2011-2012 Undergraduate Catalog

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

Printed with soy inks on partially recycled paper
Webster University

For Additional Information

Academic Advising
1-800-982-3847

Academic Affairs
1-800-413-1961

Alumni
1-800-305-2586

Business Office
1-800-981-9803

Career Services
1-800-981-9805

Financial Aid
1-800-983-4623

Follett Bookstore
1-888-467-5657
314-968-5936
(St. Louis only)

Library
1-800-985-4279

M.B.S. Direct
1-800-325-3252

Registrar
1-800-987-3447

Student Affairs
1-800-981-9804

General Switchboard
1-800-981-9801

Webster University
470 East Lockwood Avenue
Saint Louis, Missouri 63119-3141 U.S.A.
Internet: www.webster.edu

For general information or application materials

U.S. Citizens to the St. Louis Campus
Phone: 314-246-7800 • 1-800-753-6765
Fax: 314-968-7115
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 U.S. Extended Campuses Offering Undergraduate Degree Completion section of this catalog.)

International Students and U.S. Citizens Living Abroad to U.S. Campuses
Phone: international access code +314-968-7433
Fax: international access code +314-968-7119
E-mail: intlstudy@webster.edu

U.S. Residents to International Campuses
Phone: 314-968-6988 • 1-800-984-6857
Fax: 314-968-7119
E-mail: worldview@webster.edu

Non-U.S. Residents to International Campuses
Phone or fax the campus of your choice.
(For phone and fax information, see the International Campuses for Undergraduates section of this catalog.)

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

Courses listed in this catalog represent the complete undergraduate curricula of the University. Students should be advised that not all courses are offered every year. A schedule of courses is published each year by the Office of the Registrar.

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 this institution. 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. Each student is responsible for keeping apprised of current graduation requirements for his or her particular degree program.

For current catalog information, consult the online catalog at www.webster.edu/ugcatalog.

It is the policy of Webster University not to discriminate in its educational programs, activities, or employment policies on the basis of race, sex, sexual orientation, color, creed, age, ethnic or national origin, or nondisqualifying 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.

Section 504 and Title IX Coordinator: Betsy Schmutz, Associate Vice President and Chief Human Resources Officer, Webster University, 470 East Lockwood Avenue, St. Louis, Missouri 63119-3141, U.S.A., Phone: 314-968-6960.
Contents

2010–2011 Undergraduate Calendar............................... 4
2010–2011 Undergraduate International Calendar .......... 4
Degree Completion.................................................... 5
U.S. Extended Campuses Offering.............................. 5
International Campuses............................................. 7
University Overview................................................ 8
Academic Policies and Information............................ 12
Admission to the University.................................... 20
Financial Information............................................... 24
Student Affairs......................................................... 29
Curriculum Offerings.............................................. 31
College of Arts & Sciences...................................... 32
   Behavioral and Social Sciences............................... 34
   Biological Sciences.............................................. 38
   English............................................................. 42
   History, Politics and International Relations............ 46
   International Languages and Cultures.................... 51
   Legal Studies..................................................... 56
   Nursing............................................................ 58
   Philosophy......................................................... 59
   Religious Studies................................................ 62
Leigh Geridine College of Fine Arts.......................... 65
   Art....................................................................... 66
   Conservatory of Theatre Arts............................... 71
   Dance.................................................................. 78
   Music.................................................................... 80
George Herbert Walker School of Business & Technology 86
   Business............................................................. 87
   Management......................................................... 91
   Mathematics and Computer Science....................... 94
School of Communications...................................... 99
   Audio Aesthetics and Technology......................... 100
   Communications and Journalism........................... 103
   Electronic and Photographic Media....................... 112
School of Education............................................... 120
   Department of Teacher Education........................ 123
The International Campuses.................................... 129
International Faculty.............................................. 131
Individualized Learning Experiences......................... 137
Interdisciplinary Programs.................................... 138
Center for Interdisciplinary Studies......................... 138
   Ancient Studies Minor......................................... 138
   Drama Studies Minor in London............................ 139
   Environmental Studies Minor............................... 139
   Center for Ethics................................................ 140
   European Studies Minor....................................... 140
   General Studies................................................. 141
   International Human Rights................................. 143
   International Studies........................................... 144
   Latin American Studies Minor............................... 147
   Multicultural Studies Minor................................ 148
   Self-designed Interdisciplinary Major (S.I.M.)......... 149
   Women's Studies.................................................. 149
Pre-Professional Programs....................................... 151
   Pre-Architecture.................................................. 151
   Pre-Athletic Training Education........................... 151
   Pre-Chiropractic.................................................. 151
   Pre-Dentistry, Pre-Medicine, Pre-Veterinary............ 151
   Pre-Engineering.................................................... 151
   Pre-Law.............................................................. 152
   Pre-Occupational Therapy.................................... 152
Special Study Opportunities.................................... 153
   Study Abroad at the International Campuses......... 153
   Study Abroad Advising, Registration, and Tuition.. 153
   Academic Resource Center (ARC)........................ 154
   Services for Students with Disabilities................... 154
   The WebsterLEADS Student Leadership Development Program... 154
   Combined Degrees Program................................ 155
   Speech and Debate Program................................. 155
   Dutch-Accredited Degrees.................................... 156
   Dutch-accredited International Business and Management Studies Degree (IBMS)... 156
Other Programs.................................................... 159
   Combined Degrees............................................. 159
   Graduate Programs............................................. 166
   Graduate Certificates.......................................... 168
Course Descriptions............................................... 169
University Administration...................................... 249
   Office of the President........................................ 249
   Administration.................................................... 249
   Graduate Council................................................. 250
   Board of Trustees................................................ 251
   Emeriti.............................................................. 251
Faculty............................................................... 252
Index..................................................................... 274
2011-2012 Undergraduate Calendar

This calendar is subject to change should circumstances warrant.

Summer Term 2011
May term .....................................................May 9-May 27
First 5-week term .......................................May 30-July 1
Second 5-week term .....................................July 4-August 4
8-week session .............................................June 6-July 29
Memorial Day/No classes ................................May 30
Independence Day/No classes ..........................July 4

Fall Semester 2011
Weekend Program (First 8-week session) ............August 19-October 8
16-week semester .........................................August 22-December 16
First 8-week session .....................................August 23-October 14
Weekend Program (Second 8-week session) ... October 21-December 10
Second 8-week session ..................................October 24-December 16
Labor Day/No classes .....................................September 5
Fall Break/No regular classes .........................October 17-21
Thanksgiving holiday/No classes ......................November 24-25

Spring Semester 2012
Weekend Program (First 8-week session) ............January 13-March 3
16-week semester .........................................January 16-May 11
First 8-week session .....................................January 16-March 9
Weekend Program (Second 8-week session) ... March 16-May 5
Second 8-week session ...................................March 19-May 11
Martin Luther King, Jr. holiday/No classes ..........January 16
(except international campuses)
Spring Break/No regular classes ....................March 12-16
Graduation ceremony (St. Louis) ....................May 12

Graduate Courses
Note: Starting dates for MA, MBA, MHA, MPA, MS and D.Mgt. courses (5000-, 6000-, and 7000-level) differ from the calendar dates listed above.

International Calendar

Fall Semester 2011
First 8-week session
Geneva, Leiden, Vienna .................................August 22-October 14
Thailand .....................................................August 22-October 15
16-week semester
Geneva, Leiden, Vienna .................................August 22-December 16
London ......................................................August 29-December 9
Thailand .....................................................August 22-December 16
Second 8-week session
Geneva, Leiden, Vienna .................................October 24-December 16
Thailand .....................................................October 24-December 17

Spring Semester 2012
First 8-week session
Geneva, Leiden, Vienna .................................January 9-March 2
Thailand .....................................................January 16-March 10
16-week semester
Geneva, Leiden, Vienna .................................January 9-May 4
London ......................................................January 23-May 4
Thailand .....................................................January 16-May 11
Second 8-week session
Geneva, Leiden, Vienna .................................March 12-May 4
Thailand .....................................................March 19-May 12

For the most current calendar please check online at www.webster.edu
U.S. Extended Campuses Offering Undergraduate Degree Completion

California

Irvine Metropolitan Campus
32 Discovery, Suite 250
Irvine, CA  92618
Ph:  (949) 450-9066
Fax: (949) 450-9004
Web: www.webster.edu/irvine/
Harry Schuler, regional director
Programs offered:
  Bachelor of Arts (degree completion only)
    management
    psychology

Los Angeles Air Force Base Campus
61 FSS/FSD
483 N. Aviation Blvd.
Bdg 272 Rm C2-302
El Segundo, CA  90245
Ph:  (310) 607-8005
Fax:  (310) 607-8008
Web: www.webster.edu/laafb/
Janice Neal, director
Programs offered:
  Bachelor of Arts (degree completion only)

San Diego Metropolitan Campus
6333 Greenwich Drive, Suite 230
San Diego, CA  92122
Ph:  (858) 458-9310
Fax:  (858) 458-0914
Web: www.webster.edu/sandiego/
Madeleine Gervais, director
Programs offered:
  Bachelor of Arts (degree completion only)
    management

Florida

North Orlando Metropolitan Campus
2180 W SR434, Suite 5100
Longwood, FL  32779
Ph:  (407) 869-8111
Fax:  (407) 869-8623
Web: www.webster.edu/orlando/
Thomas Janke, regional director
Lori Burbank, assistant director
Kate Wiles, regional academic director
Programs offered:
  Bachelor of Arts (degree completion only)
    management
    management, human resource management emphasis
    psychology
  Bachelor of Science (degree completion only)
    accounting
    business administration

South Orlando Metropolitan Campus
6750 Forum Drive
Suite 300
Orlando, FL  32821
Ph:  (407) 345-1139
Fax:  (407) 345-0377
Web: www.webster.edu/orlando/
Thomas Janke, regional director
Lori Burbank, assistant director
Kate Wiles, regional academic director
Programs offered:
  Bachelor of Arts (degree completion only)
    management
    management, human resource management emphasis
    psychology
  Bachelor of Science (degree completion only)
    accounting
    business administration

Missouri

Kansas City Metropolitan Campus
1200 East 104th Street, Suite 100
Kansas City, MO  64131
Ph:  (816) 444-1000
Fax:  (816) 444-1740
Web: www.webster.edu/kc/
Carolyn Cottrell, regional director
Richard St. Clair, academic director for military programs
Programs offered:
  Bachelor of Arts (degree completion only)
    management
    management, health care administration emphasis
    management, human resource management emphasis
  Bachelor of Science in Nursing (degree completion only)

Old Post Office Campus, St. Louis
815 Olive Street, Suite 20
St. Louis, MO  63101
Ph:  (314) 968-5966
Fax:  (314) 621-9232
Web: www.webster.edu/opo/
Nicole Roach, director
Alyce Herndon, assistant director
Programs offered:
  Bachelor of Arts
    legal studies
    management
    management, human resource management emphasis
    management, marketing emphasis
    psychology
    social science
  Bachelor of Science
    business administration
  Certificate
    entrepreneurship
    paralegal studies
U.S. Extended Campuses Offering Undergraduate Degree Completion

**Westport Campus**
11885 Lackland Rd.
Suite 600
St. Louis, MO 63146
Ph: (314) 968-5955
Fax: (314) 291-5099
Web: www.webster.edu/westport/
Mary Kunde Smith, senior director
Pat N. Froeckman, assistant director
Programs offered:
  - Bachelor of Arts
    - management
  - Bachelor of Science
    - business administration
    - computer science
    - computer science, information management emphasis

**WingHaven Campus, St. Charles County**
2229 Technology Drive
Suite 300
O’Fallon, MO 63368-7344
Ph: (636) 561-2400; 968-5988
Fax: (636) 625-2522
Web: www.webster.edu/winghaven/
Mary Kunde Smith, senior director
Programs offered:
  - Bachelor of Arts
    - management
  - Bachelor of Science
    - business administration
    - computer science
    - computer science, information management emphasis

**South Carolina**

**Charleston Metropolitan Campus**
5300 International Boulevard, Bldg. B
N. Charleston, SC 29418
Ph: (843) 760-1324
Fax: (843) 760-1153
Web: www.webster.edu/charleston/
David Dunlap, regional director
Programs offered:
  - Bachelor of Arts (degree completion only)
    - management
    - psychology

**Columbia Metropolitan Campus**
8911 Farrow Road, Suite 101
Columbia, SC 29203
Ph: (803) 699-0900
Fax: (803) 699-2488
Web: www.webster.edu/columbia/
John Simpson, director
Programs offered:
  - Bachelor of Arts (degree completion only)
    - management
    - psychology

**Greenville Metropolitan Campus**
124 Verdae Drive, Ste. 400
Greenville, SC 29607
Ph: (864) 676-9002
Fax: (864) 676-0601
Web: http://www.webster.edu/greenville/
director TBA
Sam Cooper, regional academic director
Programs offered:
  - Bachelor of Arts (degree completion only)
    - management
    - psychology
International Campuses for Undergraduates

Austria
Vienna Campus
Admission Officer
Webster University
Berchtoldgasse 1
A-1220 Vienna
AUSTRIA
Ph: (011) 431-269-92 93
Fax: (011) 431-269-92-93-13
Web: www.webster.ac.at/
Arthur Hirsh, director
Regina Kecht, academic director

The Netherlands
Leiden Campus
Admission Officer
Webster University
Boommarkt 1
2311 EA Leiden
THE NETHERLANDS
Ph: (011) 31 (0)71 516 8000
Fax: (011) 31 (0)71 516 8001
Web: www.webster.nl/
Jean Paul van Marissing, director
Jacques Kaat, academic director

Switzerland
Geneva Campus
Admission Officer
15, Route de Collex
CH-1293 Bellevue
SWITZERLAND
Ph: (011) 41-22-959-8000
Fax: (011) 41-22-959-8013
Web: www.webster.ch/
Robert Spencer, director General-Europe
Ronald Daniel, academic director

Thailand
Hua Hin/Cha-am Campus
Admission Officer
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
Web: www.webster.ac.th/
Ratish Thakur, director

United Kingdom
Webster at Regent’s College
Admission Officer
Webster University
Regent’s College
Inner Circle
Regents Park
London NW1 4NS, United Kingdom
Ph: (011) 44 (0)20 7487 7433
Fax: (011) 44 (0) 20 7487 7557
Web: www.regents.ac.uk/system_pages/webster_schools.aspx
Bil Lynch, director
Tina Malliarakis, Academic Administrator
Lily Mokaddem, Senior Academic Administrator

For a list of degree programs offered, see listing under the International Campuses section.
Webster 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 Old Post Office 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 (California); Orlando (Florida); San Diego (California); and South Carolina at: Columbia, Charleston, and Greenville.

Students may also study at Webster’s international campuses in Geneva, Switzerland; Leiden, The Netherlands; London, United Kingdom; Vienna, Austria; or Hua Hin/Cha-am, Thailand. Last year, the Webster Groves campus enrolled 3,158 undergraduate students, and the undergraduate population at all locations totaled 4,990. The University’s worldwide enrollment was approximately 21,000 students.

Mission and Values

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

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

This vision is built on a foundation of excellence in teaching and enhanced by an international perspective that fosters dialogue, respect and understanding across boundaries and between peoples. The educational endeavors in support of this vision are meeting the needs and enriching a global mix of learners within an ever-increasing network of students desiring a U.S. education in multiple parts of the world. The institution is committed to offering these students a distinct personal experience and building the resources required to achieve this vision. The actions of the institution are shaped by our core values.

Core Values

Students
By sustaining a personalized approach to 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
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 and is a member of the North Central Association, 312-263-0456, www.ncahlc.org.

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

Licensures/Approvals and Specialized Accreditations

State Licensures
- Arizona: Master’s degree programs at Luke AFB are licensed by the Arizona State Board for Private Postsecondary Education. If you have any complaint or grievance which you cannot resolve with the school, write or call:
  Arizona State Board for Private Postsecondary Education
  1400 West Washington, Room 260
  Phoenix, AZ 85007
  Telephone: 602-542-5709
- Arkansas: The campuses at Little Rock, Little Rock Air Force Base, Fort Smith, and Fayetteville are certified by the Arkansas Department of Higher Education. Arkansas Higher Education Coordinating Board
Webster University

Accreditation

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

• California: “Notice of Student Rights” in California—You may cancel your contract for school, without any penalty or obligations, by the fifth business day following your first class as described in the Notice of Cancellation form that will be given to you. Read the Notice of Cancellation form for any explanation of your cancellation rights and responsibilities. If you have lost your Notice of Cancellation form, ask the school for a sample copy. After the end of the cancellation period, you also have the right to stop school at any time, and you have the right to receive a refund for the part of the course not taken. Your refund rights are described in the contract. If you have lost your contract, ask the school for a description of the refund policy. If the school closes before you graduate, you may be entitled to a refund. If you have any complaints, questions, or problems which you cannot work out with the school, write or call:
  - Bureau for Private Postsecondary and Vocational Education
    P.O. Box 980818
    West Sacramento, CA 95798-0818
    Telephone: 916-445-3427

• Colorado: The metropolitan campuses at Colorado Springs and Denver are authorized to offer master's degrees by the Colorado Commission on Higher Education.

• District of Columbia: Master's degree programs at Bolling AFB in Washington, D.C., are licensed by the District of Columbia Educational Institution Licensure Commission.

• Florida: Master's degree programs at the metropolitan campuses in Orlando, Jacksonville, Lakeland, Merritt Island, Ocala, Melbourne, Sarasota, Tampa Bay, Manatee, and at NAS Jacksonville and Patrick AFB are licensed by the Florida Commission for Independent Education. Credits and degrees earned from colleges licensed by this board do not automatically qualify the holder to participate in professional licensing examinations in the State of Florida. Any person interested in practicing a regulated profession in Florida should contact the appropriate state regulatory agency.

For further information about the status of Webster University's programs in Florida, contact:
  - Florida Department of Education Commission for Independent Education
    325 West Gaines Street
    Suite 1414
    Tallahassee, FL 32399-0400
    Telephone: 888-224-6684 (Toll free) or 850-245-3200

• Illinois: The metropolitan campus in Elgin and master's degree programs at Great Lakes Naval Base and Scott Air Force Base are approved by the Illinois Board of Higher Education.

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

• South Carolina: The metropolitan campuses in Charleston, Columbia, Greenville, and Myrtle Beach are licensed by the Commission on Higher Education
  1333 Main Street, Suite 200
  Columbia, SC 29201
  Telephone: 803-737-2288

If students at the Charleston, Columbia, Greenville, and Myrtle Beach Metropolitan Campuses have complaints about a classroom situation, they should first attempt to resolve the situation with the instructor. If resolution cannot be made with the instructor, or if the complaint is about a general school policy over which the instructor has no jurisdiction, then they may contact the school director for mediation. If the complaint cannot be resolved at the school level, students may contact Nonpublic Institution Licensing of the Commission on Higher Education. The complaint must be in writing. The school director will provide students with the necessary form.

• Tennessee: Webster University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

• Virginia: Webster University is certified to operate by the State Council of Higher Education for Virginia (SCHEV). If a student has any complaints, questions or problems which were not resolved by the school to your satisfaction, you may contact
  State Council of Higher Education for Virginia (SCHEV)
  101 N. 14th Street
  Richmond, VA 23219
  (804) 225-2600

• Washington: Webster University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Webster University to offer the following degree programs: Master of Arts in Business and Organizational Security Management; Master of Arts in Counseling-Community Counseling; Master of Arts in Human Resources Development; Master of Arts in Information Technology Management; Master of Arts in Management and Leadership; and Master of Business Administration. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

Specialized Accreditations

• Business related programs are accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

• Music programs and degrees are fully accredited and approved by the National Association of Schools of Music (NASM).

