will learn how to incorporate database in their Web sites, 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 Web sites, 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
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SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
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SSHB	Social Systems & Human Behavior
<i>Global Citizenship Program Skill Areas (....)</i>	
CRI	Critical Thinking
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OCOM	Oral Communication
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** 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 2030 Visual BASIC (3)

Provides an introduction to communicating with computer users through the use of a GUI-graphical user interface. The concept of object-oriented programming, event-driven programming, and designing effective GUIs will be covered. **Prerequisite:** COSC 1560 or two courses in any programming language.

COSC 2040 Advanced Visual BASIC (3)

This course continues program development in the Visual BASIC programming language with emphasis on communication with other Windows applications. Included are topics in data access and file handling, as well as the use of object linking and embedding (OLE) and dynamic data exchange (DDE).
Prerequisite: COSC 2030.

COSC 2050 Java Programming (3)

This is a first course in Java programming, covering 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 3200 Advanced Programming Techniques (3)

Study of advanced programming techniques in C++ beyond those covered in COSC 3100 Data Structures II. **Prerequisites:** COSC 3100 and permission of the department.

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 3750 Decision Support Systems Concepts (3)

This course covers the basic concepts in Decision Support Systems. The course introduces data warehousing and data mining and explains their role in the decision making process. **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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World

QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
CRI	Critical Thinking
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INTC	Intercultural Competence
OCOM	Oral Communication
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 our 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 issues 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-trial 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 reason 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 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.

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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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.

CSIS 4810 Integrated Enterprise Systems (3)

Enterprise Systems are an essential infrastructure to large corporate entities, as well as small-to-medium (SME) organizations, as they remove the need to have a large number of separate individual computer-based applications. This course is designed to give students a foundational understanding of integrated enterprise systems (IES) and how these systems fit into today's business operations and the management decision making process.

The course covers Business Systems, Enterprise Systems, and the Enterprise Resource Planning (ERP) system as an integrated system covering all activities in the business value chain model. In addition, this course will also consider other technologies, such as cloud computing, big data, and mobile devices. **Prerequisites:** COSC 3500, ECON 2000, ACCT 2025, BUSN 2100 and junior standing.

CSIS 4820 Advanced Integrated Enterprise Systems (3)

This course will provide students a detailed understanding of the Integrated Enterprise Systems modular architecture. The course covers Supply Chain Management (SCM), Supplier Relationship (SRM), Customer Relationship Management (CRM), Financial (FI), and Production Management System. In addition, this course covers Business Intelligence, and other business applications, that integrate a range of various applications into a single package. Hence increasing the efficiency, and effectiveness, of the organization in performing the respective business processes required to run their operations and deliver their goods or services to customers. **Prerequisites:** CSIS 4810 and STAT 1100.

CSIS - Cybersecurity

*Global Citizenship Program
Knowledge Areas (...)*

ARTS	Arts Appreciation
GLBL	Global Understanding
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<i>Global Citizenship Program Skill Areas (....)</i>	
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. **Prerequisites:** COSC 2610 and COSC 2670.

CSSS 2510 Cyber Attacks and Defense (3)

The 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. **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 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. **Prerequisite:** CSSS 3510.

DANC - Dance

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
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SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
CRI	Critical Thinking
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** 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 II (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 Africa, 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 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)

The objective of the class is to give the students an understanding of the role of the female dancer in the world of ballet. Correct anatomical placement is defined with attention to the artistry of the ballerina in the execution of the steps performed on pointe. The student learns and performs specific variations/choreography from a variety of renowned ballets. May be repeated for credit.

DANC 2060 Men's and Variations (1-2)

This class gives students an understanding of the role of the male dancer in the world of ballet and dance in general. There is a focus on jumps, beats and turns to enhance the technical performance of the man. The student learns and performs 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 performance; 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 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:** Student must be in senior year or permission of the instructor.

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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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. **Prerequisites:** DESN 1210. 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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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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 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.

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.

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 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 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
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ROC	Roots of Cultures
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<i>Global Citizenship Program Skill Areas (....)</i>	
CRI	Critical Thinking
ETH	Ethical Reasoning
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 (1-4)

This practicum is in an elementary setting for 135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. 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.