• Nursing programs and degrees are accredited by the National League for Nursing (NLN).

• Webster University is registered for state teachers’ certificates by the Department of Education of the State of Missouri.

• Webster University is approved by the National Board for Certified Counselors, Inc. as a continuing education provider to licensed mental health practitioners.

• Only the St. Louis Campus’ legal studies B.A., M.A. and Paralegal Certificates are approved by the American Bar Association.

• The nurse anesthesia program is accredited by the Council on Accreditation (COA) of Nurse Anesthesia educational programs.

• Education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE).

International Recognitions

• China: Webster University in Vienna is accredited by the Austrian Ministry for Education and Culture as a private university under Austrian law.

• Thailand: Webster University in Thailand is an accredited, private university by the Thailand Ministry of Education under Thai law.

• The Netherlands: Webster University in the Netherlands is accredited
Webster University

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
- Association of American Colleges and Universities (AAC&U)
- Association of Theatre in Higher Education
- College Art Consortium
- College Consortium for International Studies
- College Entrance Examination Board
- 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
- National League for Nursing

Webster University has been designated as an institutional member of Servicemembers Opportunity Colleges, a group of more than 400 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As a member of SOC, 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. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense, and a consortium of 13 leading national higher education associations; it is sponsored by the American Association of State Colleges and Universi- ties, and the American Association of Community and Junior Colleges. Graduates of Webster University are eligible for membership in the American Association of University Women and the American Association of Community and Junior Colleges.

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

The Webster Groves Campus

University Center
The University Center, a 46,000-square-foot, $5.7 million facility, opened in the fall of 1992. Recreational facilities include a gym, an indoor swimming pool, a fitness center, locker rooms, and a sauna. Varsity athletic, intramural, and recreational programs are offered. The upper level includes the UC Crossroads food court with Blimpie Subs and Salads, World of Wings (WOW) Café, and Freshens Smoothie Company, a campus information center, meeting and conference rooms, lounges, student organization offices, and the student leadership center. The Dean of Students (student affairs) and First-Year Experience offices are on the upper level.

Leif J. Sverdrup Business/Technology Complex
The 66,000-square-foot Leif J. Sverdrup Business/Technology Complex first opened for classroom use in the spring of 1988. The complex, consisting of three contiguous buildings, houses the Media Center, User Services, and the Grant Business and Management Center. Café a la Cart is located in the central lounge and provides food and beverages.

Also located in the Business/Technology Complex is User Services, which serves as a centralized location for faculty, staff, and student computer use. The center uses PC and Macintosh equipment in a setting suitable for group instruction or individual learning. User Services consists of 10 labs equipped with interactive video, multimedia and desktop publishing software, and laser printers. The labs run on Novell servers using Ethernet technology. Noncredit training is offered in a variety of topics including word processing, Internet, and Microsoft Office applications.

Loretto-Hilton Center for the Performing Arts
The Loretto-Hilton Center for the Performing Arts was opened in 1966 through a gift from the late Conrad Hilton. With a recently expanded lobby, the center serves as the setting for professional and student productions, lectures, and concerts, and it houses teaching spaces, workshop areas, dance studios, and faculty offices. The center features a 924-seat main stage theatre with a thrust stage and also contains a flexible-space, 125-seat Studio Theatre. In this major St. Louis cultural facility, professional performances are held throughout the year by The Repertory Theatre of St. Louis, and the Opera Theatre of Saint Louis. Many of the student productions of the University’s Conservatory of Theatre Arts and dance programs are staged in the Loretto-Hilton.

Music Hall
Designed and constructed for musical instruction and performance, the Music Hall, opened in 2006, features a 500-seat concert hall on the main floor and spacious practice/instruction studio spaces on the lower and upper levels. The Concert Hall is the home of the Webster University Symphony Orchestra. The building is also used by the Webster University Community Music School, which offers instruction and performance opportunities to the region’s most talented secondary-school musicians.

Webster Hall
Built in 1915, this historic five-story, multipurpose building houses administrative offices, faculty offices, academic classrooms, science laboratories, and theatre rehearsal spaces. Special facilities include the Winifred Moore Auditorium, which seats 252 people and is used extensively for lectures, concerts, and films. Stage 3 is a 125-seat flexible theatre space used primarily for student productions of the Conservatory of Theatre Arts.

Emerson Library
Centrally located in Webster University’s academic corridor, Emerson Library offers five levels of the latest in information technology, multimedia facilities, a reference/electronic commons, quiet study areas, and a 24-hour cybercafé. In addition to research and study, the library is the perfect place to meet a friend for coffee, work on a group project, read a book, play a video game, and peruse your email.

Emerson Library houses a collection of more than 300,000 volumes of books, periodicals, scripts, music scores, CDs, DVDs, Blu-Ray, and other media. A Media Listening/Viewing Center offers 20 listening/viewing rooms and stations. Library users can check out video games and play them in the library’s gaming room, designed to support academic programs in the School of Communications.
Twenty study rooms provide groups of 4-12 people space to collaborate. Individuals seeking a place to study can choose between quiet study carrels, comfy armchairs, or large tables. Available technology includes computers hosting Microsoft Office 2007 and a variety of specialized software applications, printers, copiers, scanners, and adaptive equipment. Faculty, students, and staff appreciate the ability to access the Internet wirelessly, from the myriad of laptop drops, or from the nearly 100 public PCs.

Among the Library's most popular amenities, the Library Café featuring Kaldi's offers coffee bar fare and provides an informal, lively meeting place that is accessible 24 hours a day.

Library resources are not limited to materials found in the building. At http://library.webster.edu students, faculty, and staff will discover a wealth of electronic resources. Accessible 24/7 from campus, home, or office, these valuable resources include the library's online catalog; MOBIUS, a statewide consortium; almost 150 online and full-text databases; video tutorials; Internet resources; and online services, including reference and electronic reserves. Of course, the Library is more than just its physical and virtual presence - it is also a group of helpful, enthusiastic staff. Professional librarians offer general reference assistance in person, over the phone, or via e-mail, and appointments can be made for in-depth help from a subject specialist. Instruction librarians work with faculty to prepare presentations for classes.

**Garden Park Plaza**

Located on Garden Avenue, Garden Park Plaza provides parking spaces for 700 vehicles and also houses the offices of Academic Advising, Career Services, and Public Safety. The University bookstore is also housed on the ground floor of the building.

**Loretto Hall**

Offices located in Loretto Hall include the Academic Resource Center, Mail and Copy Solutions, Study Abroad Offices, the Registrar and Writing Center.

**Maria Hall**

Maria Hall, originally constructed in 1959, was completely renovated and reopened in Fall 2008. Housing 102 students in double suites (two double rooms sharing a private bathroom), the building now has modern heating and air conditioning systems, wired and wireless Internet connectivity, floor lounges, and quiet study rooms. It is conveniently located above the largest campus dining facility, Marletto’s Marketplace. Marletto’s was completely renovated in 2004 and offers a variety of healthy and vegetarian options, a salad bar, a cook-to-order grill, pizza, and special entrees.

**Webster Village Apartments**

The Webster Village Apartments include six apartment buildings housing 280 students in efficiencies and 2- and 4-bedroom units plus a clubhouse and an outdoor pool.

**East and West Halls**

With the opening of two new residence halls in Fall 2006, Webster University provides modern, air-conditioned, on-campus housing options for students. West Hall, housing 231 students, is reserved for freshmen and includes shared two-bedroom, one-bath suites. East Hall, housing 112 students, is primarily for sophomores and upperclassmen and includes shared three-bedroom, two-bath suites and private four-bedroom, two-bath suites. These new residence halls include laundry rooms, social lounges, study lounges, kitchenettes on each floor, a recreation room, a multipurpose room, and a classroom. A Blimpie kiosk is located in West Hall.

**Other Instructional Locations and Campus Facilities**

**Pearson House** contains the departmental offices for English and philosophy, as well as six classrooms.

**H. Sam Priest Center for International Studies** houses the History, Politics, and International Relations Department.

The **Music Building** contains faculty offices, a recital hall, three classrooms, 10 teaching studios, and 20 practice rooms.

The **Visual Arts Studios** house drawing, painting, printmaking, ceramics, sculpture, and graphic design studios. The building systems were extensively renovated in 2008.

The **Cecille R. Hunt House** contains art faculty offices and studios.

**Student Health Services and Counseling and Life Development** are located in a house at 540 Garden Avenue, just behind the Multicultural Center and International Student Affairs department house.

The **Multicultural Center and International Student Affairs** department is located in a house at 536 Garden Avenue.

The **Admission Office** is located in Webster Hall.

The **John Allan Love Foundation Alumni House** is at 534 Garden Avenue.

**Opera Theatre of Saint Louis** is at 210 Hazel Avenue.

**The Carriage House** is the headquarters for The Repertory Theatre of St. Louis, the professional regional theatre company that works directly with the Webster Theatre Conservatory.

**The St. Louis Metropolitan Area**

The metropolitan St. Louis area has a population of more than two million people and offers students many opportunities to enrich their educational experiences through its cultural and entertainment attractions.

St. Louis is frequently called “The Gateway to the West” because of its historic role in the nation's westward expansion. Commemorating this role is the 630-foot, stainless steel Gateway Arch designed by Eero Saarinen. The arch is the focal point of the 86-acre Jefferson National Expansion Memorial on the Mississippi riverfront.

Downtown St. Louis is the hub of the metropolitan area, featuring a commercial and business district, the Laclede’s Landing entertainment district on the riverfront, the Scottrade Center, and Busch Stadium. A short distance away is St. Louis Union Station, built in 1894 and now a major tourist attraction and shopping area. Webster University has participated in this downtown renewal with an expanded campus in the Old Post Office building. St. Louis attractions include one of the world’s major zoos in Forest Park, site of the 1904 World’s Fair. Also located in Forest Park are the Saint Louis Art Museum; the Municipal Opera amphitheatre; the St. Louis Science Center; and the Missouri Historical Society Museum.

Among St. Louis’ cultural opportunities are The Repertory Theatre of St. Louis and Opera Theatre of Saint Louis, both housed on Webster University’s home campus; the Saint Louis Symphony; and professional theatre and entertainment events presented at the historic Fox Theatre and other theatres in the urban area.

St. Louis is the home of the baseball Cardinals, the hockey Blues, and the football Rams. The Missouri Botanical Garden contains one of the world’s outstanding botanical collections. The Climatron, a domed greenhouse, recreates a tropical ecosystem.

Other places of interest include the boyhood home of Eugene Field, “the children’s poet”; Campbell House, a preserved and authentically furnished Victorian mansion (1854); the gracious Chatillon-DeMenil Mansion (1848); the magnificent Byzantine-style St. Louis Cathedral, with its brilliant mosaics; and Ulysses S. Grant’s Farm Estate, with roaming herds of buffalo and deer.
Academic Policies and Information

Undergraduate Degree Options
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)
Bachelor of Arts/Master of Arts (BA/MA)
Bachelor of Science/Master of Arts (BS/MA)
Bachelor of Science/Master of Science (BS/MS)
Bachelor of Music/Master of Music (BM/MM)
Bachelor of Science in Nursing/Master of Science in Nursing (BSN/MSN)
Certificate Programs

Webster University’s BA and BS degrees are firmly grounded in the liberal arts. They represent differing but equal curricula. 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. Webster 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. Webster University also offers a limited number of baccalaureate programs that are professional and restrictive in content, application and intent. The curricula are highly structured and prescriptive. These professional degrees include the BFA, BM, BMed and the BSN.

Baccalaureate Degree Policies and Procedures
Baccalaureate Degree Requirements
Students completing the bachelor’s degree must meet these requirements:

1. Successful completion of 128 credit hours.
2. Successful completion of at least 30 of a student’s final 36 credit hours registered for and earned directly from Webster University. These residency credit hours may include credit hours earned through assessment of prior learning and departmental credit hours by examination.
3. A cumulative grade point average of 2.0 earned in courses taken at Webster University based on a 4.0 system.
4. Successful completion of an approved major. Options include:
   • Completion of the requirements for an established major in a department.
   • Completion of an approved individualized area of concentration (IAOC)
   • Completion of the requirements for dual majors if the areas are available with the same degree, with the exception of a self-designed interdisciplinary major (SIM). Note: The same course may not satisfy the degree requirements for two different majors and/or minors.
5. Successful completion of general education requirements.

For a listing of the nine general education goals, see General Education Goals.

Students must graduate under the requirements in effect at the time of their acceptance as a degree-seeking student. Students leaving the University for more than one calendar year must be readmitted and must graduate under the requirements in effect at the time of their readmission.

General Education Requirements
Webster University requires all baccalaureate students to complete a general education program. The faculty of Webster University have identified nine academic goals for baccalaureate students to address. Students must satisfy this requirement by completing at least 3 credit hours of relevant coursework, with a grade of C- or better, in these categories. An approved list of courses addressing each of the general education goals is available through academic advisors. Students have the responsibility to select their general education coursework, with the guidance of their academic advisor, within these guidelines. Up to two courses within the student’s major department may be used to satisfy general education goals, so long as the courses represent different academic disciplines as indicated by course prefixes. All other courses used to satisfy the general education requirement must be taken outside of the student’s major department. Individual departments may also identify more specific general education coursework within this program.

Bachelor of Arts and Bachelor of Science (BA, BS) programs require students to address each of the nine general education goals (27 credit hours minimum).*

*Note: Students majoring in programs from the School of Communications (BA degree) are required to complete 36 credit hours in general education. Students pursuing a BS degree in the computer science fields of information technology, information systems, or information management are required to address four of the general education goals (12 credit hours minimum). See specific department listings for additional information.

Professional Degree (BFA, BM, BMed, BSN) programs require students to address at least four of the general education goals (12 credit hours minimum—see specific departmental listings).

Transfer students are referred to information on general education equivalencies and other specific transfer guidelines.

Baccalaureate Degree Requirements at Metropolitan Campuses
Webster University offers an undergraduate upper-division degree-completion program at its metropolitan campuses in Kansas City, Missouri; Orlando, Florida; San Diego, California; Los Angeles Air Force Base campus in Los Angeles, California; and South Carolina at: Charleston, Columbia and Greenville. Students completing their baccalaureate degree at these locations must complete the same graduation requirements as students at the Webster Groves campus. Refer to the U.S. Extended Campuses Offering Undergraduate Degree Completion section for more complete information.

Major Overview
Each department at Webster may require a final overview in the student’s major. Departments determine the nature of the overview and its procedures.

Some departments require a written comprehensive examination, which is prepared and evaluated by a departmental committee. An oral examination supplements the written exam in other departments. A recital, exhibit, or production may supplement a written examination in fine arts. Still other methods of proving satisfactory proficiency in a discipline may be set by departments.

The student completing coursework in July or December is subject to the same overview requirements as the student graduating in May. At the instructor’s and department’s discretion, graduating seniors may be excused from the final examination in courses covered by the departmental overview.

Minor
Students may elect to complete an approved minor. A minor requires a minimum of 18 credit hours of formal coursework from the University curriculum successfully completed in residence at Webster University with a grade of C- or better. The minor is formally acknowledged on
Academic Policies and Information

the student’s transcript. This secondary focus must be in an area of study different from the student’s major or may be in an interdisciplinary area of study, such as fine arts, liberal arts, or women’s studies. Courses used to fulfill a requirement for a major may not also be used to fulfill a requirement for a minor. A student may earn up to two minors.

**Academic Advising**

Beyond the major and general education requirements, all elective coursework at Webster is chosen by the student to meet individual educational goals; therefore, academic advising plays a major role in the student’s academic career at Webster and provides degree-seeking students with individualized academic program planning.

On acceptance to the University, students normally schedule an appointment with the Academic Advising Center to discuss their academic plans and to register for first semester classes. (Transfer students seeking teacher certification are advised to schedule a course audit with the Teacher Certification Office prior to making an appointment in the Academic Advising Center.) Based on this initial advising session, the office assigns the student to an academic advisor. This individual is usually a faculty member within the student’s intended area of study. Students who have not yet chosen a field of study are usually advised within the Academic Advising Center. (BSN students make their initial advising appointment through the Nursing Department.)

Throughout their academic careers at Webster, students work with their academic advisors to plan their choice of University courses. The advisor helps the student choose coursework to meet individual educational and career goals, informs students about academic policies and procedures, and helps solve a variety of academic problems. Ultimately, however, it is the responsibility of each student to keep apprised of current graduation requirements for his or her particular degree program. Students may request a change of advisor through the Academic Advising Center.

**Freshman Seminar**

All new full-time degree-seeking freshmen with fewer than 16 credit hours of college credit are required to take FRSH 1200 Great Thinkers Seminar. See General Studies for a description of the course.

**Registration**

Students currently attending Webster register for the upcoming session during their current session of enrollment.

**Academic Load**

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 for more than 18 credit hours in a single semester (or 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 warrant an adjustment in full-time student load. Requests for a reduced load are made to the director of the Academic Resource Center at the time of registration, according to their guidelines.

**Connections/e-mail Accounts**

Webster University provides all students, faculty, and staff with a University e-mail account through Connections. Employees and students are expected to:

1. Activate their Connections account after receiving their username and password. Students will receive a letter in the mail 10–14 days after they first register for classes and will need this letter to set up their Connections account. Faculty and staff will be issued a Connections username when they begin work.

2. Regularly check incoming University e-mail. Your Webster e-mail account is where all official communication from Webster will be sent.

3. Regularly check their Connections Personal and Campus Announcements.

4. Maintain their University e-mail account in working order (including compliance with the University’s Acceptable Use Policy and appropriately managing disk space usage).

Students may choose to have their University e-mail forwarded to an alternate e-mail address. Connections account holders can call the Help Desk (x5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology web site at www.webster.edu/helpdesk. Individual account holders are solely responsible for ensuring that all University correspondence continues to be received and read. Connections also provides access to grades and registration. Students must access their final class grades through the Connections “Student Academic Services” channel. Faculty must input their final class grades through the Connections “Faculty/Staff Academic Services” channel. Those students eligible to register online may do so through the Connections “Student Academic Services” channel.

**Directed Studies**

In cases of scheduling problems, a student may request a directed study as a tutorial to complete an undergraduate course outlined in this catalog, except for reading courses, practica and independent studies.

The following conditions prevail if a course is to be completed as a directed study:

- A basis for the directed study must be documented. Requests for directed studies are to be written and submitted to the chair or director by the student, along with supporting documentation.
- Approval must be given by the chair or director.
- The course must be in the curriculum at the campus where the student is enrolled.
- Directed studies are identified on the student’s transcript by the catalog course prefix, number and title and include a directed study notation.

**Student Schedule Changes**

Students may change their schedules (drop/add) during the official drop/add period. Prior to the beginning of classes, students may add or drop classes with the approval of an academic advisor. After classes have begun, students may add a course with the approval of the instructor and an academic advisor until the end of the first week of the term/semester. Students may drop classes through the end of the second week of the term/semester. Section changes in the same course will be approved or not at the advisor’s discretion. Drop/add forms may be obtained from the Office of the Registrar or the Academic Advising Center. In order for schedule changes to be official, the academic advisor must sign the drop slip; the academic advisor and the instructor (after classes have begun) must sign the add slip. Students who do not submit signed drop/add forms by the deadline will be graded and charged according to their registration on file at the end of the official drop/add period. Merely informing the instructor or advisor of the intent to drop a class or not attending a class will not constitute an official schedule change.

Students may make these changes online once their advisor has “released” them for registration each semester. Drop/add forms will be required only when students are dropping after the last drop date or adding after classes have begun.
Academic Policies and Information

Withdrawal from Courses
Students may withdraw from courses after the official drop/add period. Tuition waivers for withdrawals are made on a pro rata basis. Since the credit hours of withdrawals remain on the student's record, students adding courses and exceeding the 18-credit-hour maximum will be charged additional tuition. Students may withdraw from courses up to and including the Friday of the sixth week of an eight-week course and the Friday of the twelfth week of a semester course. To withdraw, a student must complete a withdrawal form, which is signed by the advisor. The symbol for course withdrawal (W) is recorded on the student's transcript. Withdrawals after the above dates may occur only under exceptional circumstances, and the withdrawal form must be approved by the instructor, the advisor, and the director of the Academic Advising Center.

Sequential Degrees
Students who have earned a previous baccalaureate degree may apply to pursue a sequential degree in a different area of study. Webster graduates apply for this option through the Academic Advising Center; graduates of other accredited institutions apply through the Office of Admissions. 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. All students admitted for a sequential degree are required to complete all remaining core requirements in the major, the University's residency requirement, as well as departmental residency requirements. 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. Sequential degree students are not required to complete the University's general education requirement. They are advised by the department/program in which the sequential degree is sought.

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 the exception of the common core courses required for the combined BA/MA, BS/MA, BS/MS, BM/MM, and BSN/MSN 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. Graduate programs may establish limits for the number of credit hours in 4000-level courses they will accept toward the degree.

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 earning credits for Missouri teacher certification at Webster University should contact the School of Education, Department of Teacher Education representative. Information regarding teacher certification is included in the Education curriculum section 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- through upper-division, juniors and seniors may elect introductory-level courses outside their major field of study.

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 Financial Aid 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 the Undergraduate Tuition section.

Classification. Students are considered sophomores after completing 30 credit hours; juniors must have 60 credit hours; and seniors must have 90 credit hours.

Class Attendance
Webster University reserves the right to involuntarily drop enrolled students from classes they do not attend during the first week of classes. Attendance requirements are set by the instructor and, as a general rule, students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The instructor may give ample warning to the student and then recommend that the student withdraw from the course. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.

Certificate Program Policies and Procedures
A certificate program normally consists of an identified sequence of coursework within a narrowly defined discipline. Certificate programs are designed for both first-time degree-seeking students and individu-
Academic Policies and Information

al students who already possess a baccalaureate degree. Admission policies for certificate-seeking students are the same as for degree-seeking under-graduates.

Requirements for Certificate Programs
1. A minimum of 18 credit hours in specified coursework earned at Webster University must be successfully completed.
2. All courses to be applied to a certificate program must be completed with a grade of C or better. Some departments may establish a higher overall cumulative grade requirement for specific certificate programs.
3. Courses fulfilling the requirements of a certificate program may also be used to satisfy the requirements of a degree program, but may not be used to complete another certificate.
4. Transfer credits are not applicable to certificate programs.

The general academic and financial policies of the University apply to certificate-seeking students. However, scholarship awards are available to baccalaureate-seeking students only. On completion of the approved program, certificates are awarded in May, August and December. See listing of all Webster University certificates.

Student Conduct
Statement of Ethics
Webster University strives to be a center of academic excellence. The University makes every effort to ensure:
1. The opportunity for students to learn and inquire freely.
2. The protection of intellectual freedom and the rights of professors to teach.
3. 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 accept the responsibility of sharing in the effort to achieve the University's mission as an institution of higher learning. Each person is expected to respect the objectives of the University and the views expressed within the community.

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 standard that is higher than mere compliance with formalized University requirements and local, state, and federal law. All members endeavor to fulfill the following expectations:
1. Preserve academic honor and integrity by repudiating all forms of academic dishonesty.
2. Treat others with respect and dignity.
3. Respect the rights and property of others.
4. Act with concern for the safety and well-being of all associates.

Inquiry, discourse and dissent, within the framework of an orderly academic environment, are essential elements of a University community. 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.

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

Cheating—Using or attempting to use crib sheets, electronic sources, stolen exams, unauthorized study aids in an academic assignment, or copying or colluding with a fellow student in an effort to improve one's grade.

Fabrication—Falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file.

Plagiarism—Using the works (i.e., words, images, other materials) of another person as one's own words without proper citation in any academic assignment. This includes submission (in whole or in part) of any work purchased or downloaded from a Web site or an Internet paper clearinghouse.

Facilitating Academic Dishonesty—Assisting or attempting to assist any person to commit any act of academic misconduct, such as allowing someone to copy a paper or test answers.

Misconduct
Webster University students assume the obligation of conducting themselves in a manner compatible with the University's function as an educational institution. Student misconduct may be subject to disciplinary action, up to and including dismissal from the University. To the extent that penalties for any misconduct are prescribed by law, the University will consider appropriate action under such laws.

Complete descriptions of student rights and responsibilities and the University disciplinary procedures are available online and are printed in the Student Handbook and Calendar, available in the Office of Student Affairs or the University Center information desk.

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.

Transfer Credit
Webster University evaluates coursework completed at accredited colleges/universities or postsecondary institutions for acceptance as transfer credit. In addition, students may have other previous learning experiences (such as corporate or military training) evaluated for credit. Official transcripts and other documentation of all previous study must be submitted to the Office of Admissions 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, in which case the following may apply.

The University accepts a maximum of 64 credit hours from any combination of the following:

• Community colleges, unless the credits are part of a successfully completed associate's 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, CLEP General Exams, 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. Webster University’s 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-of-credit-hour evaluation. Transfer credit normally includes:

1. **College-level work completed at accredited institutions.** The University accepts as transfer credit college-level work satisfactorily completed with a grade of C or better. Courses completed with a grade of D have severe transfer restrictions and generally are not applicable toward graduation requirements at Webster.

2. **Standardized tests conducted external to Webster.** These include ACT-PEP; Excelsior College Examinations; CLEP; DANTE; GED College Level; and USAFI. Because this credit is normally designated lower division, no more than 64 credit hours are transferable. Academic departments approve area exams, establish possible course equivalencies, determine acceptable test scores, and determine the amount and level of credit. These exams are used to assess prior college-level learning and should be completed in the early stages of enrollment at the University. Standardized exams are not approved for upper-class students.

3. **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 this section below.

4. **Associate’s degrees.** The University always attempts to provide full transfer of successfully completed associate’s degrees from regionally accredited institutions. When part of a completed associate’s degree, transfer credit may include pass/fail courses, advanced placement, credit by examination, dual credit, and experiential learning credits. The integrity of the associate’s degree will not be invalidated by these components, and transfer credit will be provided according to existing academic policies.

**General Education Transfer**

Webster University maintains policies and guidelines that promote and facilitate student transfer to the University, including transfer coursework applicable to general education requirements. Students who have completed an approved associate of arts degree will have satisfied Webster University’s general education requirement. Students who have completed an approved general education program in Missouri (the "CBHE Model General education program"), or the equivalent in other states where Webster University holds articulation agreements (IGETC in California), will have satisfied Webster University’s general education requirement. Completion of the general education program must be verified or documented on the sending institution’s official transcript. Students transferring to Webster University without completion of an associate of arts degree will have their previous college-level coursework evaluated on a course-by-course basis for equivalency with Webster University’s general education requirement.

**Transfer of Associate of Arts Degree**

The associate of arts degree is designed as a transfer degree into a four-year baccalaureate program. The University provides full transfer of all coursework successfully completed as part of an associate of arts degree awarded by a regionally accredited institution. While students with associate’s degrees typically transfer 64 credit hours—approximately the first two years of the baccalaureate educational experience—no limit exists on the number maximum of credit hours which may be transferred as part of the completed associate of arts degree. Transfer of additional lower-division credit beyond the associate’s degree is restricted. Transfer students must meet the University’s minimum residency programmatic and graduation requirements. For students with multiple associate’s degrees, the University will use the first degree received as the basis for transfer credit evaluation.

**Transfer of Other Associate’s Degrees**

The University provides full transfer credit for specialized associate’s degrees (associate of science, associate of fine arts, etc.) successfully completed at regionally accredited institutions. If completion of a required general education program is documented on the official transcript, the transfer student will have satisfied the University’s general education requirement. Additionally, the University maintains many program-by-program articulation agreements to assist transfer students. Transfer without a degree is evaluated on a course-by-course basis subject to the University’s policies regarding lower-division programs.

**Community College Associate of Applied Science (A.A.S.) in Nursing Programs**

Through articulation agreements, Webster University accepts credit hours for all required courses for a completed A.A.S. program in nursing. This may include credit hours advanced by the community college for licensed practical nurse (L.P.N.) advanced placement.

**Associate of Arts in Teaching Degree (AAT) Degree**

A successfully completed Casa Dia Montessori (National Center for Montessori Education member school) certificate program may be accepted for 30 transfer credit hours toward degree requirements only. Students interested in state teacher certification will have to be assessed through Webster University’s experiential and individualized learning program to have the Montessori learning counted for certification. Students are required to schedule an appointment with the coordinator of teacher certification at Webster to review state teacher certification requirements.

**Advanced Placement Credit**

Enrolled freshmen who have taken advanced placement, accelerated, or honors courses may qualify for college-level credit from the University. Students who wish such work to be considered for first year (freshman)
Academic Policies and Information

lower-division transfer credit 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 scores of 3 or above* on the advanced placement tests (AP exams) from the College Board. Exams are available in the following subject areas: art, biology, calculus, chemistry, computer science, economics, English literature and composition, French, German, government and politics, history, Latin, music, physics and Spanish.

*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.

IB Diploma -- Students who successfully complete the IB Diploma may receive University transfer credit for both higher level subjects and subsidiary level subjects. Credit hours are awarded as follows:

Higher Level Subjects: 8 credit hours for each subject completed with a grade of 6 or 7
Higher Level Subjects: 6 credit hours for each subject completed with a grade of 4 or 5
Subsidiary Level Subjects: 3 credit hours for each subject completed with a grade of 4, 5, 6, or 7
Higher Level Subjects Only -- Credit is awarded for higher level subjects completed without earning the full IB Diploma based upon the policy above.

Subsidiary Level Subjects -- No credit is awarded for subsidiary level subjects unless the full IB Diploma is achieved.

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. Courses completed with a grade of D have severe transfer restrictions and generally are not applicable toward graduation requirements at Webster.

If a student has more than the maximum transferable credit hours, 64 credit hours from a community college (a two-year school) and 98 credit hours from any combination of postsecondary schools, 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 D grade be considered for transfer. No D grades will transfer if the student has the maximum allowable credits, or more, available with grades of C or above. Students should be aware that severe restrictions apply on the use of D-graded courses toward graduation requirements. These restrictions include general education requirements as well as requirements in the major.

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.

Undergraduate Grading Policy

Grading Systems

During the first week of class, instructors are expected to make the requirements for each course clear to the students. If the instructor agrees, the student may choose to be graded by (1) a letter grade or (2) a pass/fail system. Students electing the pass/fail option must do so by the end of the second week of class. In some courses, such as theatre conservatory, pass/fail is the official grading system. This option may not be available in courses taken at international campuses. In any particular semester, instructors may designate the pass/fail system as the grading system for their course. In such instances a student may petition the instructor for a letter grade to be recorded on the transcript.

Letter Grade System

A, A- superior work in the opinion of the instructor
B+, B, B- good work in the opinion of the instructor
C+, C, C- satisfactory work in the opinion of the instructor
d+, D passing, but less than satisfactory work in the opinion of the instructor
I incomplete work in the opinion of the instructor
ZF An incomplete which was not completed within one year of the end of the course
F unsatisfactory work in the opinion of the instructor; no credit is granted
W withdrawn from the course
IP course in progress
NR not reported for the course
Z a temporary designation given by the registrar indicating that the final grade has not been submitted by the instructor. When the final grade is filed in the Office of the Registrar, that grade will replace the Z.

Pass/Fail System

P satisfactory work in the opinion of the instructor; credit is granted
F unsatisfactory work in the opinion of the instructor; no credit is granted
I incomplete work in the opinion of the instructor
ZF An incomplete which was not completed within one year of the end of the course
W withdrawn from the course
IP course in progress
NR not reported for the course
Z a temporary designation given by the registrar indicating that the final grade has not been submitted by the instructor. When the final grade is filed in the Office of the Registrar, that grade will replace the Z.

Grade Point Average

A grade point average (GPA) is calculated on all work taken at Webster University and is recorded on the student record.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grades of Pass, Incomplete, or Withdrawn are not used in calculating the GPA. If a student wishes to repeat a course, the most recent grade will be used in calculating the GPA.
Academic Policies and Information

Incompletes and Grade Changes
A grade of Incomplete ("I") may be assigned by the instructor in situations where the student has satisfactorily completed major components of the course and has the ability to finish the remaining work without re-enrolling. The instructor determines the appropriateness of a grade of I, establishes the remaining requirements, and determines a deadline for course completion. These requirements for resolution of the I grade are generally documented with a "course incomplete" form. All other grades are final and may not be changed.

Students may not audit or informally attend future course sections of a course in order to resolve the course incomplete.

A grade of I in a course needed for graduation must be officially changed to an appropriate grade prior to the due date for grades for the term the student has petitioned to graduate. Students are responsible for ensuring that all grades of I have been changed prior to graduation. After one calendar year has passed, an unresolved grade of I (Incomplete) will become a ZF. Once a student graduates, no further grade changes are allowed on the enrollment record.

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

Students must repeat a core course in which an F or ZF is earned. The student's enrollment history will document both enrollments and grades, but only the later grade (repeated course) will be used for GPA calculation. Students may repeat an elective course in which an F or ZF is earned.

Grade Appeals
Normally, grade disputes should be resolved between the student and the instructor. Students may discuss any grade with the instructor. A student who believes he/she has received a grade of C or below that is arbitrary or assigned for nonacademic reasons may discuss the grade with the site director or department chair. If the grade dispute is not resolved within three months, the student may appeal the grade to the appropriate academic dean to review the procedures the instructor used in determining the grade. Grade appeals should be addressed in a timely manner, and are not considered after one academic year.

Honors
The University has two types of graduation honors: University Honors and Departmental Honors. These honors are accorded at the time of graduation for recipients of baccalaureate degrees.

University Academic Honors
University-wide academic honors (summa cum laude, magna cum laude, cum laude) are awarded to students who have achieved a high grade point average across the curriculum. Students' academic records must demonstrate excellence in a variety of academic disciplines, including work outside their fields of study.

Selection Process
1. Students may gain entry into the pool of candidates who will be considered for University-wide honors in one of the following ways:
   a. All students whose transcripts include all of the following will automatically be included in the pool. (Note: "graded hours" excludes grades of "pass" or "credit"; "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.)

i. A minimum of 45 graded credit hours at Webster University.

ii. A minimum of 90 graded credit hours accumulated in the entire college career.

iii. A minimum cumulative grade point average of 3.7.

iv. A minimum of six graded courses outside of the major in addition to degree requirement and the general education requirements for the student's degree. (Notes: (1) Students in the School of Communications must take only three graded courses outside their major in addition to their general education requirements. (2) Double majors automatically meet this requirement for breadth.)

v. A minimum of two graded upper-division courses (3000 level or above) outside the student's field of study.

b. Department chairs and site directors may wish to nominate exceptional students whose course of study puts them outside the parameters of the average student's curriculum vitae (e.g., Conservatory students, Music Education students, students from the international campuses). Chairs and directors should be guided by the general criteria of breadth and depth across disparate disciplines in addition to high grades.

2. Students who have met the [minimum] criteria listed above under 1.a., will be awarded honors on the basis of the following GPAs:
   a. those with a minimum cumulative GPA between 3.70-3.79 will be awarded their bachelor's degrees with the distinction of cum laude.
   b. those with a minimum cumulative GPA between 3.80-3.89 will be awarded their bachelor's degrees with the distinction of magna cum laude.
   c. those with a minimum GPA between 3.90 and higher will be awarded their bachelor's degrees with the distinction of summa cum laude.

3. The Honors Board will also consider students who have been nominated by their department chairs or site directors for the three levels of honors. In making its determinations, the Board should consider (1) the extent to which a student's major has a great deal of academic breadth built within it; (2) the extent to which the student has an opportunity, given his/her major and/or geographic site, to take a broad range of course outside his/her field of study; (3) any other circumstances that the Board finds sufficiently compelling to moderate the criteria laid out in #1.a. The Board should be guided by the cumulative GPA criteria under #2., and the spirit of academic breadth enunciated in the introductory paragraph.

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.

International Distinction
Students who successfully complete all of their requirements for their bachelor's 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." Available in most of the Schools/Colleges, interested students should consult with their academic advisor, or the director of the Center for International Education (CIE), for requirements. The "International Distinction" designation is annotated on both the student's diploma and official transcript.

Dean's List
In recognition of academic excellence, a Dean's List is compiled each academic semester. To qualify, 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 Incomplete 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 Academic Affairs page of the University's Web site and is noted on the students' enrollment history.

Academic Policies

Satisfactory Academic Progress
Webster University requires that degree-seeking students and non-degree students maintain satisfactory academic standing defined as a resident grade point average (GPA) of 2.0.

Academic Probation and Dismissal
Degree-seeking students who fail to achieve a resident GPA of 2.0 are placed on academic probation. Students who fail to earn a 2.0 current GPA in their probationary semester are dismissed from the University. Students placed on academic probation are allowed to remain at Webster until their resident GPA is 2.0, as long as they continue to earn a 2.0 GPA each semester. A student is removed from probation when the resident GPA reaches 2.0.

Non-degree students must maintain a semester GPA of 2.0 or be subject to dismissal.

The University reserves the right to dismiss non-degree students without review or right of appeal.

Dismissed Students
One year after academic dismissal, students may apply for readmission if they can demonstrate readiness to do college-level work. This requires the transferal of 12 credit hours successfully completed (in one semester for full-time students; in one year for part-time students) at another postsecondary institution. Students will be readmitted on probation. Appeals for reinstatement should be sent to the Academic Progress Committee in the Academic Advising Center. See Academic Probation and Dismissal above.

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 withdraw from Webster for any reason must complete an exit interview with the Academic Advising Center and initiate official withdrawal procedures through the Office of Student Affairs or the Academic Advising Center.

For information on refunds and tuition waivers, please see Financial Information.

Transcripts and Diplomas
An unofficial copy of the student’s transcript will be forwarded to the student after completion of the degree requirements.

Requests for official transcripts must be made in writing to the Office of the Registrar and signed by the student.

Undergraduate diplomas are issued to students upon receipt of the approved Petition to Graduate in the Office of the Registrar, completion of all graduation requirements and after clearance of Business Office accounts. The diploma is issued under the school or college sponsoring the student’s primary major, as designated on the approved Petition to Graduate. The College of Arts & Sciences sponsors interdisciplinary majors and individualized areas of concentration. Double majors, certificates, minors and other academic program information are described on the academic transcript (not the diploma).

No transcript is released or diploma issued until all financial accounts are paid.
Admission to the University

Inquiries and Campus Visits
Undergraduate students who desire information about the University's academic programs and application process should check the admission Web site at http://www.webster.edu/admissions for the most up to date information. Additionally, students may contact the Admission Office by e-mail, mail or telephone.

The University encourages prospective students, parents, and sponsors to visit the campus during the school year.

Specific arrangements for campus visits should be made at least one week in advance with the Office of Admission for the campus the student would like to attend. If a campus visit is not possible, the University advises each prospective applicant to talk with a member of the admissions staff during the inquiry and application process.