EDUC 3001 Practicum: MDSC Language Arts (3)

This practicum is in a middle school setting for 135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in 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 3002 Practicum: MDSC Math (3)

This practicum is in a middle school setting for 135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in 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 3003 Practicum: MDSC Science (3)

This practicum is in a middle school setting for 135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in 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 3004 Practicum: MDSC Social Science (3)

This practicum is in a middle school setting for 135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in 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 3005 Practicum: Secondary English (3)

This practicum is in a high school setting for 135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in 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 3006 Practicum: Secondary Mathematics (3)

This practicum is in a high school setting for 135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in 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 3007 Practicum: Secondary Social Science (3)

This practicum is in a high school setting for 135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in 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 3008 Practicum: Secondary Biology (3)

This practicum is in a high school setting for 135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in 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 3009 Practicum: Art (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 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 (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 3013 Practicum: K-12 German (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 3014 Practicum: K-12 Spanish (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 3015 Practicum: Special Education (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 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 will help students in the secondary practicum focus on multiple factors affecting curriculum including planning, classroom organization and structure, lesson planning, and student evaluation. The course is designed to better prepare each student to meet the MoSPE Standards within the context of the

content being addressed. **Prerequisite:** Eligible for admission to teacher certification and filing of appropriate form by the posted deadline.

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, 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 Instructional and Adaptive 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 3520 Methods of Teaching Elementary Reading (3)

Students in this introductory course in reading methodology examine a variety of approaches and models to teaching reading in elementary schools. The focus is on teaching reading at the primary grades. This course is designed for early childhood, elementary education and special education certification students. **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 3900 Methods of Teaching Reading and Writing in the Content Areas (3)

This course is designed for all teacher certification majors. Students will explore research-based reading strategies, reading/writing workshop, vocabulary acquisition, and independent reading. Student-centered approaches such as guided reading will be highlighted with both fiction and non-fiction texts. Students will also learn and apply content area reading strategies through a class assignment and field experience.

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 Methods of Teaching Writing (3)

Students in this course study current theories and practices of teaching writing as well as review the history of rhetoric. Based on contemporary theory and classroom realities, students practice designing writing assignments, organizing courses and activities for writing and assessing writing. They also experience the actual process of composing by designing a writing process project. **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 4250 Economics and Geography for Global Sustainability (4)

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 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 4435 Inclusive Practices for the General Education Teacher (3)

This course will introduce general educators to strategies that promote the full social and academic inclusion of children with disabilities, English Language Learners and children from culturally and linguistically diverse backgrounds into the general education classroom. Topics will include the following: inclusive education philosophy and research, tiered academic interventions (RTI), collaborative practices, roles and responsibilities, parent collaboration and communication, curriculum adaptations, differentiated instruction, positive behavior supports and use of the SIOP model with English Language Learners. **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 Senior Overview (3)

This course is the culminating senior project for Educational Studies majors. Each student identifies, analyzes, researches, and critically discusses an important issue in education. Class sessions are devoted to presentation and critique of work in progress. **Prerequisite:** Senior standing.

EDUC 4695 Differentiated Reading Assessment and Intervention (3)

Candidates in this course 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. **Prerequisites:** EDUC 3900 or EDUC 3520.

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.

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 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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

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 Murdoch. 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. **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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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 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 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 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 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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.

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.

FLST - Film Studies

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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

FREN - French

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation

GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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 through 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, FTVP 1200 and FTVP 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

<i>Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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. **Prerequisite:** GAME 4500 or 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
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SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
CRI	Critical Thinking
ETH	Ethical Reasoning
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OCOM	Oral Communication
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** 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

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

<i>Global Citizenship Program Knowledge Areas (....)</i>
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ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
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ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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.

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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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 and advanced standing.

ILC - International Languages and Cultures

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation

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<i>Global Citizenship Program Skill Areas (...)</i>	
CRI	Critical Thinking
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INTC	Intercultural Competence
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** 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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation

GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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 2800 Storyboard Techniques for Visual Media (3)

Students practice composing and rendering images for storyboards for use in film and digital media, including video and animation production. Students learn scene perspective, figure proportions, and dramatic character poses as a means to

enhance communicating their story. Students study the works of classic draftsmen - from Rembrandt to Disney - to improve their storyboard techniques.

INTM 3050 Information Architecture (3)

Information Architecture refers to the structure or organization of an interactive, digital experience. Students will gain a practical, historical and theoretical introduction to the information architecture development phase of the interactive media process. We will explore ways in which areas/sections/pages relate to one another, information organization, user roles as well as their goals and expectations, content definition and navigational structures. Through hands-on projects and regular assignments, students will gain skills in creating relevant planning documents and prototypes for an interactive digital media project.

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 Web sites that have interpreted and applied interactive design and function in their Web site. **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 3200 Interface Design (3)

This course explores design issues involved in creating functional interfaces for interactive media. The intricacies of designing the interfaces for ease of use and navigation, intuitive understanding of icons and their functions, continuity of layout, ergonomics, and the use of metaphors and known conventions are all studied. **Prerequisites:** INTM 2200.