Application by U.S. Citizens and Permanent Residents (Resident Alien Card Holders) Who Reside in the United States
U.S. citizens and persons who hold official classification as Permanent Residents (Resident Alien Card Holders) who reside in the United States and are interested in the St. Louis campus inquire and make application to:

Office of Admission, Webster University
470 East Lockwood Avenue
St. Louis, Missouri 63119-3141, U.S.A.
Phone: 314-246-7800 or 1-800-753-6765
admit@webster.edu

Documents submitted to the University as part of the application process become University property and cannot be returned to the applicant.

The University operates on a rolling admission basis, and application files are reviewed by the Admission Committee as soon as all requested credentials have been received. The University begins allocation of all scholarship funds, financial aid funds, and housing spaces in December for the following fall semester. The University recommends fall scholarship funds, financial aid funds, and housing spaces in December. The University operates on a rolling admission basis, and application files become University property and cannot be returned to the applicant.

The University encourages prospective students, parents, and sponsors to visit the campus during the school year.

Specific arrangements for campus visits should be made at least one week in advance with the Office of Admission for the campus the student would like to attend. If a campus visit is not possible, the University advises each prospective applicant to talk with a member of the admissions staff during the inquiry and application process.

Freshman Application
Each freshman applicant must submit:

- An online Application for Undergraduate Admission, paper Application for Undergraduate Admission, or Common Application
- A $35 nonrefundable application fee.
- An official copy of an accredited high school transcript, which includes sixth semester grades, class rank, and cumulative G.P.A.
- ACT or SAT Reasoning Test scores. (Scores from an official high school transcript are acceptable.)
- A 300- to 500-word essay on a topic of the student's choice.
- A resume of school and community activities, including offices held and awards received.
- A recommendation from a high school teacher or guidance counselor.
- An audition or portfolio review is required for students applying as a fine and performing arts (art, dance, music, or theatre) or film production major. Please contact the Admission Office for further details.

- Permanent Residents: Submit copy of front and back of resident alien card.
- Additional credentials may be requested by the Admission Committee after an initial review of the applicant's file.

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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>History/social studies</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (college preparatory)</td>
<td>3</td>
</tr>
<tr>
<td>Foreign language</td>
<td>2</td>
</tr>
<tr>
<td>Science (two laboratory)</td>
<td>3</td>
</tr>
<tr>
<td>Fine arts</td>
<td>1</td>
</tr>
<tr>
<td>Academic electives</td>
<td>3</td>
</tr>
</tbody>
</table>

The Admission Committee reviews each application individually in order to evaluate demonstrated academic ability. In this review the University looks for evidence of potential academic success at Webster. During the committee review, particular emphasis is given to the applicant's grades in academic coursework, achievement on standardized tests, and class rank in high school. The essay, the recommendations, and school/community achievements are important considerations in the University's decision-making process.

Applicants most likely to be accepted will be in the top 50 percent of their high school class, have a cumulative grade point average of at least a B, and will have an ACT composite score of 21 or above and/or a combined SAT Reasoning score of 1500 or above.

Each applicant accepted to the freshman class prior to high school graduation must submit a final high school transcript documenting the date of graduation prior to enrollment.

The University will evaluate the following college-level coursework taken in high school for college-level credit from Webster after the applicant submits official documentation of successful completion:

- Advanced placement program: score reports are required.
- Concurrent college coursework: college transcripts are required.
- International baccalaureate: score results are required.

Additional detail on credit recommendations can be found in the Academic Policies and Information section.

Home School
Home schooled applicants are welcome, and should follow the freshman application procedures, including submission of standardized test scores. Transcripts documenting subjects covered and grades earned, or a GED score is required. An ACT or SAT score is also required.

Early Enrollment
Some students wish to enter the freshman class before graduation from high school. Such students are typically highly motivated and possess strong academic backgrounds that have prepared them for college-level work. These students may apply for admission for enrollment occurring prior to high school graduation. The candidate must submit a recommendation from the high school principal that states the student is in good standing, and is adequately prepared for college-level work.

Adult/Transfer Application
Each adult freshman applicant and each transfer applicant who has previously attended a college/university or other postsecondary institution must submit:

- An online Undergraduate Student Application, a common Application, or a paper Adult/Transfer Application.
- A $35 nonrefundable application fee.
Admission to the University

- An official high school transcript or GED scores if the applicant has successfully completed fewer than 30 credit hours of college credit.
- An official transcript from each college or university and/or other postsecondary institution previously attended. It is the applicant's responsibility to request and submit all transcripts. Applicants must contact each institution to have an official transcript mailed directly to the Admission Office at Webster University. Transcripts issued to students will not be accepted.
- A resume that details professional employment history, school and/or community activities, honors, and awards; and/or a 300- to 500-word essay on a topic of applicant's choice.
- An audition or portfolio review is required for students applying as fine and performing arts (art, dance, music, or theatre) or film production majors. Please contact the Admission Office for further details.
- B.S.N. students should contact the Nursing Department chair for additional admission credentials, requirements, and to schedule the required pre-admission appointment.
- Permanent Residents: Submit copy of front and back of resident alien card.
- Additional credentials may be requested by the Admission Committee after an initial review of the applicant's file.

Housing Information

On-campus housing information may be obtained by visiting www.webster.edu/housing. For the fall term, housing applications become available on a limited basis. Housing is available to 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.

Conditional Admission

The University may choose to admit on probation students who have not met the admissions criteria. Students who are accepted with a conditional admission may be required to take specific courses in their first semester at the University. Conditional students must successfully complete their first semester with at least a 2.0 resident grade point average in order to remain at the University.

Extended Campus Degree Completion Admission

Applicants to Webster's upper-division degree completion programs, offered in Kansas City, Missouri; Orlando, Florida; Los Angeles, California; San Diego, California; and South Carolina at: Charleston, Columbia and Greenville must follow application procedures listed under Adult/Transfer Application or Application for International Students and must have successfully completed 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.

Applications for International Students, International Campuses, and Study Abroad

General information about Webster University’s international campuses may be found on the website at The International Campuses. General information about the University's study abroad program at the international campuses can be found in Special Study Opportunities.

Application for International Students, U.S. Citizens and Permanent Residents (Resident Alien Card Holders) Residing Outside the United States, Asylees, and Refugees

Webster University welcomes applications for admission from students from all countries. Citizens of countries other than the United States, U.S. citizens and Permanent Residents (Resident Alien Card Holders) residing outside the United States, asylees, and refugees should complete and submit the following items:

1. An online “Global” International Student Application, a common Application, or a paper International Application for Admission, accompanied by the appropriate nonrefundable application fee of US $35. Students applying to the London and Thailand Campus are exempt from the application fee.

2. Official transcripts and educational records, including the following:
   - First-Year Students (Freshmen)—A secondary/high school transcript, including at least three years of completed academic work, and any predicted examination results. A final transcript, documenting the date of completion/graduation, is required prior to enrollment at Webster. In addition, accepted students must submit the official results of applicable external examinations.
   - Transfers—Transcripts from all postsecondary schools attended, including colleges and universities. Applicants with less than one year of transfer credit must also submit the documents listed above under First-Year Students (Freshmen). This official final transcript must be on file prior to full acceptance to the University. All official
transcripts must be received in sealed, unopened envelopes and certified with the official seal of the issuing institution. All official transcripts and documents in a language other than English must be accompanied by a literal and certified English translation.

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

<table>
<thead>
<tr>
<th>TOEFL</th>
<th>IELTS</th>
<th>Pearson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>Computer</td>
<td>iBT</td>
</tr>
</tbody>
</table>

Equivalent Cambridge, Oxford, NEAB, TEEP, Academic IELTS, and London Certificate test results that are current can be considered in lieu of the TOEFL. Students who cannot document current evidence of English proficiency should contact the campus to which they are applying for on-site testing. On site testing is available at the following locations: St. Louis, Geneva, Hua Hin/Cha-am, Leiden, and Vienna. 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
- Geneva campus: 0546
- Hua Hin/Cha-am campus: 7954
- Leiden campus: 0548
- London campus: 0549
- Vienna campus: 0547

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

- Geneva campus: 5154
- Hua Hin/Cha-am campus: 5361
- Leiden campus: 5175
- London campus: 5312
- Vienna campus: 5466

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

**On-Campus Testing for English**—Students admitted conditionally normally must sit for the University’s on-campus English language testing prior to registration. The results of this evaluation will enable the academic advisor to place the student in appropriate course-work. 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.

Additional information on Webster University’s ESL program can be found under International Languages and Cultures.

Any student who is an asylee or refugee in the United States and holds official documentation of this status must submit a copy of both sides of the official documentation with the completed application form.

4. Students requiring a visa to study in the country in which their campus is located will be required to provide additional documentation for the visa process. Visa documentation requirements can vary at international campus locations depending upon the applicant’s citizenship status and/or country of origin at the time of acceptance to the University. Applicants should check with the campus they plan to attend for specifics. The University will notify applicants if additional documentation is required to complete the application file.

5. A 300- to 400-word essay on a topic of choice, such as a special interest, experience, or achievement.

6. A list of activities and achievements.

7. Two letters of recommendation from teachers and/or employers.

8. SAT or ACT scores are required for first-year freshman applicants who are graduates of U.S. high schools and international secondary schools that use English as the language of instruction.

**Application Submission**

Applications from abroad normally should be complete and on file at the University at least four to six months before the beginning date of the desired entry term.

Applications should be submitted online at http://www.webster.edu/admissions whenever possible. Application materials should be submitted to the Admission Office at the campus the applicant wishes to attend. Campus addresses, phone, and fax numbers are listed under Locations, Degrees, and Majors.

Completed applications for the St. Louis, Missouri campus should be airmailed to:

**Admission Office, Webster University**
470 East Lockwood Avenue
St. Louis, Missouri 63119-3141, U.S.A.
Phone: international access code+1-314-246-7800
Fax: international access code+1-314-968-7122
E-mail: intlstudy@webster.edu

If you plan to send by courier, please direct to:

Webster University
40 North Rock Hill Road
Webster Groves, Missouri 63119-2242 USA
Attn: International Recruitment

Completed applications for the international campuses should be sent to the Admission Officer at the campus the applicant wishes to attend. Campus addresses, phone, and fax numbers are listed in International Campuses for Undergraduates.

A decision regarding admission is made as soon as an applicant’s file is complete.

The Admission Committee assesses the applicant’s potential for academic success at Webster on the following: cumulative grade point average of 2.5 or better on a 4.0 scale; grades in specific academic
coursework; achievement on examinations and tests; and English proficiency scores. The essay, the recommendations, school/community achievements, and/or professional work experience also are considered in the admission decision.

The University's admission decision is communicated by letter. Students who are admitted will receive enrollment confirmation materials with the acceptance letter.

**Visa Information**
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. Check with the campus the applicant plans to attend for specifics. The University will notify the applicant if additional documentation is required to complete the application.

Persons who hold official United States classification as citizens or permanent residents (Resident Alien Card holders) follow the application procedures for U.S. citizens. A copy of both sides of the Resident Alien Card must be included in the application documentation.

**Applicant Documentation**
Please make photocopies of all documents submitted to Webster University. The applicant may be required to present these to the consulate/embassy when applying for a student visa.

**Note:** All application documents submitted to Webster University become the property of the University and cannot be returned or reproduced.

**General Application Information**

**Admission to Desired Major**
In the admission process Webster University reviews applications for two areas of competence. The first review considers 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 major area of interest. 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 acceptance into the desired major after a period of satisfactory academic progress at Webster. Requirements for acceptance as a major vary and are determined by the appropriate department.

**Certificate Program Application**
Students who wish to pursue a certificate program at Webster must apply and be accepted as degree-seeking. These students follow the application procedures listed above according to their citizenship status.

**Deferred Admission**
An accepted student may request that acceptance be held for one academic year by submitting 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.

**Non-Academic Issues and Admission**
Webster reserves the right to deny admission based on non-academic reasons when it is believed to be in the best interests 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.

If the University becomes aware that a student or applicant is a convicted felon, or is required to register as a sex offender, the University reserves the right to immediately dismiss that student and/or prohibit that applicant from enrolling in future classes, or limit the access of that student to specific campus facilities, based upon a review of the crime committed by the student/applicant.

**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. Non-degree request forms are available from the Admission Office.

A $35 non-refundable application fee is required. (Students who apply to become degree-seeking in a future term will not be required to submit a second application fee.)

Completed non-degree requests must include unofficial transcripts that show the cumulative grade point average. A 2.50 GPA is preferred. Additional documentation may be requested. Students who are on academic probation or suspension at their previous institution are not considered for non-degree status at Webster.

When reviewing a non-degree request, Webster looks 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. Students whose degree-seeking application for admission to Webster has been denied are not eligible for approval as non-degree students.

Approved non-degree students must enroll for the full number of credit hours for a class published in the current course schedule. Registrations for non-degree students are processed on a space available basis beginning one month before the start of each semester. Non-degree students must document that any class prerequisites have been met and must maintain satisfactory academic progress. Non-degree students must pay tuition in full at the time of registration. Financial aid is not available to non-degree students. The University reserves the right to dismiss non-degree students without review or the right to appeal. Non-degree students may take up to 18 credit hours during any semester.

Non-degree students who would like to become degree-seeking may apply for admission in 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.

**Readmission**
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 current catalog, including meeting the general education requirements for their baccalaureate program. Readmission is requested through the Office of Academic Advising.

Each student 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 readmission is complete. Students who voluntarily left the University while on academic probation must be readmitted on probation. See Academic Probation and Dismissal under Academic Policies and Information.
Financial Information

Financial Aid

Through a variety of financial aid programs, Webster makes every effort to meet the demonstrated financial need of accepted degree-seeking students who wish to attend the University on at least a half-time basis. Eligible students are U.S. citizens, U.S. nationals, permanent residents, refugees, or those who reside permanently in the Trust Territory of the Pacific Islands or the Commonwealth of the Northern Mariana Islands. (Documentation of applicable immigration status is required if the applicant is not a U.S. citizen.) Approximately 72 percent of Webster's eligible undergraduates attending the St. Louis campus receive assistance through financial aid programs administered by the University.

Financial aid applicants are considered for aid from every program for which they are eligible, including:

- Grants and scholarships - awards that do not require repayment or service.
- Long-term loans - awards that require repayment, including principal and interest, over a period of several years after completion of study at the University.
- Work-study - awards that require the student to work part-time during the academic year.

Eligible students are offered aid in the form of "financial aid packages." The types and amounts of aid in each package vary according to the student's total educational costs, his or her ability to pay for those costs from family and personal resources, his or her academic achievements, and the types of aid for which the student is eligible.

Students and parents are encouraged to contact the Office of Financial Aid if they have questions about financial aid or need assistance in completing financial aid forms. Phone 314-968-6992 or 1-800-WU-FINAD, or fincaid@webster.edu.

Application Checklist for Financial Aid Consideration

1. Apply for admission to the University and be accepted as a degree-seeking student.
2. Submit a completed Webster University Financial Aid Application to the Financial Aid Office at the University. Priority is given to completed applications received by March 1.
3. File a completed Free Application for Federal Student Aid by March 1. List Webster University, Title IV School Code 002521, 470 E. Lockwood Ave., St. Louis, Missouri, as the first school choice. This will insure receipt of information from the Department of Education. The Free Application for Federal Student Aid may be obtained from the Webster University Financial Aid Office or from a high school guidance office, or online.
4. Apply for any state grant program for which the student may be eligible. Missouri residents must complete the Free Application for Federal Student Aid and send it to the Federal Student Aid Programs by March 1.
5. A degree-seeking student currently enrolled in or returning to the University must complete steps 2 through 4 by March 1 to receive priority consideration for student aid.

How Financial Need is Determined

A dependent student's ability to pay for college is determined from income and asset information collected on the Free Application for Federal Student Aid. This information describes the financial circumstances of the student and his or her family.

From this information, a federal processor approved by the U.S. Department of Education calculates the amount the student and his or her family can reasonably afford to pay toward college costs. The calculated amount is called the Expected Family Contribution (EFC). This family contribution is subtracted from the estimated cost for the student to attend Webster. The estimated cost includes tuition and fees, living expenses, books, and travel expenses. When the Expected Family Contribution is less than the estimated cost of attending the University, the student has demonstrated financial need and is considered for all financial aid programs for which he or she is eligible.

Webster also enrolls students who do not depend on their parents for financial support and who qualify as self-supporting students according to federal guidelines. For self-supporting students the Expected Family Contribution is determined on the basis of each individual's income and asset information and those of a spouse if the applicant is married.

How Financial Need is Met

In constructing an individual's financial aid package, the University determines the student's eligibility for gift and self-help assistance.

The Federal Pell Grant is considered and included first. Remaining gift eligibility is met through Federal Supplemental Educational Grant (SEOG), Webster University Grant, Missouri Student Grant, and any other outside scholarships the student may bring with him or her.

The University attempts to meet the student's self-help eligibility through the Student Employment Program which includes Federal Work-Study and Webster University Work-Study, Federal Perkins Loans, and Federal Stafford Loans (Subsidized and Unsubsidized).

The University may recommend the Federal PLUS Loan to meet any remaining need.

Eligibility for Aid

To be eligible to receive a financial aid award from programs administered by the University, a student must be:

1. Enrolled as a degree-seeking student on at least a half-time basis.*
2. A U.S. citizen, U.S. national, permanent resident, a refugee, or those who reside permanently in the Trust Territory of the Pacific Islands or the Commonwealth of the Northern Mariana Islands. (Documentation of applicable immigration status is required if the applicant is not a U.S. citizen.)
3. Able to demonstrate financial need according to each financial aid program's guidelines.
4. Maintaining satisfactory academic progress in study toward a degree or certificate, if the student is currently enrolled at Webster.
5. In good standing on loan repayments or on any loan received for educational purposes to attend any institution of higher education.

*A student enrolled for at least 6 credit hours but fewer than 12 credit hours in a semester with at least one semester course is considered enrolled half-time for that semester.

In a single term, a student is enrolled in at least 3 credit hours but fewer than 6 credit hours, the student is enrolled half-time for that term. A student enrolled for fewer than 6 credit hours in a semester with at least one semester course is enrolled less than half-time for the semester.

Satisfactory Academic Progress for Financial Aid

All students receiving any type of federal, state, or institutional financial aid are required to maintain satisfactory academic progress toward the completion of their degree. "I" (Incomplete) and "W" (Withdrawal) grades do not reflect satisfactorily completed courses. Repeated courses as well as academic credits transferred from another school are included in the evaluation of a student's compliance with this policy. Students must maintain a minimum GPA of 2.0 and complete enough credit hours each term to finish their degree program within 150% of the normal time frame.

Maximum Time Frame

In order to complete their degree program within 150% of the normal time frame, students must successfully complete at least 67% of all coursework attempted. This is calculated by dividing the cumulative number of credit hours earned by the cumulative number of credit hours attempted.  

Undergraduate Program
hours the student has attempted (including transfer credit hours and repeated coursework).

Evaluation
Satisfactory Academic Progress is evaluated at the conclusion of the Spring term each year. A student’s entire academic record will be evaluated including any coursework transferred from another school. In order to meet the minimum progress standards students need to have both a minimum GPA of 2.0 and a 67% completion rate of all coursework attempted. Students that fail to meet either of these criteria are ineligible to receive any further financial aid unless an appeal is filed and approved.