INTM 3300 Animation Techniques and Practices for Interactive Media (3)

The objective of this course is for students to gain experience with animation production, skills, terminology and techniques. Topics may include creating vector graphics, drawing tools, typography, tweening, kinematics, basic interactivity as well as integration of other multimedia. There is also an emphasis on working in teams and project collaboration. Programming knowledge is not a requirement as this course is largely visually-oriented comprised primarily of instructor-led demonstrations. **Prerequisite:** INTM 2200.

INTM 3580 Delivering Digital Media (3)

Students learn how to prepare digital media programs for delivery on the Internet, CD-ROM, and DVD. This course addresses technical issues, such as compression and basic programming, as well as content issues, such as program design and length. This course can be a valuable elective for video, film, and interactive digital media students interested in "screening" their work on the Web.

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 3750 Interactive Reporting and Producing (3)

The focus of this course is the growing reliance of the broadcast outlets (radio, broadcast television, cable) on the World Wide Web as a secondary distribution for news. Students learn the information design and strategies associated with distributing news in the interactive and multimedia environment of the Web. This class is conducted in a collaborative and workshop environment, with students producing news reporting Web sites. **Prerequisites:** JOUR 1030; and INTM 3100 or COAP 2000.

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 4300 Programming for Interactive Media 2 (3)

Advanced interactive media development for a variety of applications. Students will continue to explore the integration of 2D vector based animation with more sophisticated interactivity. Topics covered include the development of web sites, games and instructional media. **Prerequisite:** INTM 3300.

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 - International Studies

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

ISTL 1000 Introduction to International Studies (3)

This course serves to expose students to global issues and national cultures different from their own. It also introduces students to cross-disciplinary perspectives to key theoretical and methodological issues in international 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 International Studies (1-3)

Introductory topical course in international 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 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 International 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 international 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 registration in the international studies certificate program, or approval of the director of the international studies major.

ISTL 2550 Topics in International Studies (3)

Examines various international 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 International Studies (3)

Allows students to pursue advanced studies in international 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 International Studies (3)

Thematic topics chosen to encourage interdisciplinary engagement, such that students from different thematic and regional concentrations in international 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 international 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 International Studies (3)

Allows students to pursue advanced studies in international 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 and ISTL 2600.

ITAL - Italian

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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 Reading and Writing: Level I (1-3)

Designed to strengthen students' reading and writing skills in Japanese. 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: Level II (1-3)

A continuation of JAPN 2610, with special attention on the drafting, writing, and rewriting process. Students will continue to acquire basic skills in speaking, listening comprehension, reading, and writing. 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 2630 Intermediate Japanese Reading and Writing: Level III (1-3)

A continuation of JAPN 2620 with special attention on the drafting, writing, and rewriting process. Culture lessons are interspersed among the language lessons. May be repeated once for credit with permission of the department chair. **Prerequisites:** JAPN 2620 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 2630 or equivalent and permission of the instructor or the department chair.

JOUR - Journalism

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
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SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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 Web site. 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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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 ffwrmais 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 be 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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
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<i>Global Citizenship Program Skill Areas (....)</i>	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
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

<i>Skill Areas (....)</i>	
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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
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ROC	Roots of Cultures

SSHB	Social Systems & Human Behavior
<i>Global Citizenship Program Skill Areas (....)</i>	
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 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
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SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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 Advertising (3)

Studies advertising in terms of its relation to the economy, marketing management, and behavioral sciences. Includes the use, organization, planning, and preparation of advertising 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 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

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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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 4320 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.

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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures

SSHB	Social Systems & Human Behavior
<i>Global Citizenship Program Skill Areas (...)</i>	
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 dominants 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 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 an 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 1072 Crossroads in Musics of the World (3)

As a music appreciation course, topics include classical, jazz, pop, folk and world music, in addition to art, architecture and the historical, cultural and geographical contexts for artists' forms of expression. **GCP Coding: (ARTS) (WCOM)**

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, bass 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 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 (3)

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 Behavior Management in the Music Classroom (1)

This is an introductory course in the principles and techniques of behavioral management for pre-service music teachers. **Prerequisite:** MUSC 2200.

MUSC 3230 Choral/General Music Methods (2)

Focuses on methods and materials for teaching choral and general music in secondary schools; lesson planning, organization, and administration of a program; ensemble rehearsal techniques; and development of a resource file. **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, 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 4020 Sixteenth Century Counterpoint (3)

Practical study of counterpoint as used in the works of Palestrina and other Renaissance-era composers. Includes study of line, voice-leading, rhythm, texture, and extensive analysis of the music of the period.

MUSC 4030 Eighteenth-Century Counterpoint (3)

Practical study of counterpoint as used in the works of Bach. Includes study of the invention, chorale prelude and fugue, and extensive analysis of the music of the period. **Prerequisite:** MUSC 2020.