Appeal
Students that are not eligible for financial aid because of a failure to meet the minimum standards of this Satisfactory Academic Progress policy may appeal for continued eligibility. Appeals must be submitted in writing to the Financial Aid Appeals Committee and include any pertinent supporting documentation. Valid appeals must include an explanation of why the student failed to satisfy the requirements of this policy and also identify what has changed that will allow them to do so in future terms. The decision of the Appeals Committee is final and will be communicated to the student in a timely manner.

Probation
Students whose eligibility to continue receiving financial aid has been extended as the result of an approved Satisfactory Academic Progress policy appeal will be placed on financial aid probation for the following session (Summer, Fall, or Spring). Students in this probationary status must complete all subsequent coursework attempted. This probationary period will last for one session after which the student must satisfy the minimum requirements of the Satisfactory Academic Progress policy. There is no provision for multiple, subsequent appeals. The Appeals Committee may place students on an “academic plan” in the event that more than one session of coursework would be needed to achieve compliance with this policy. Students that fail to achieve any objective (GPA/course completion) outlined in the academic plan are ineligible to receive further financial aid.

Re-establishment of Financial Aid Eligibility
Students that are ineligible to receive financial aid due to their failure to comply with the requirements of the Satisfactory Academic Progress policy may re-establish their eligibility. To do so, they must raise their cumulative GPA to 2.0 or higher and their completion percentage to 67% or higher.

Additional Information
For the student’s added protection against identity theft, student loans cannot be applied to a student’s account until an official transcript has been received by the Office of Admission. Failure to submit a transcript will impact both the student bill and any loan refund the student might expect.

Additional information regarding financial aid programs, eligibility requirements, and deadline dates may be found in the Financial Aid Handbook, which is available in the Financial Aid Office. Information is also available online at Financial Aid Information.

Veterans Administration 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. Nondegree students are not eligible for VA educational benefits.

Financial Information
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 must be reported to the VA offices as making unsatisfactory progress.

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

Any conduct that is detrimental to the school and/or other students will result in the termination of VA educational benefits.

Scholarship Program
Webster University funds the Webster University Scholarship Program through the University’s annual operating budget. In 2010-2011 the University awarded and disbursed over $12,500,000 through this program to more than 1,700 new and returning undergraduate students who attend the home campus in St. Louis, Missouri.

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 1 (freshmen) or June 1 (transfers). The deadline for international students is March 1. Some scholarships require a separate application and have deadlines as early as January 1. Please consult the Scholarship web page at explore.webster.edu 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. Please contact the Coordinator of Scholarships at 314-246-8723 for specific information and application processes.)

To be considered for Webster University scholarship funds, the following items must be submitted:
• Completed admission application.
• Essay or résumé.
• Secondary or postsecondary transcripts.
• ACT or SAT composite scores (freshmen only).
• List of activities.
• Recommendation (freshmen only).

Some scholarships require a separate application form, which may be obtained in the Admission Office 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. Scholarship awards to new students in 2010-2011 ranged from $5,000 to full tuition. 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. Financial assistance application forms for new students may be obtained at explore.webster.edu or from the Office of Financial Aid. Phone 314-968-6992 or 1-800-WU-FINAD.
Financial Information

Award Process
Scholarship decisions are based on the University's evaluation of an applicant's previous academic background. The review process is:

Academic Scholarships - Freshmen
Freshmen 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.

Academic Scholarships-Transfers
Transfer applicants who have successfully completed at least 30 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.

Award 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.

Award Renewal
Webster University scholarships are renewable if the recipient makes satisfactory academic progress, 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 each 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.)

For a complete list of scholarships please see the Webster University Scholarship Guide. The guide includes items such as award amounts, special conditions, selection process, and renewal information. The guide is updated annually and is available through the Admission Office or Financial Aid. For further information contact the Coordinator of Scholarships at 314-246-8723.

Costs
General Fees
All costs are subject to change. Beginning with the Summer 2011 term, the general fees of Webster University for 2011-2012 are as follows:

Undergraduate Tuition
The tuition rates listed are effective for the 2011-2012 academic year and are subject to change.

Full-time undergraduate tuition
(per academic year) (Except Conservatory) ........................................... $22,340
Conservatory full-time undergraduate tuition
(per academic year) ........................................................................... $25,940

Cost per credit hour for students who enroll in
more than 18 hours in one semester ................................................. $570
Part-time undergraduate tuition (Old Post Office,
Westport, WingHaven and St. Louis home campus only) .......... $570
Part-time undergraduate tuition (Kansas City, Orlando,
and South Carolina metropolitan campuses only) .................... $395
Part-time undergraduate tuition (Irvine and San Diego,
Calif., campuses only) ................................................................. $410
English as a Second Language (ESL) classes
(per credit hour) ........................................................................... $480
Online courses ............................................................................. $590

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 $236 per credit hour
12-16 credit hours $2,845 total
17-32 credit hours $3,114 total
33-49 credit hours $3,260 total
49-64 credit hours $3,406 total

University Housing
New Freshmen
All new freshmen flat-fee students (those taking 13-18 credit hours) 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 international students, both undergraduate and graduate, 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 will be granted for international graduate students, if they have already been living in the St. Louis area in the year prior to their admission to Webster, or if they have come to St. Louis primarily for full-time employment. This will be handled by request for exemption sent by the International Admissions staff to the Department of Housing and Residential Life.

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.

Residence Halls
Student housing includes traditional suite-style residence halls and apartments. For the 2010-11 academic year, housing options for first-time freshmen include West Hall in the New Residence Hall Complex and Maria Hall. Completely remodeled in 2008, Maria Hall reopened in Fall 2008, housing a total of 108 students in double room one-bath suites. Each floor in Maria Hall includes a social lounge with a kitchenette and a study lounge. A laundry room, mail room, and check-in desk are located on the ground floor. Marletto’s Marketplace is located directly beneath Maria Hall.

Transfer students, as well as returning sophomores, juniors, seniors, and graduate students may apply for housing in the Webster Village.

Undergraduate Program
Financial Information

Apartments, Maria Hall, or East Hall in the new Residence Hall Complex.

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.

Residence hall charges are based on the 16-week undergraduate class schedule. The Housing Office may approve additional weeks at a per-week rate. Residence halls open with new student orientation and close the afternoon of commencement. The halls are closed during the semester break, and meals are not served on campus during that time. The housing charges do not cover vacation periods.

The 2010-2011 room and board rates are as follows:

All Residential Housing and Apartments come equipped with a free local phone line, Internet service, IPTV, 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.

Room Rates: Residence Halls and Webster Village Apartments 2011-2012

<table>
<thead>
<tr>
<th>Building</th>
<th>Cost/semester/person</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Hall</td>
<td>$3,020</td>
</tr>
<tr>
<td>Single</td>
<td>$2,680</td>
</tr>
<tr>
<td>Double</td>
<td>$2,560</td>
</tr>
<tr>
<td>Maria Hall</td>
<td></td>
</tr>
<tr>
<td>Double</td>
<td>$2,560</td>
</tr>
<tr>
<td>West Hall</td>
<td></td>
</tr>
<tr>
<td>Double</td>
<td>$2,560</td>
</tr>
<tr>
<td>Webster Village Apartment</td>
<td></td>
</tr>
<tr>
<td>2 Bedroom</td>
<td>$3,750</td>
</tr>
<tr>
<td>4 Bedroom</td>
<td>$3,150</td>
</tr>
<tr>
<td>Efficiency-Single Occupancy</td>
<td>$4,825</td>
</tr>
<tr>
<td>Efficiency-Double Occupancy</td>
<td>$3,150</td>
</tr>
</tbody>
</table>

All students living in the residence halls and all first-year students living on campus must purchase a meal plan for the entire year they reside on campus.

Meal Plan Rates 2011-2012

<table>
<thead>
<tr>
<th>Meal Plan Type</th>
<th>Includes Cost per semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan A (7 meals per week &amp; 220 points)</td>
<td>$1,845</td>
</tr>
<tr>
<td>Plan B (9 meals per week &amp; 50 points)</td>
<td>$2,160</td>
</tr>
<tr>
<td>Plan C (180 meals &amp; 75 points)</td>
<td>$2,000</td>
</tr>
<tr>
<td>Plan D (100 meals &amp; 175 points)</td>
<td>$1,835</td>
</tr>
</tbody>
</table>

A - 7 Meal Plan: ($1,845 per semester) - 7 meals per week with $220 in points for the semester. Meals must be used each week or they are forfeited. Meal may only be used by the meal plan holder (no guest meals). Points left over from the fall semester will roll over and add to the points for the spring semester.

B - 19 Meal Plan: ($2,160 per semester) - 19 meals per week with $50 in points for the semester. Meals must be used each week or they are forfeited. Meal may only be used by the meal plan holder (no guest meals). Points left over from the fall semester will roll over and add to the points for the spring semester.

C - 180 Meal Block: ($2,000 per semester) - 180 meals per semester with $75 in points for the semester. Meals can be used anytime throughout the semester for the student holder of the meal plan or their guest(s). Unused meals at the end of the semester are forfeited. Points left over from the fall semester will roll over and add to the points for the spring semester.

D - 100 Meal Block: ($1,835 per semester) - 100 meals per semester with $175 in points for the semester. Meals can be used anytime throughout the semester for the student holder of the meal plan or their guest(s). Unused meals at the end of the semester are forfeited. Points left over from the fall semester will roll over and add to the points for the spring semester.

Activity Fee

Each resident is charged a $30 activity fee each semester which supports educational, cultural, and social programming efforts.

Other Fees

Application Fee: ...............................................................$35
Matriculation fee (St. Louis campus, full-time students): ..............$75
Deferred payment fee per semester: ...........................................$25
Student Activity Fee (St. Louis campus, full-time flat fee students only): ..................................................$30 per semester
Graduation fee: ..................................................................$50
Re-admission fee: .................................................................$35
Resident student activity fee: ....................................................$30 per semester
Applied music fee (15 60-min. private lessons): .................$496 per semester
Applied music fee (15 30-min. private lessons): ............$248 per semester

The applied music fee is in addition to the tuition charge and provides for fifteen 60-minute or 30-minute private lessons per semester.

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. 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.

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
- Employer reimbursement
- Deferred payment plan
- Payment in full
Financial Information

The first five options require the submission of appropriate documentation. The deferred payment plan and employer reimbursement options 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.

Webster accepts MasterCard, Discover, VISA, cash, and money orders or personal checks made payable to Webster University as payment. Students are financially responsible for all courses not officially dropped by the deadline. Webster University reserves the right to withhold transcripts or diplomas related to enrollment for a current term and/or 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.

Refunds/Tuition Waivers

Undergraduate tuition refunds are contingent on the drop or withdrawal date. It is the undergraduate student’s responsibility to file the drop or withdrawal form(s) with the Registrar’s Office by the deadline. Refunds are for tuition only, any 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. Tuition waivers for dropped courses are automatic; the charges are expunged from the student’s account.

Tuition waiver for withdrawals is made automatically, based on the date of withdrawal, as authorized by the University official who signs the withdrawal from, according to the following schedule. In cases where the student does not qualify for a waiver of tuition they 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 adjustment 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 adjustment that are granted will be considered as one-time exception. Students are limited to only one tuition adjustment during their career as an undergraduate.

Graduate students should contact the Academic Advising Center for information on processing Graduate tuition refunds.

<table>
<thead>
<tr>
<th>Date</th>
<th>16-Week Class</th>
<th>8-Week Class</th>
<th>5-Week Class</th>
<th>3-Week Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Week 2</td>
<td>100%</td>
<td>100%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Withdrawal:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>N/A</td>
<td>N/A</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 3</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 4</td>
<td>50%</td>
<td>25%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>25%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>25%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>25%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students in their first term of enrollment receiving Title IV student aid funds and students attending classes in California will receive a pro rata refund of all refundable charges if the withdrawal is made within 60% of the beginning of the enrollment period. The deposit and refund policies at our European and Asian campuses may differ from the above.

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.

Refund of Fees

Housing and food plan charges are adjusted on a pro rata basis contingent upon submission of the meal card. Class fees and other matriculation fees are non-refundable.
New Student Orientation

New student orientation is held in August for all new students entering Fall 1. All new students are required to attend orientation to ensure a successful transition to Webster University. The first class sessions of the Great Thinkers Seminars are held during New Student Orientation. Information on the orientation programs will be sent to the student after registration. Call the Director of First-Year Experience at 314-968-7105 for additional information.

Some mini-orientation sessions are also offered to freshmen during the summer freshmen registration day programs. Contact Academic Advising for additional information.

Extended Orientation Course for Freshmen

INDZ 1500 – Webster 101. Prerequisite: first-time freshman status. University 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 adaptations, 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 725 beds in modern, fully furnished, air-conditioned, suite-style residence halls and apartments. From individual bedrooms, all residents have direct Internet connectivity and can watch television on their computers. The residence halls also have wireless Internet access. 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 2011–2012 academic year, housing options for first-time freshmen include West Hall in the new residence hall complex and selected floors in Maria Hall. Completely remodeled in 2008, Maria Hall reopened in Fall 2008, housing a total of 108 students in double room one-bath suites. West Hall, which opened in 2006, 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, mail room, and check-in desk are located on the ground floor of each building. Meal plans are required of all resident freshmen. Marletto’s Marketplace is located directly beneath Maria Hall.

Options for Sophomores and Beyond

Students in their sophomore year and beyond (including graduate students) can choose to live in selected floors of Maria Hall (described above), East Hall or in the Webster Village Apartments (WVA). 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, mail room, and check-in desk are located on the ground floor. Meal plans are required for East Hall residents. The WVA offers fully furnished apartments in 2-bed/2bath, 4-bed/2bath and efficiency/1 bath configurations. The WVA complex also includes a clubhouse area with large-screen TV and an outdoor pool and hot tub, as well as onsite parking (as available). Leases may be extended in the WVA for summer months, which will include a summer rate. Students beyond the freshman year who reside in the apartments are not required to take a meal plan, although they may elect to do so. Note: cable television may be converted to digital IP video during 2011–12.

Residency Requirements

New Freshmen

All new freshmen flat-fee students (those taking 13-18 credit hours) 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 international students, both undergraduate and graduate, 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 will be granted for international graduate students, if they have already been living in the St. Louis area in the year prior to their admission to Webster, or if they have come to St. Louis primarily for full-time employment. This will be handled by request for exemption sent by the International Admissions staff to the Department of Housing and Residential Life.

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/leases include utilities (local phone, electricity, cable TV). Laundry facilities (washers and dryers) are available free of charge for all residence hall and apartment residents. All housing and meal contracts/leases 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. All housing charges are based on the 16-week undergraduate class schedule. The Department of Housing and Residence Life may approve additional weeks at a per-week rate. Residence halls open with new student orientation and close the afternoon of commencement. The residence halls are closed during the semester break, and meals are not served on campus during that time. The WVA remains open during all breaks. The housing charges for the residence halls do not cover vacation periods.

Health Insurance

Webster University requires all resident students and students studying on an F-1 or J-1 visa to have health insurance as a condition of being a student at the University. Students will automatically be enrolled in and billed for the Webster University Student Health Plan; however, U.S. citizens with other health insurance will be allowed to waive their participation in the Webster plan. (Please call 314-968-6922 for an insurance brochure and exemption request.)

The deadline for waiving the insurance is 10 days after the first day of the semester or five days after arrival, whichever comes first. All Webster students registered for 3 or more credit hours are eligible for insurance. All international students will be automatically enrolled in the Webster Student Health Insurance, with no waivers allowed. Information on insurance rates can be found at: http://www.webster.edu/studlife/health/healthinsurance.html.
Student Affairs

Dining Services
The University's all-you-care-to-eat 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. Meal plans available to resident students include Plan A (7 meals per week and 220 points per semester), Plan B (19 meals per week and 50 points per semester), Plan C (180 meals per semester plus 75 points per semester), and Plan D (100 meals plus 175 points per semester). All residents of campus housing (with the exception of non-freshman apartment residents) are required to participate in one of the meal plans. Other students may choose to take any food plan but may change plans only at the beginning of each semester. The University Center Crossroads food court, including a Wow Café and Wingery, Blimpie Subs and Salads, and FreshEats, is open Monday through Friday and offers a variety of wings, tenders, quesadillas, wraps, fajitas, burgers, tenders, chopped salads, shrimp, sides, sandwiches made-to-order, and beverages. Commuting students may use the food service on a per-meal cash basis or may purchase one of the above plans. A Bonus Bucks debit card, offering cashless convenience and a 10% bonus or more, is also available to commuter students. The Library Café featuring Kaldi's, offering upscale coffee, smoothies, sandwiches, and pastries, is open Monday through Friday in the Emerson Library. Café ala Cart is open weekdays during lunch and evenings in the main lounge of the Sverdrup Business and Technology building. A Blimpie kiosk is open evenings in West Hall.

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 on-line 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/studlife/StuA/cheques.htm.

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: http://involved.webster.edu/organizations.

If a student's particular interest is not represented, the University Center and Student Activities staff will help in forming a specific group.

Student Media
The Journal is Webster's award-winning, weekly student newspaper. All students are encouraged to participate in production of The Journal. The Publications Board, composed of students, staff, and faculty, oversees the publication of the newspaper, hires managerial staff, develops policy, and addresses any issues related to the newspaper.

Gorlok Television (GTV) is the student-produced campus TV station, available for viewing by on-campus residents and in campus buildings. GTV is operated in the School of Communications, and GTV classes can be taken for academic credit. The station also receives some of its funding from the Student Government Association. Students are encouraged to get involved in the various aspects of television production.

The Ampersand is the student-produced magazine of Webster University. What began in 2002 as an effort to revive the Webster College Non-Yearbook evolved into The Ampersand, Webster University's student-produced magazine. The first issue debuted in the spring of 2003, and the staff continues to produce an issue a semester. One thousand issues of The Ampersand are printed each semester and distributed free to students, faculty, and staff at Webster. In addition to work produced by The Ampersand staff, the magazine contains original work by Webster students to provide an outlet for sharing creativity and success on campus. The magazine serves as a reminder of each semester and a published memory as students leave Webster.

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, track and field, soccer, volleyball, basketball, tennis, and softball; and men's cross country, track and field, soccer, basketball, baseball, tennis, and golf. These teams participate against other NCAA Division III institutions and also compete in St. Louis Intercollegiate Athletic Conference (SLIAC) championships. Webster University has won the SLIAC All-Sports Trophy in ten of the last eleven years as the top overall competitor in the conference. Participation is encouraged from full-time undergraduate students or graduate students who meet the eligibility requirements of the NCAA and Webster University.