MUSC 4040 Music of the Twentieth Century (3)

A historical survey from Debussy, Ives, Stravinsky, and Schoenberg to Bartók, Cage, Babbitt, and Glass. Involves musical analysis of works involving twentieth-century tonality, modality, the 12-tone method, set theory, microtonality, and aleatoric elements. **Prerequisites:** MUSC 2020 and MUSC 2040 or permission of 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 4110 Hymnody and Psalmody (3)

Study of psalmody and hymnody in history and current practice; theological study of hymn texts and musical study of hymn tunes; practical application of hymnody in Christian worship and education.

MUSC 4120 Piano Accompanying (2)

Designed primarily for piano majors. Teaches the specific skills required for accompanying. Emphasizes art song literature, but also includes operatic and instrumental music. **Prerequisite:** Permission of the instructor.

MUSC 4140 Lyric Diction (2)

Focuses on the correct pronunciation of foreign language sounds using the International Phonetic Alphabet. **Prerequisite:** Students must be voice majors of junior or senior status.

MUSC 4150 The Art Song (3)

Solo art songs of the nineteenth and twentieth centuries are studied and performed, with emphasis on works by German, French, and American composers. Studies include analysis of style and idea in music and poetry, and the art of programming the song recital. **Prerequisites:** Music major and junior or senior standing.

MUSC 4160 Operatic Literature (3)

Studies important works from 400 years of operatic history, including Monteverdi through Glass. The history of operatic style is studied as are the development of recitative, aria, ensembles, and other aspects of operatic form. **Prerequisites:** MUSC 2020 and MUSC 2040.

MUSC 4170 Piano Literature I (2)

Designed primarily for junior or senior piano majors. A survey of the standard keyboard literature for piano. Style analysis, performance-practice problems, and editions are emphasized. **Prerequisite:** Permission of the instructor.

MUSC 4175 Piano Literature II (2)

Continues MUSC 4170. **Prerequisite:** MUSC 4170.

MUSC 4180 Piano Literature III (2)

Continues MUSC 4175. **Prerequisites:** MUSC 4170 and MUSC 4175.

MUSC 4185 Piano in Chamber Music Literature (3)

A survey of the chamber music keyboard literature. Style analysis, performance-practice problems and editions are emphasized. **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 (1)

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 Concert Choir (1)

This choir is open to undergraduate singers in the University community. The Concert Choir performs a variety of choral literature representing many periods and styles, sometimes in cooperation with other Webster choirs. 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
CRI	Critical Thinking
ETH	Ethical Reasoning
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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
CRI	Critical Thinking
ETH	Ethical Reasoning

INTC	Intercultural Competence
OCOM	Oral Communication
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. 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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 2050 Philosophy and History of Education (3)

Analyzes the nature of education, especially as it has developed historically in the West, paying special attention to the philosophical aims and aspirations that have motivated (and ought to motivate) Western education. **GCP Coding: (SSHB)** (CRI)

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 2310 Introduction to Scientific Understanding (3)

Offers an examination/analysis of scientific concepts in their historical, philosophical, and cultural contexts. The aim is to enable the students to gain insight into the development of scientific ideas in view of the interactions between science, technology, philosophy, and society.

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 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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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, web site 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, *The Journal*, 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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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, magnetism 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
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ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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) (OCOM)

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 Physiological Psychology (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.

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 gains 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 devotionism, 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 gains 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.

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.

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 ISIL 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.

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 of all Religious Studies/Religion and Global Society majors. This course may be taken for credit, or no credit.

SCIN - General Science

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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 as 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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation

GLBL	Global Understanding
PNW	Physical & Natural World
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ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures

SSHB	Social Systems & Human Behavior
<i>Global Citizenship Program Skill Areas (...)</i>	
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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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.

SPCM 4616 Communication Research and Analysis (3)

Focuses on systematic analyses of communication contexts and events. Using communication models and research methodologies, students learn about a variety of communications, including group communications, speeches and debates, and culture. **Prerequisite:** 6 hours of SPCM course work or permission of the instructor.

SPTC - Sports Communication

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
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<i>Global Citizenship Program Skill Areas (....)</i>	
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OCOM	Oral Communication
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** 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 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 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
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SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
CRI	Critical Thinking
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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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding

PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
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 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 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: Freshmen 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: Freshmen 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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation

GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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 paratexts, 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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (...)</i>	
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 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 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 course 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 paratexts, 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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding

PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program</i> 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 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 course 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

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures

SSHB	Social Systems & Human Behavior
<i>Global Citizenship Program Skill Areas (...)</i>	
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 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

<i>Global Citizenship Program Knowledge Areas (...)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures

SSHB	Social Systems & Human Behavior
<i>Global Citizenship Program Skill Areas (...)</i>	
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.