Other Programs
The following services, programs, and facilities are available to Webster University students. A more detailed description can be found in the Student Handbook and Calendar or online:

- Career Services and Student Employment
- Student Health Services
- Information Center in the University Center
- International Student Advisor
- Multicultural Center and International Student Affairs
- Recreation and Intramurals Program
- Student Government
- WebsterLEADS: Student Leadership Development Program
- University Center and Student Activities
- Counseling and Life Development
- Alcohol/Drug Education and Prevention
- Campus Ministry
## Curriculum Offerings

### Art
- Alternative Media
- Art History and Criticism
- Art Therapy (certificate)
- Ceramics
- Curatorial Studies (certificate)
- Drawing
- Graphic Design
- International Art Studies (certificate)
- Painting
- Photography
- Printmaking
- Sculpture
- Studio Art
- Visual Culture (Vienna campus only)

### Audio Production
- Audio Production
- Entrepreneurship

### Behavioral and Social Sciences
- Cultural Anthropology
- Psychology
- Sociology

### Biological Sciences
- Biology
- Biotechnology
- Chemistry (minor)
- General Science (minor)

### Business
- Accounting
- Business (minor)
- Business Administration
- Economics
- Finance

### Communications and Journalism
- Advertising and Marketing Communications
- Broadcast Journalism (minor and certificate)
- Community Journalism (certificate)
- Global Journalism
- Journalism
- Magazine Production (certificate)
- Media Communications
- Media Literacy
- Outdoor/Environmental Journalism (certificate)
- Public Relations
- Scriptwriting
- Speech Communication Studies
- Sports Journalism (certificate)
- Teacher Certification in Journalism (certificate)

### Conservatory of Theatre Arts
- Acting
- Concert Design
- Costume Construction
- Costume Design
- Directing
- Lighting Design
- Musical Theatre
- Scene Design
- Scene Painting
- Sound Design
- Stage Management
- Technical Direction
- Theatre (minor)
- Wig and Makeup Design

### Dance
- Ballet
- Modern
- Dance Theory (minor)

### Education
- Art (K-12)
- Early Childhood (PreK–3)
- Education (minor)
- Educational Studies
- Elementary (1-6)
- English (9-12)
- Foreign Language (French, German, or Spanish) (K-12)
- Journalism (9-12)
- Math (9-12)
- Middle School Education (5-9)
- Music (Choral) (K-12)
- Music (Instrumental) (K-12)
- Social Studies (9-12)
- Special Education (Mild/Moderate/ Cross-Categorical) (K-12)
- Unified Science (9-12)

### Electronic and Photographic Media
- Animation
- Animation Production (minor and certificate)
- Documentary Production (certificate)
- Entrepreneurship (certificate)
- Film Production
- Film Studies
- Interactive Digital Media
- Photography
- Photojournalism/Editorial Photography (certificate)
- Studio/Commercial Photography (certificate)
- Video Game Foundations (certificate)
- Video Production

### English
- Creative Writing
- Drama
- Literature, Society, and Politics
- Professional Writing (minor and certificate only)

### History, Politics, and International Relations
- American Studies
- Economics (Geneva campus only)
- History
- International Relations
- Migration and Refugee Studies (Geneva campus only)
- Political Science
- Public Law

### Interdisciplinary Studies
- Ancient Studies (minor)
- Diversity and Identity in the U.S. (certificate)
- Drama Studies (minor)
- Environmental Studies (minor)
- European Studies
- General Studies
- International Human Rights
- International Studies
- Latin American Studies (minor)
- Multicultural Studies (minor)
- Practical and Interdisciplinary Ethics (certificate)
- Self-Designed Interdisciplinary Major (SIM)
- Women’s Studies (minor and certificate only)

### International Languages and Cultures
- English as a Second Language
- French
- German
- German Studies
- International Languages (certificate)
- Japanese (minor)
- Spanish

### Legal Studies
- Legal Studies
- Paralegal Studies (certificate)

### Management
- Health Care Administration
- Human Resource Management
- International Business
- Management
- Marketing

### Mathematics and Computer Science
- Computer Applications (minor)
- Computer Science
- Information Management
- Information Systems
- Information Technology
- Mathematics
- Web Site Design (minor and certificate)
- Web Site Development (minor and certificate)

### Music
- Composition
- Entrepreneurship (certificate)
- Instrumental Performance
- Jazz Studies
- Music Education
- Music Technology
- Piano Performance
- Voice Performance

### Nursing
- Bachelor of Science in Nursing (degree completion)

### Philosophy
- Ethics and Society
- International Human Rights
- Philosophy

### Pre-Professional Programs
- Pre-Architecture
- Pre-Chiropractic
- Pre-Dentistry
- Pre-Engineering
- Pre-Law
- Pre-Medicine
- Pre-Occupational Therapy
- Pre-Veterinary

### Religious Studies
- Buddhist Studies (certificate)
- Religion and Global Society
- Religious Studies
College of Arts & Sciences

Dean
David Carl Wilson

Departments
Behavioral and Social Sciences, Michael Hulsizer, chair
Biological Sciences, Stephanie Schroeder, chair
English, Anne McIlhaney, chair
History, Politics, and International Relations, John Chappell, chair
International Languages and Cultures, Paula Hanssen, chair
Legal Studies, Robin Higgins, chair
Nursing, Jenny Broeder, chair
Philosophy, Donald Morse, chair
Religious Studies, Joseph Stimpf, chair

Administrative Staff
Thao Dang-Williams, associate dean
Mary Ann Drake, coordinator, master of science in nursing (MSN)
Gary Kannenberg and Eric Goedereis, faculty coordinators, gerontology
Dan Hellinger, director, international relations
Amanda Rosen, director, international NGO
Stacy Henning, director, worldwide counseling
Michael Mahon, coordinator, St. Louis counseling
Jill Stulce, director, nurse anesthesia

Undergraduate Majors and Degrees
American Studies (BA)
Biology (BA)
Biology (BS)
Biology (BS) with an emphasis in Biotechnology
Cultural Anthropology (BA)
English (BA) with an emphasis in:
  Creative Writing
  Drama
  Literature, Society and Politics
French (BA)
German (BA)
German Studies (BA)
History (BA)
International Human Rights (BA)
International Relations (BA)
International Relations (BA) with an emphasis in:
  Economics (Geneva only)
  Refugee Studies (Geneva only)
Legal Studies (BA)
Nursing (BSN) (Offered in St. Louis and Kansas City)
Philosophy (BA)
Philosophy (BA) with an emphasis in Ethics and Society
Political Science (BA)
Political Science (BA) with an emphasis in Public Law
Psychology (BA)
Religion and Global Society (BA)
Religious Studies (BA)
Sociology (BA)
Spanish (BA)

Minors
Biology
Chemistry
Cultural Anthropology
English
French
General Science
German
German Studies
History (18 credit hours in history)
International Human Rights
International Relations (18 credit hours in international relations)
Japanese
Philosophy
Political Science (18 credit hours in political science)
Professional Writing
Psychology
Religious Studies
Sociology
Spanish

Certificates
Buddhist Studies
Paralegal Studies
Practical and Interdisciplinary Ethics
Professional Writing
Migration and Refugee Studies (Geneva only)
International Distinction
International Human Rights
International Language Certificate

International Distinction
The College of Arts & Sciences will award “International Distinction” if an undergraduate, degree-seeking student meets the following qualifications:

Academic Competence in a Second Language
The student must have reached a level of ability in a language other than English which will be defined as “academic competence” and which will correspond to the “Intermediate-High” level according to the American Council on the Teaching of Foreign Languages (ACTFL) standards.

The student will be able to research, write a paper on, and articulately discuss an academic topic relevant to his/her plan of study at Webster University. Academic competence may be demonstrated by any of the following:

- Completing secondary school in which the language of instruction is a language other than English.
- Completing one course at or above the 3000-level (or equivalent) in the study of a language other than English with a grade higher than C-.
- Demonstrating “Intermediate-High” proficiency on the ACTFL Oral Proficiency Interview (OPI), which is administered by Language Testing International (LTI).
International Field Experience

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 by the department in which the student expects to receive her or his undergraduate degree.

Approval must also be given by the Academic Director of the country in which the field experience will take place (or appointee). 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

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.
College of Arts & Sciences

Behavioral and Social Sciences

Majors and Degrees Offered
Cultural Anthropology (BA)
Psychology (BA)
Sociology (BA)

Minors Offered
Cultural Anthropology
Psychology
Sociology

Departmental Philosophy and Mission
The Department of Behavioral and Social Sciences includes the disciplines of cultural anthropology, psychology, and sociology. Students can choose from the following majors: cultural anthropology, psychology, and sociology. Minors also can be declared in cultural anthropology, psychology, and sociology.

Throughout history, human groups have employed a variety of methods to deal with the complexities of social life, social order, and social change. Study within the department provides students with the abilities to examine, interpret, and evaluate the diversity of human experience and stresses an understanding of the issues facing members of the “global village.” Courses are designed to contribute to a general liberal arts education as well as to prepare students for meeting their goals in careers and/or graduate training programs.

The faculty assist students in:
• developing analytical skills;
• integrating theoretical knowledge with practical experience; and
• building competencies for specific career objectives or specific areas of interest.
• The faculty present a variety of theoretical models and analytical frameworks to assist students in this process.

Special Study Opportunities
Students may choose predominantly traditional coursework or a combination of traditional courses and activities, such as supervised practica, independent studies, and supervised reading courses. Other options include independent investigation of specific practical or theoretical issues or study at Webster University’s international campuses.

The faculty believe these experiences play an important role in the educational development of the individual and lend credence to the philosophy of the department.

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. This has been necessitated by the remarkable diversity of activities for which students are preparing themselves. 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.

Cultural Anthropology (BA)

Program Description
Courses in cultural anthropology (ANTH) are designed to help students develop a cross-cultural understanding of the human experience and the analytical skills necessary for critically evaluating the diversity of human belief systems and practices.

Learning Outcomes
Upon completion of the program, students will be able to:
• 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 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.

Special Requirements
• A minimum of 42 credit hours must be selected from within anthropology. Within the required 42 hours, 21 hours must be at the 3000 level and above with at least 9 hours at the 4000 level.
• In addition to the cultural anthropology requirements, a minimum of six hours in a non-native language (expertise demonstrated by course work or testing) are required for the major. Courses towards the International Language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language. 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 (e.g., TOEFL).
• No more than 6 credit hours obtained in practica, independent learning experiences, reading courses, and assessment of prior learning may be applied toward the 42 credit hours required for a major.
• Transfer students can apply up to 15 credit hours of approved ANTH course work from other universities towards the ANTH major. Students may transfer in 6 credit hours of approved foreign language course work to meet the International Language requirement for anthropology.
• Courses completed with a grade below a C- do not count toward fulfilling the specific course requirements of the major.

Degree Requirements
42 required credit hours
6 international language requirement credit hours
27 general education credit hours
53 elective credit hours

Required Courses
Within the 42 credit hours students are required to complete the following courses:
ANTH 1100 Introduction to Cultural Anthropology 3 hours
ANTH 2500 Peoples and Cultures 6 hours
ANTH 2825 Qualitative Research Methods 3 hours
ANTH 3550 Anthropological History & Theory 3 hours
ANTH 4825 Senior Thesis 3 hours
At least ONE course must be completed from EACH of the following three content areas

34 Undergraduate Program
Behavioral and Social Sciences

Identities:
- ANTH 3130 Race and Ethnicity 3 hours
- ANTH 3730 Kinship and Family 3 hours
- ANTH 4330 Gender and Sex 3 hours

Space, Place and Globalization:
- ANTH 2760 Urban Anthropology 3 hours
- ANTH 3560 Indigenous Peoples, Culture & Globalization 3 hours
- ANTH 4260 Nationalism and Transnationalism 3 hours

Cultural and Social Bodies:
- ANTH 2690 Food and Culture 3 hours
- ANTH 2890 Culture and Disease 3 hours
- ANTH 3490 Environmental Anthropology 3 hours

Anthropology Electives 15 hours

Recommended Courses:
- PSYC/SOCI 2750 Introduction to Measurement and Statistics 3 hours
- PSYC/SOCI 2825 Introduction to Research and Methods 3 hours
- SOCI 3550 Social Theory 3 hours

Minor in Cultural Anthropology

Minor Requirements
18 hours of ANTH courses

• All courses for a minor must be completed at Webster University. Consequently, students who transfer in Introduction to Cultural Anthropology must take an additional 3 credit hour ANTH elective at Webster University.
• Courses completed with a grade below a C- do not count toward fulfilling the requirements for a minor in cultural anthropology.
• Courses used to fulfill a major may not be used to fulfill a requirement for a minor.

Required Courses
- ANTH 1100 Introduction to Cultural Anthropology 3 hours
- ANTH 2500 Peoples and Cultures 3 hours
- One course from two of the three ANTH major content areas 6 hours
- Anthropology Electives 6 hours

Psychology (BA)

Program Description
Courses in psychology (PSYC) are designed to provide the student with an understanding of the complexity and diversity of human behavior and the context for understanding the behavior of the individual.

Learning Outcomes
The American Psychological Association (APA) has established 10 learning goals and related learning outcomes for the psychology major. These APA approved learning goals are broadly divided into two main categories, which are as follows:
1. Students will develop knowledge, skills, and values consistent with the science and application of psychology. Upon completion of the program, students should
   • Be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
   • Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
   • Show respect for and use of critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
   • Understand and apply psychological principles to personal, social, and organizational issues.
   • Be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

2. Students will demonstrate knowledge, skills, and values consistent with liberal arts education that are further developed in psychology. Upon completion of the program, students should:
   • Be able to demonstrate information competence and the ability to use computers and other technology for many purposes.
   • Be able to communicate effectively in a variety of formats.
   • Recognize, understand, and respect the complexity of sociocultural and international diversity.
   • Have developed insight into their own and others’ behavior and mental processes and be able to apply effective strategies for self-management and self-improvement.
   • Have realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Special Requirements
• A minimum of 46 credit hours must be selected from within psychology. Within the required 46 hours, 24 hours must be at the 3000 level and above with at least 9 hours at the 4000 level.
• In addition to the psychology requirements, a minimum of three hours in a non-native language (expertise demonstrated by course work or testing) are required for the major. Courses used towards the International Language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language. 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 (e.g., TOEFL).
• No more than 6 credit hours obtained in practica, independent learning experiences, reading courses, and assessment of prior learning may be applied toward the 46 credit hours required for a major.
• Transfer students can apply up to 15 credit hours of approved PSYC course work from other universities towards the PSYC major. Students may transfer in 3 credit hours of approved foreign language course work to meet the International Language requirement for psychology.
• Courses completed with a grade below a C- do not count toward fulfilling the specific course requirements of the major.

Degree Requirements
46 required credit hours
- 3 international language requirement credit hours
- 27 general education credit hours
- 52 elective credit hours
Behavioral and Social Sciences

Within the 46 credit hours students are required to complete the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 1100 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1800 Careers in Psychology</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 2750 Introduction to Measurement and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2825 Introduction to Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3550 History, Philosophy, and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 4900 Senior Overview OR</td>
<td>3</td>
</tr>
</tbody>
</table>

At least ONE course must be completed from EACH of the following five content areas:

**Biological and Evolutionary Perspectives**
- PSYC 4300 Health Psychology: 3 hours
- PSYC 4400 Human Sexuality: 3 hours
- PSYC 4550 Drug and Chemical Dependency: 3 hours
- PSYC 4650 Physiological Psychology: 3 hours

**Clinical and Counseling Perspectives**
- PSYC 3125 Abnormal Psychology: 3 hours
- PSYC 3775 Personality Theory: 3 hours
- PSYC 4225 Introduction to Clinical Psychology: 3 hours
- PSYC 4250 Introduction to Counseling: 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 3725 Psychology of Judgment and Decision Making: 3 hours
- PSYC 3850 Sensation and Perception: 3 hours

**Social and Cross-Cultural Perspectives**
- PSYC 3575 Industrial/Organizational Psychology: 3 hours
- PSYC 3600 Social Psychology: 3 hours
- PSYC 3475 International Psychology: 3 hours

**Psychology Electives**: 15 hours

Minor in Psychology

**Minor Requirements**
18 hours of PSYC courses
- All courses for a minor must be completed at Webster University.
- Consequently, students who transfer in Introduction to Psychology must take an additional 3 credit hour PSYC elective at Webster University.
- Courses completed with a grade below a C- do not count toward fulfilling the requirements for a minor in psychology.
- Courses used to fulfill a major may not be used to fulfill a requirement for a minor.

**Required Courses**
- PSYC 1100 Introduction to Psychology: 3 hours
- One course from three of the five PSYC major content areas: 9 hours
- Psychology Electives: 6 hours

Sociology (BA)

**Program Description**
Courses in sociology (SOCI) teach students to develop a "sociological imagination," providing students with the tools to systematically study society, social change, and social stability; to understand the structures and patterns that shape social interaction between individuals, groups, and nations; to recognize the ways individual choices are influenced by larger social structures; to critically interpret social patterns from multiple perspectives; and to understand human diversity and cultural variation locally and globally.

**Learning Outcomes**
Upon completion of the program, students will be able to:
- Describe the major concepts, theoretical perspectives, empirical findings, and historical trends in sociology.
- Analyze and apply research methods in sociology, including research design, data analysis, and interpretation.
- Implement the use of critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to examine problems related to sociology.
- Evaluate the diversity within and across countries.
- Assess, explain, and predict the effect of structural factors on personal, social, and organizational issues.

**Special Requirements**
- A minimum of 43 credit hours must be selected from within sociology. Within the required 43 hours, 21 hours must be at the 3000 level and above with at least 9 hours at the 4000 level.
- In addition to the sociology requirements, a minimum of three hours in a non-native language (expertise demonstrated by course work or testing) are required for the major. Courses used towards the International Language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language. 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 (e.g., TOEFL).
- No more than 6 credit hours obtained in 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 SOCI course work from other universities towards the SOCI major. Students may transfer in 3 credit hours of approved foreign language course work to meet the International Language requirement for sociology.
- Courses completed with a grade below a C- do not count toward fulfilling the specific course requirements of the major.

**Degree Requirements**
43 required credit hours
- 3 international language requirement credit hours
- 27 general education credit hours
- 55 elective credit hours

Within the 43 credit hours students are required to complete the following courses:
- SOCI 1100 Introduction to Sociology: 3 hours
- SOCI 1800 Careers in Sociology: 1 hour
- SOCI 2750 Introduction to Measurement and Statistics: 3 hours
- SOCI 2825 Introduction to Research Methods: 3 hours
- SOCI 3550 Sociological Theory: 3 hours
- SOCI 4900 Senior Overview OR SOCI 4825 Senior Thesis: 3 hours
### Behavioral and Social Sciences

At least ONE course must be completed from EACH of the following five content areas

<table>
<thead>
<tr>
<th>Social Interaction and Change</th>
<th>3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 2175 Social Movements</td>
<td></td>
</tr>
<tr>
<td>SOCI 3175 Social Psychology</td>
<td></td>
</tr>
<tr>
<td>SOCI 4175 Globalization and Social Change</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Institutions</th>
<th>3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 2275 Social Institutions</td>
<td></td>
</tr>
<tr>
<td>SOCI 3275 Work and Occupations</td>
<td></td>
</tr>
<tr>
<td>SOCI 4275 Sociology of Mass Communications</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Crime, Deviance, and Social Control</th>
<th>3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 2375 Social Problems</td>
<td></td>
</tr>
<tr>
<td>SOCI 3375 Deviance and Social Control</td>
<td></td>
</tr>
<tr>
<td>SOCI 4375 Criminology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inequality</th>
<th>3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 2475 Sex and Gender</td>
<td></td>
</tr>
<tr>
<td>SOCI 3475 Race and Ethnicity</td>
<td></td>
</tr>
<tr>
<td>SOCI 4475 Class, Status, and Power</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demography and Community</th>
<th>3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 2575 Cities and Suburbs</td>
<td></td>
</tr>
<tr>
<td>SOCI 3575 Human Ecology</td>
<td></td>
</tr>
<tr>
<td>SOCI 4575 Social Demography</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sociology Electives</th>
<th>12 hours</th>
</tr>
</thead>
</table>

### Minor in Sociology

**Minor Requirements**

18 hours of SOCI courses

- All courses for a minor must be completed at Webster University. Consequently, students who transfer in Introduction to Sociology must take an additional 3 credit hour SOCI elective at Webster University. Courses completed with a grade below a C- do not count toward fulfilling the requirements for a minor in sociology.
- Courses used to fulfill a major may not be used to fulfill a requirement for a minor.

**Required Courses**

- SOCI 1100 Introduction to Sociology 3 hours
- One course from three of the five SOCI major content areas 9 hours

**Sociology Electives** 6 hours
Biological Arts & Sciences

Departmental Mission Statement
Our mission is to provide 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 scientist, educators, professional, and global citizens. The department currently offers three baccalaureate programs (BA, BS, and BS emphasizing biotechnology) and three minor programs (biology, chemistry, 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.

In addition, 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.

Majors and Degrees Offered
Biology (BA)
Biology (BS)
Biology (BS) with an Emphasis in Biotechnology

Minors Offered
Biology
Chemistry
General Science

Certificates
Certification in Secondary Education

Special Requirements
Science courses taken more than 10 years ago may not count as the prerequisite for certain advanced courses.

Students in Pre-Professional Programs such as Pre-Med, Pre-Vet, Pre-Dental, Pre-Athletic Trainer should take Human Anatomy & Physiology, BIOL 3010, 2011 and BIOL 3020, 3021.

Transfer students must complete a minimum of 18 credit hours at Webster University within the Biological Sciences Department. This must include BIOL 4400 and BIOL 4430 and 12 credit hours of 3000-4000 level courses in biology or chemistry.

No more than 6 credit hours of independent study and/or reading 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.

Biology (BA)

Program Description
The bachelor of arts (BA) degree in biology is designed to provide a liberal education with a focus on cellular and biochemical functions of living organisms. The BA degree in biology generally leads to careers in education, science education or nursing.

Learning Outcomes
Students who complete the BA in biology will be able to:

1. Explain and apply biological, chemical, and physical principles as they relate to the living world:
   - Analyze relationships between structure and function in molecules, cells, and organisms
   - Explain processes underlying evolutionary diversity and their impact on population dynamics
   - Describe storage and transmission of genetic information in bacteria, plants, and animals
   - Discuss interactions between various organisms and their local environments
   - Communicate the core principles of biology, chemistry, and physics in writings and in presentations

2. Demonstrate the ability to do independent research and communicate scientific information:
   - Use computers as a tool for doing research, gathering information, and presenting results
   - Apply the scientific method to design and interpret laboratory experiments
   - Design and implement proper control experiments for scientific analysis
   - Demonstrate proficiency in using standard laboratory techniques and procedures
   - Research and synthesize information taken from multiple sources in the scientific literature
   - Develop an independent research project and present the results in oral and written form

3. Appreciate the ethical ramifications of scientific research and technology:
   - Maintain a high level of honesty and integrity in all scientific work
   - Accurately report the original data, methods, and results for the experiments done
   - Give proper credit and references when using the work of other researchers

4. Apply their skills and knowledge of the living world to grow as a global citizen:
   - Pursue gainful employment as a scientist or educator making positive contributions to society

Degree Requirements
57 required credit hours
27 general education credit hours
44 elective credit hours

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1550, 1551 Essentials of Biology I</td>
<td>5 hours</td>
</tr>
<tr>
<td>BIOL 1560, 1561 Essentials of Biology II</td>
<td>5 hours</td>
</tr>
<tr>
<td>BIOL 3050, 3051 Genetics</td>
<td>4 hours</td>
</tr>
<tr>
<td>BIOL 3080, 3081 Cell Biology</td>
<td>4 hours</td>
</tr>
<tr>
<td>BIOL 3200, 3201 Ecology</td>
<td>4 hours</td>
</tr>
<tr>
<td>BIOL 4400 Research Methods</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIOL 4430 Senior Thesis</td>
<td>4 hours</td>
</tr>
</tbody>
</table>
1. Explain and apply biological, chemical, and physical principles as they relate to the living world:
   • Quantify the flow of matter and energy in plants and animals.
   • Explain processes underlying evolutionary diversity and their impact on population dynamics.
   • Describe storage and transmission of genetic information in bacteria, plants, and animals.
   • Discuss interactions between various organisms and their local environments.
   • Communicate the core principles of biology, chemistry, and physics in writings and in presentations.

2. Demonstrate the ability to do independent research and communicate scientific information:
   • Use computers as a tool for doing research, gathering information, and presenting results.
   • Apply the scientific method to design and interpret laboratory experiments.
   • Design and implement proper control experiments for scientific analysis.
   • Demonstrate proficiency in using standard laboratory techniques and procedures.
   • Research and synthesize information taken from multiple sources in the scientific literature.
   • Develop an independent research project and present the results in oral and written form.

3. Appreciate the ethical ramifications of scientific research and technology:
   • Maintain a high level of honesty and integrity in all scientific work.
   • Accurately report the original data, methods, and results for the experiments done.
   • Give proper credit and references when using the work of other researchers.

4. Apply their skills and knowledge of the living world to grow as a global citizen:
   • Pursue gainful employment as a scientist or educator making positive contributions to society.
   • Seek admission to professional and graduate programs to further our scientific understanding.

**Degree Requirements**
83 required credit hours
27 general education credit hours
18 elective credit hours

**Required Courses**
- BIOL 1550, 1551 Essentials of Biology I: 5 hours
- BIOL 1560, 1561 Essentials of Biology II: 5 hours
- BIOL 3050, 3051 Genetics: 4 hours
- BIOL 3080, 3081 Cell Biology: 4 hours
- BIOL 3081 Cell Biology Lab: 1 hour
- BIOL 3200, 3201 Ecology: 4 hours
- BIOL 4400 Research Methods: 3 hours
- BIOL 4430 Senior Thesis: 4 hours
- CHEM 1100, 1101 General Chemistry I: 4 hours
- CHEM 1110, 1111 General Chemistry II: 4 hours
- CHEM 2100, 2101 Organic Chemistry I: 4 hours
- CHEM 2110, 2111 Organic Chemistry II: 4 hours
- CHEM 3100, 3101 Biochemistry I: 4 hours
- CHEM 3110 Biochemistry II: 3 hours
- MATH 1610 Calculus*: 5 hours
- MATH 3200 Statistics* OR PSYC 2750 Introduction to Measurement and Statistics: 3 hours
- PHYS 2030, 2031 University Physics I: 5 hours
- PHYS 2040, 2041 University Physics II: 5 hours

Twelve credit hours of biology or chemistry at the 3000-4000 level are required to take this course.

*Students who do not have a second major or a minor in mathematics are required to take this course.

### Biology (BS)

**Program Description**
The bachelor of science (BS) degree in biology is designed for students whose goals require stronger math and science courses. The BS degree in biology generally leads to advanced graduate studies in biological research, medicine, veterinary medicine, and dentistry. Students with a BS degree in biology are also competitive in finding jobs in research, gathering information, and presenting results.

**Learning Outcomes**
Students who complete the BS in biology will be able to:

1. Explain and apply biological, chemical, and physical principles as they relate to the living world:
   - Quantify the flow of matter and energy in plants and animals.
   - Explain processes underlying evolutionary diversity and their impact on population dynamics.
   - Describe storage and transmission of genetic information in bacteria, plants, and animals.
   - Discuss interactions between various organisms and their local environments.
   - Communicate the core principles of biology, chemistry, and physics in writings and in presentations.

2. Demonstrate the ability to do independent research and communicate scientific information:
   - Use computers as a tool for doing research, gathering information, and presenting results.
   - Apply the scientific method to design and interpret laboratory experiments.
   - Design and implement proper control experiments for scientific analysis.
   - Demonstrate proficiency in using standard laboratory techniques and procedures.
   - Research and synthesize information taken from multiple sources in the scientific literature.
   - Develop an independent research project and present the results in oral and written form.

3. Appreciate the ethical ramifications of scientific research and technology:
   - Maintain a high level of honesty and integrity in all scientific work.
   - Accurately report the original data, methods, and results for the experiments done.
   - Give proper credit and references when using the work of other researchers.

4. Apply their skills and knowledge of the living world to grow as a global citizen:
   - Pursue gainful employment as a scientist or educator making positive contributions to society.
   - Seek admission to professional and graduate programs to further our scientific understanding.

**Degree Requirements**
83 required credit hours
27 general education credit hours
18 elective credit hours

**Required Courses**
- BIOL 1550, 1551 Essentials of Biology I: 5 hours
- BIOL 1560, 1561 Essentials of Biology II: 5 hours
- BIOL 3050, 3051 Genetics: 4 hours
- BIOL 3080, 3081 Cell Biology: 4 hours
- BIOL 3081 Cell Biology Lab: 1 hour
- BIOL 3200, 3201 Ecology: 4 hours
- BIOL 4400 Research Methods: 3 hours
- BIOL 4430 Senior Thesis: 4 hours
- CHEM 1100, 1101 General Chemistry I: 4 hours
- CHEM 1110, 1111 General Chemistry II: 4 hours
- CHEM 2100, 2101 Organic Chemistry I: 4 hours
- CHEM 2110, 2111 Organic Chemistry II: 4 hours
- CHEM 3100, 3101 Biochemistry I: 4 hours
- CHEM 3110 Biochemistry II: 3 hours
- MATH 1610 Calculus*: 5 hours
- MATH 3200 Statistics* OR PSYC 2750 Introduction to Measurement and Statistics: 3 hours
- PHYS 2030, 2031 University Physics I: 5 hours
- PHYS 2040, 2041 University Physics II: 5 hours

Twelve credit hours of biology or chemistry at the 3000-4000 level are required to take this course.

*Students who do not have a second major or a minor in mathematics are required to take this course.
Biological Sciences

Sample schedule for required courses for BS

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>BIOL 1550, 1551</td>
<td>BIOL 1560, 1561</td>
</tr>
<tr>
<td></td>
<td>CHEM 1100, 1101</td>
<td>CHEM 1110, 1111</td>
</tr>
<tr>
<td></td>
<td>MATH 1610</td>
<td>Electives</td>
</tr>
<tr>
<td></td>
<td>Freshman Seminar</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>BIOL 3200, 3201</td>
<td>BIOL 3050, 3051</td>
</tr>
<tr>
<td></td>
<td>CHEM 2100, 2101</td>
<td>CHEM 2110, 2111</td>
</tr>
<tr>
<td></td>
<td>PHYS 2030, 2031</td>
<td>PHYS 2040, 2041</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>MATH 3200 or Electives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHYS 2040, 2041</td>
</tr>
<tr>
<td>Junior</td>
<td>BIOL 3080, 3081</td>
<td>BIOL Elective</td>
</tr>
<tr>
<td></td>
<td>CHEM 3100, 3101</td>
<td>CHEM 3110</td>
</tr>
<tr>
<td></td>
<td>BIOL Elective</td>
<td>Electives</td>
</tr>
<tr>
<td>Senior</td>
<td>BIOL 4400</td>
<td>BIOL 4430</td>
</tr>
<tr>
<td></td>
<td>BIOL Elective</td>
<td>Electives</td>
</tr>
</tbody>
</table>

Biology with an emphasis in Biotechnology (BS)

Program Description
The bachelor of science (BS) degree with an emphasis in biotechnology is designed for students interested in biotechnology. The BS degree in biology with an emphasis in biotechnology generally leads to advanced graduate studies or careers in government and science-related business and industry.

Learning Outcomes
Students who complete the BS in biology with an emphasis in biotechnology will be able to:

1. Explain and apply biological, chemical, and physical principles as they relate to the living world:
   - Quantify the flow of matter and energy in plants and animals.
   - Analyze relationships between structure and function in molecules, cells, and organisms.
   - Explain processes underlying evolutionary diversity and their impact on population dynamics.
   - Describe storage and transmission of genetic information in bacteria, plants, and animals.
   - Discuss interactions between various organisms and their local environments.
   - Communicate the core principles of biology, chemistry, and physics in writings and in presentations.

2. Demonstrate the ability to do independent research and communicate scientific information:
   - Use computers as a tool for doing research, gathering information, and presenting results.
   - Apply the scientific method to design and interpret laboratory experiments.
   - Design and implement proper control experiments for scientific analysis.
   - Demonstrate proficiency in using standard laboratory techniques and procedures.
   - Research and synthesize information taken from multiple sources in the scientific literature.
   - Develop an independent research project and present the results in oral and written form.

3. Appreciate the ethical ramifications of scientific research and technology:
   - Honesty—Maintain a high level of honesty and integrity in all scientific work; accurately report the original data, methods, and results for the experiments done; give proper credit and references when using the work of other researchers.
   - Care for model organisms—Show proper respect and care for all organisms used in scientific research; do not perform unnecessary or poorly designed experiments.
   - Protection of human subjects—Respect human dignity, privacy, and autonomy; design experiments to maximize benefits and minimize risks; take special precautions to protect vulnerable populations; distribute the benefits and burdens of research as fairly as possible.

4. Apply their skills and knowledge of the living world to grow as a global citizen:
   - Pursue gainful employment as a scientist or educator making positive contributions to society.
   - Seek admission to professional and graduate programs to further our scientific understanding.

Degree Requirements
93 required credit hours
27 general education credit hours
8 elective credit hours

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1550, 1551 Essentials of Biology I</td>
<td>5 hours</td>
</tr>
<tr>
<td>BIOL 1560, 1561 Essentials of Biology II</td>
<td>5 hours</td>
</tr>
<tr>
<td>BIOL 3050, 3051 Genetics</td>
<td>4 hours</td>
</tr>
<tr>
<td>BIOL 3080, 3081 Cell Biology</td>
<td>4 hours</td>
</tr>
<tr>
<td>BIOL 3120, 3121 Microbiology</td>
<td>4 hours</td>
</tr>
<tr>
<td>BIOL 3200, 3201 Ecology</td>
<td>4 hours</td>
</tr>
<tr>
<td>BIOL 3600 Topics: Cell Culture</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIOL 4000 Methods in Molecular Biology</td>
<td>4 hours</td>
</tr>
<tr>
<td>BIOL 4050 Gene Expression</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIOL 4300 Immunology</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIOL 4400 Research Methods</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIOL 4430 Senior Thesis</td>
<td>4 hours</td>
</tr>
<tr>
<td>BIOL 4500 Virology</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHEM 1100, 1101 General Chemistry I</td>
<td>4 hours</td>
</tr>
<tr>
<td>CHEM 1110, 1111 General Chemistry II</td>
<td>4 hours</td>
</tr>
<tr>
<td>CHEM 2100, 2101 Organic Chemistry I</td>
<td>4 hours</td>
</tr>
<tr>
<td>CHEM 2110, 2111 Organic Chemistry II</td>
<td>4 hours</td>
</tr>
<tr>
<td>CHEM 3100, 3101 Biochemistry I</td>
<td>4 hours</td>
</tr>
<tr>
<td>CHEM 3110 Biochemistry II</td>
<td>3 hours</td>
</tr>
<tr>
<td>MATH 1610 Calculus*</td>
<td>5 hours</td>
</tr>
<tr>
<td>MATH 3200 Statistics* OR</td>
<td></td>
</tr>
<tr>
<td>PSYC 2750 Introduction to Measurement and Statistics</td>
<td>3 hours</td>
</tr>
<tr>
<td>PHIL 2340 Ethics, Health Care, and Technology</td>
<td>3 hours</td>
</tr>
<tr>
<td>PHYS 2030, 2031 University Physics I</td>
<td>5 hours</td>
</tr>
<tr>
<td>PHYS 2040, 2041 University Physics II</td>
<td>5 hours</td>
</tr>
</tbody>
</table>

*Students who do not have a second major or a minor in mathematics are required to take this course.
### Sample schedule for required courses for BS with an emphasis in biotechnology:

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td>BIOL 1550, 1551 CHEM 1100, 1101 MATH 1610</td>
<td>BIOL 1560, 1561 CHEM 1110, 1111 Gen Ed Electives</td>
</tr>
<tr>
<td></td>
<td>Freshman Seminar</td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>BIOL 3200, 3201 CHEM 2100, 2101 PHYS 2030, 2031 PHIL 2340</td>
<td>BIOL 3050, 3051 CHEM 2110, 2111 PHYS 2040, 2041 MATH 3200 or PSYC 2750</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>BIOL 3080, 3081 CHEM 3100, 3101 BIOL 3120, 3121 Electives</td>
<td>BIOL 3600 CHEM 3110 BIOL 4300 Electives</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>BIOL 4400 BIOL 4000 BIOL 4050 Electives</td>
<td>BIOL 4430 BIOL 4500 Electives</td>
</tr>
</tbody>
</table>

### Certification in Secondary Education

The Missouri requirements for secondary certification in biology may be met by completion of the following courses:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History/Philosophy of Science and Technology</td>
<td>3 hours</td>
</tr>
<tr>
<td>Biology (including zoology and botany with labs)</td>
<td>8 hours</td>
</tr>
<tr>
<td>Chemistry (with labs)</td>
<td>8 hours</td>
</tr>
<tr>
<td>Physics (with labs)</td>
<td>8 hours</td>
</tr>
<tr>
<td>Earth Science (including geology and meteorology)</td>
<td>8 hours</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

Plus a minimum of 20 additional credit hours in biology, including:

- Zoology          | Genetics
- Microbiology     | Ecology
- Botany           | Cell/Biochemistry
- Anatomy and Physiology  | Evolution

Students interested in seeking teacher certification should contact the Office of Teacher Certification for applications and copies of current admission requirements.

### Minors

#### General Requirements

- All courses for a minor must be completed at Webster University.
- Courses completed with a grade below a C- do not count toward fulfilling the requirement for a minor.
- Courses used to fulfill a major may not be used to fulfill a requirement for a minor.

#### Minor in Biology

**Requirements**

18 credit hours of BIOL courses

#### Minor in Chemistry

**Requirements**

18 credit hours of CHEM courses

#### Minor in General Science

**Requirements**

18 credit hours of BIOL, CHEM, or SCIN courses
College of Arts & Sciences

English

Departmental Mission Statement
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.

The student with a major in English selects an emphasis in creative writing; drama; or literature, society, and politics. All courses listed in the catalog are offered on a regular basis, though some upper-division courses are taught only in two-year rotation.

The department also prepares teachers. 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.

Website: www.webster.edu/depts/artsci/english/

Majors and Degrees Offered
English (BA) with emphases in Creative Writing; Drama; and Literature, Society, and Politics

Minors Offered
English
Professional Writing
Drama Studies

A minor requires a minimum of 18 credit hours of formal coursework from the University curriculum completed at Webster University. Courses used to fulfill a major may not also be used to fulfill a requirement for a minor. Only ENGL classes may count toward the minor in English.

Certificate Offered
Professional Writing

Special Study Opportunities
Internships: English majors can perform writing internships with businesses, nonprofit organizations, and government agencies. These internships can earn course credit if taken as part of WRIT 3000 Professional Writing Practicum.

Departmental Honors in English: With the English Department’s approval, an English major may earn recognition as an outstanding student in the department by completing the additional requirements below.

To earn departmental honors, an English major must:
- Complete at least 45 credit hours in residence at Webster University.
- Maintain a G.P.A. of 3.5 in English coursework completed at Webster University.
- Complete at least 15 credit hours in English courses offered at the 3000 and 4000 levels.
- Complete at least two semesters 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 a third semester of foreign language; complete an approved course in literature in translation; complete an approved course in world literature; or participate in study abroad.
- Through consultation with an English Department advisor, secure the approval of the department to proceed with the Honors Thesis.
- Complete ENGL 4900 Thesis Workshop by writing a thesis that meets departmental standards for exceptional work. Students who complete ENGL 4900 will earn 1 credit hour, for a total of 43 credit hours.
  a. Creative writing emphasis: original creative work by the student.
  b. Literature, society, and politics emphasis: an original scholarly essay.
  c. Drama: an original scholarly essay on dramatic literature or an original play.

Admission
Applicants for a major in English are required to submit a photocopy of one graded literary analysis essay, including the instructor’s comments and grade, written for a previous English class. Students applying for English with an emphasis in Creative Writing must also submit one short story, play (or portion thereof), nonfiction essay, or three poems.

Learning Objectives and Intended Outcomes
Upon completion of the program, students should be able to:
Read critically, think critically, and write critically.
Have read widely while in the department. They will have a foundation in the canonical works of literature, as well as newer works that challenge or expand the canon. Students are expected to read widely both in and outside their areas of emphasis.
Have an understanding of and appreciation for the various periods, genres, and styles of literature. They should be able to see and appreciate the thematic links and influences between works within and across genres. They are encouraged to attend live theatre performances and to review film critically.
Have an appreciation for the role of literature and the arts in society and culture. They should appreciate the key role the written word plays in human expression and the search for meaning.
Have developed an awareness of historical context and the particular perspective of the work as it speaks from inside or outside the mainstream culture.
Have acquired the skills to perform close readings/connections of complex literary texts. They will learn the specific language, beyond jargon, to articulate clearly aesthetic concerns and insights and will pursue a facility and appreciation for the use of research to explore diverse critical responses to literature.
Have become accomplished writers of analytical papers. They will be able to provide evidence from the text to support arguments. They should have a strong competency in the use and conventions of the MLA (Modern Language Association) citation style.

Degree Requirements
42 required credit hours
3 international language credit hours
27 general education credit hours
56 elective credit hours
- Each English major must earn a grade of at least C- in ENGL 2020 and ENGL 2030 Major British Writers I and II and ENGL 2050 and ENGL 2070 Major U.S. Writers I and II.
- Each student must complete at least 12 credit hours of courses for the major at the 3000 or 4000 level.
- No more than two courses, not to exceed a maximum of 6 credit hours, completed with a grade of D may count toward fulfilling the specific course requirements of the major.
• At least 21 credit hours within the major must be completed at Webster University. Of the 24 credit hours required in any one emphasis, 12 must be taken 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 towards 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. 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.

Required Courses for the English Major
ENGL 2020 Major British Writers I 3 hours
ENGL 2030 Major British Writers II 3 hours
ENGL 2050 Major U.S. Writers I 3 hours
ENGL 2070 Major U.S. Writers II 3 hours

Twenty-four hours from the list or lists specific to the student’s emphasis (see below).
Six elective hours from the emphasis list or other English courses.
ENGL 4600 Portfolio Review (in the final semester of study) 0 hours

Required Courses for Emphasis in Creative Writing
ENGL 2020 Major British Writers I 3 hours
ENGL 2030 Major British Writers II 3 hours
ENGL 2050 Major U.S. Writers I 3 hours
ENGL 2070 Major U.S. Writers II 3 hours
ENGL 2170 Creative Writing: Fiction 3 hours
ENGL 2180 Creative Writing: Nonfiction 3 hours
ENGL 3030 Topics in Poetry 3 hours
ENGL 3040 Topics in Fiction 3 hours
ENGL 3050 Topics in Drama 3 hours
ENGL 2190 Creative Writing: Translation 3 hours
ENGL 3160 Advanced Creative Writing 2-4 hours
ENGL 3450 Reading and Writing Autobiography 3 hours
ENGL 4400 Advanced Writing Workshop 3 hours

An additional 6 credit hours of ENGL electives.
Note: Students with an emphasis in creative writing must successfully complete at least one section of ENGL 4400.

ENGL 4600 Portfolio Review (in the final semester of study) 0 hours

Required Courses for Emphasis in Drama
ENGL 2020 Major British Writers I 3 hours
ENGL 2030 Major British Writers II 3 hours
ENGL 2050 Major U.S. Writers I 3 hours
ENGL 2070 Major U.S. Writers II 3 hours
ENGL 2170 Creative Writing: Fiction 3 hours
ENGL 2180 Creative Writing: Nonfiction 3 hours
ENGL 3040 Topics in Fiction 3 hours
ENGL 3050 Topics in Drama 3 hours
ENGL 2190 Creative Writing: Translation 3 hours
ENGL 3160 Advanced Creative Writing 2-4 hours
ENGL 3450 Reading and Writing Autobiography 3 hours
ENGL 4400 Advanced Writing Workshop 3 hours

An additional 6 credit hours of ENGL electives.
Note: Students with an emphasis in creative writing must successfully complete at least one section of ENGL 4400.

ENGL 4600 Portfolio Review (in the final semester of study) 0 hours

Program Description
The primary focus of the program is on learning the art of reading as a writer: opening up influences, gathering strategies, widening the range of what's possible in a student's own writing. Small classes, high standards, and a congenial atmosphere combine to foster each student’s individual growth as a writer.

The attendant Visiting Writers Series brings nationally prominent writers to campus for public readings and colloquia. Each year students in the program edit and publish a literary magazine, The Green Fuse. Playwrights have the opportunity to see their own work produced in the annual spring festival of student plays, Surfacing: The Emerging Playwrights Festival.

Emphasis-Specific Learning Outcomes
Upon completion of the program, students should be able to:
Be able to read as writers: opening up influences, gathering strategies, and widening the range of what is possible in a student’s own writing.

Have discovered and established a genuine self-discipline and a regular work regimen that is viable for the individual student.
# English

## English with an emphasis in Literature, Society, and Politics (BA)

### Program Description

In this emphasis, students are expected to engage with literature not only in terms of its aesthetic dimensions, but also in terms of the ways it expresses the values, views, and dynamics of a given cultural 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.

### Required Courses for Emphasis in Literature, Society, and Politics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2020</td>
<td>Major British Writers I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2030</td>
<td>Major British Writers II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2050</td>
<td>Major U.S. Writers I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2070</td>
<td>Major U.S. Writers II</td>
<td>3</td>
</tr>
</tbody>
</table>

24 credit hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2110</td>
<td>Perspectives (if topic is drama-related)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2170</td>
<td>Creative Writing: Playwriting</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2210</td>
<td>Literature into Film (if topic is drama-related)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2250</td>
<td>Literary London</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3050</td>
<td>Topics in Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3100</td>
<td>Modern Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3130</td>
<td>Contemporary Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3190</td>
<td>Comedy and Satire</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3210</td>
<td>Tragic Themes</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3300</td>
<td>20th Century American Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3400</td>
<td>The Short Story</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3500</td>
<td>Contexts</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3600</td>
<td>Prize-Winning U.S. Writers</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3900</td>
<td>Myth and Classical Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4000</td>
<td>Myth and Modern Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4010</td>
<td>Art and the Artist</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4020</td>
<td>Heroic Themes</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4030</td>
<td>Literature of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4130</td>
<td>Seminar in a Single Author</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4150</td>
<td>Shakespeare I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4160</td>
<td>Shakespeare II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4170</td>
<td>Shakespeare I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4190</td>
<td>Historical Linguistics: History of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4200</td>
<td>Contemporary Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4500</td>
<td>Literary Criticism</td>
<td>3</td>
</tr>
</tbody>
</table>

An additional 6 credit hours of ENGL electives.

ENGL 4600 Portfolio Review
(in the final semester of study) 0 hours

## Minor in Professional Writing

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.

### Requirements for the Minor

To complete a minor in professional writing, students must take 18 credit hours from the list below. Students should consult with the professional writing program advisor in order to tailor the program to their specific interests.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVT 2910</td>
<td>Writing for Advertising</td>
<td>3</td>
</tr>
<tr>
<td>ANSO 2030</td>
<td>Culture and Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2150</td>
<td>Creative Writing: Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2160</td>
<td>Creative Writing: Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2170</td>
<td>Creative Writing: Playwriting</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2180</td>
<td>Creative Writing: Nonfiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3450</td>
<td>Reading and Writing Autobiography</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4200</td>
<td>Contemporary Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 1030</td>
<td>Fundamentals of Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 2140</td>
<td>Advanced Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 2170</td>
<td>Copyreading/News Editing</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 3130</td>
<td>Feature Writing</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 3150</td>
<td>Topics in Modern Media (Film Criticism, Editorial Writing, Zines and the Art of Self Publishing, Entertainment Journalism, and others upon approval of English Dept.)</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 4170</td>
<td>Investigative Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 4380</td>
<td>Magazine Journalism</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 1050</td>
<td>Introduction to Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>SPCM 3600</td>
<td>Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>PBRL 2920</td>
<td>Writing for Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>SCPT 2900</td>
<td>Scriptwriting</td>
<td>3</td>
</tr>
<tr>
<td>SCPT 3500</td>
<td>Writing Screenplays for Film</td>
<td>3</td>
</tr>
<tr>
<td>SCPT 4400</td>
<td>Television Scriptwriting</td>
<td>3</td>
</tr>
<tr>
<td>SCPT 4500</td>
<td>Advanced Scriptwriting</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 2072</td>
<td>Writing for Change</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 2090</td>
<td>Writing in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 3000</td>
<td>Professional Writing Practicum</td>
<td>1-3</td>
</tr>
<tr>
<td>WRIT 3100</td>
<td>Report and Proposal Writing</td>
<td>3</td>
</tr>
</tbody>
</table>
Certificate in Professional Writing

18 required credit hours

The certificate 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. It is designed for students who want a highly structured program that provides the broad-based research, writing, and editing skills necessary to excel in any field or profession.

The certificate program in professional writing is open both to undergraduate students at Webster and to members of the larger community, including those who already have bachelor's degrees. To receive the certificate in professional writing, students must complete 18 credit hours as specified below with a grade of C or better in each course.

- WRIT 2400 Introduction to Professional Writing 3 hours
- WRIT 2090 Writing in the Workplace 3 hours
- WRIT 3100 Report and Proposal Writing 3 hours
- WRIT 4000 Topics in Professional Writing: Research for Professional Writing 3 hours
- WRIT 4000 Topics in Professional Writing: Editing and Stylistics 3 hours
- WRIT 4000 Topics in Professional Writing: Writing for the Web 3 hours
- WRIT 4600 Professional Writing Portfolio Review 0 hours

**Portfolio Review for Certificate in Professional Writing**

Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to graduate. Students who begin the certificate in professional writing in the 2007-08 academic year or later must submit a portfolio in order to grade.

The portfolio will be used as a means of assessing the knowledge and skills the student developed in the course of pursuing the professional writing certificate and will also help the English Department assess the quality and success of the certificate.

The portfolio will be assessed using the learning objectives for the professional writing program.

Upon completion of the program, students should be able to:
- Analyze the purpose, audience, and context of a specific writing task and use that analysis to complete the task effectively.
- Conduct a variety of research, including library research, interviews, and surveys, essential to many professional writing tasks.
- Understand and follow the conventions of specific types of documents produced in professional settings, including feasibility reports, grant proposals, and business plans.
- Plan and write collaboratively with others.
- Critique and edit their own writing rhetorical effectiveness as well as style usage.
- Understand and apply the basic principles of successful web-based communication.
- Employ principles of effective visual design.
History, Politics and International Relations

Majors and Degrees Offered
American Studies (BA)
History (BA)
International Relations (BA)
International Relations (BA) with emphasis:
  Economics (Geneva only)
  Refugee Studies (Geneva only)
Political Science (BA)
Political Science (BA) with an Emphasis in Public Law

Students are not permitted to double major in the HPIR majors listed above.

Minors Offered
History (18 credit hours in history)
International Relations (18 credit hours in international relations)
Political Science (18 credit hours in political science)

All courses for minors must be taken at Webster University. Courses completed with a grade of D+ or below do not count toward fulfilling the requirements for a minor.

Certificate Offered
Migration and Refugee Studies (Geneva only)

Pre-professional Programs
Pre-Law

Department Learning Objectives and Outcomes
Upon completion of the program, students should:
• Be able to express their insights and ideas clearly in writing and produce a research paper (at least 15 pages long) that uses multiple sources and contains proper source citations.
• Be able to read scholarly books and articles, and analyze those works critically in conversations with faculty and their peers.
• Be able to find and utilize relevant sources/resources to answer questions in their discipline.
• Be able to understand different interpretations and theoretical perspectives in their discipline, and, further, understand how differing interpretations arise and evolve in an ongoing dialogue.
• Be able to understand and comment upon the complex relationship between contemporary issues and historical events.

Special Study Opportunities
The History, Politics, and International Relations Department offers a diverse curriculum that combines tradition and innovation. The department is loyal to the concept of a traditional liberal arts education, and at the same time believes that a student's academic program should be preparation for a productive professional career. Within the department, students can pursue their studies through a combination of traditional courses, reading courses, practica, and internships.

The State Government Internship Program allows students to work closely with state legislators, usually in Jefferson City, Missouri. The international relations major can be pursued in Vienna, Austria; Geneva, Switzerland; Leiden, The Netherlands; London, United Kingdom; Hua Hin/Cha-am, Thailand; and on the St. Louis campus. Students who study exclusively at the international campuses are limited to the international relations major.

History, Politics, and International Relations students' internship placements have included the State Legislature of Missouri, KETC-TV Channel 9, United Nations Association, Latin American Solidarity Committee, Anheuser-Busch, Legal Services of Eastern Missouri, the Missouri Historical Society, and the American Civil Liberties Union.

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. While many pre-law students traditionally major in history or political science, 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.

American Studies (BA)

Learning Outcomes
Upon completion of the program, students should:
• Be familiar with American culture and institutions in the past and present.
• Be able to demonstrate knowledge of different disciplinary approaches to the study of American culture.

Special Requirements
Courses completed with a grade of D+ or below do not count toward fulfilling the specific course requirements of the major. A total of 6 credit hours of internship may be used to satisfy American studies degree requirements, with a maximum of 3 credit hours counting as upper-level coursework.

Degree Requirements
42 required credit hours
27 general education credit hours
3 international language credit hours
56 elective credit hours

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 towards the International Language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language, and may 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.

Students are required to complete 42 credit hours; 30 credit hours must be within the department, and 12 must be selected from designated courses outside the department. The 30 credit hours within the department must include INTL 1500, POLT 1060, HIST 1320 (HIST 1300 or HIST 1310 may be substituted), a course in methods, a research requirement (fulfilled by taking the seminar, senior thesis, or designated upper-level course in history or political science), senior overview, and 6 credit hours from Group A and 6 credit hours from Group B listed below. The 12 credit hours from outside the department must be selected from Group C below.

In addition to methods and the senior overview, at least 12 credit hours within the major must be upper-level coursework (3000 or above). If the student's coursework from Groups A, B, and C is not upper level, additional coursework must be completed so that the student has at least 6 credit hours of upper-level coursework from either Groups A or B and 6 credit hours of upper-level coursework from any of the Groups, A, B, or C. This should result in a total of 12 credit hours of upper-level coursework. At least 18 of the 42 credit hours must be taken at Webster University. There is a minimum distribution of coursework as well as the above requirements:
History, Politics and International Relations

Required Courses

INTL 1500 The World System since 1500 3 hours
POLT 1060 Introduction to American Politics 3 hours
HIST 1320 Twentieth-Century United States or HIST 1310 Revolutionary America 3 hours
HIST 1310 Nineteenth-Century America 3 hours
HIST 2600 The Craft of History or POLT 2600 Research Methods and Approaches in Political Science 3 hours
Senior Overview 0 hours

Group A: Students must select at least 6 credit hours from the following:

HIST 1010 Topics in History (with American subtitle) 3 hours
HIST 1150 History of Popular Culture (with American subtitle) 3 hours
HIST 1300 Revolutionary America 3 hours
HIST 1310 Nineteenth-Century America 3 hours
HIST 1320 Twentieth-Century United States 3 hours
HIST 1500 American Studies 3 hours
HIST 2000 Social History (with American subtitle) 3 hours
HIST 2060 Gender and Family (with American subtitle) 3 hours
HIST 2310 Encounters with American History 3 hours
HIST 2320 African-American History 3 hours
HIST 2340 History of American Business and Management 3 hours
HIST 2550 History of the Consumer Society 3 hours
HIST 3000 Ideas in History (with American subtitle) 3 hours
HIST 3050 Economic History (with American subtitle) 3 hours
HIST 3060 History Roundtable (with American subtitle) 3 hours
HIST 3100 Diplomatic History: U.S. 3 hours
HIST 4300 Advanced Studies in U.S. History 3 hours
HIST 4600 History Seminar (with American subtitle) 3 hours
HIST 4700 Senior Thesis 4 hours

Group B: Students must select at least 6 credit hours from the following:

POLT 2400 or LEGL 2400 Introduction to Law 3 hours
POL 1000 Topics in Politics (with American Subtitle) 3 hours
POL 1060 Introduction to American Politics 3 hours
POL 1750 State and Local Government 3 hours
POL 2050 Contemporary American Politics 3 hours
POL 2060 Politics and Gender 3 hours
POL 2070 Politics of Race and Ethnicity 3 hours
POL 2500 Interdisciplinary Approach to Politics (with American Subtitle) 3 hours
POL 3010 American Constitutional Law 3 hours
POL 3020 Civil Liberties and the Law 3 hours
POL 3310 Conduct of Foreign Policy (with U.S. focus) 3 hours
POL 3320 American National Institutions 3 hours
POL 4600 Political Science Seminar 3 hours
POLT 4700 Senior Thesis 4 hours

Group C: Students must select at least 12 credit hours from the following:

SOCI 2375 Social Problems 3 hours
ANTH 2000 Issues in Contemporary Anthropology (with American Subtitle) 1-4 hours
ANTH 2300 Culture and Communication (with American Subtitle) 3 hours
ANTH 2500 Peoples and Cultures 3 hours
SOCI 2175 Social Movements 3 hours
PSYC 3600 Social Psychology 3 hours
ANTH 3130 Race and Ethnicity 3 hours
SOCI 4475 Class, Status and Power 3 hours

ARHS 3370 Art Since 1945 3 hours
ARHS 4350 Topics in Art History Relevant topics: Abstract Expressionism or American Art 3 hours
BIOL 1310 Issues in Biology (with American Rivers subtitle only) 1-3 hours
ENGL 2040 Major U.S. Writers 3 hours
ENGL 2110 Perspectives (with American subtitle) 3 hours
ENGL 2210 Literature into Film 3 hours
ENGL 3450 Reading and Writing Autobiography 3 hours
ENGL 3500 Contexts (with American subtitle) 3 hours
FILM 1800 Film Appreciation 3 hours
FILM 3150 Topics (with American subtitle) 3 hours
FILM 3160 Topics in Film Studies (with American subtitle) 3 hours
GNST 1300/1308 Technology, Science, and Society (with American subtitle) 2-4 hours
GNST 1400 Civilization and the Arts (with American subtitle) 2-4 hours
GNST 2000/2004/2005/20006 Topics in the Liberal Arts (with American subtitle) 1-3 hours
GNST 2500 Honors Seminar (with American subtitle) 3 hours
GNST 3500 Liberal Arts Seminar (with American subtitle) 3 hours
JOUR 2360 History and Principles of American Journalism 3 hours
JOUR 2380 Free Expression and the First Amendment 3 hours
LEGAL 2080 Topics in Law (with American subtitle) 3 hours
MEDC 1010 Introduction to Mass Communications 3 hours
MEDC 2800 Cultural Diversity in the Media 3 hours
MEDC 3800 Studies in Cultural Diversity (with American subtitle) 3 hours
MEDC 4100 The Law and the Media 3 hours
MULC 1100 Introduction to Multicultural Studies 3 hours
MULC 4650 Seminar in Multicultural Studies 3 hours
MUSC 1070 Topics in Music (with American subtitle) 3 hours
MUSC 3170 Jazz History I 3 hours
MUSC 3180 Jazz History II 3 hours
MUTH 1030 History of American Musical Theatre 3 hours
PHIL 2080 Topics (with American subtitle) 3 hours
PHIL 2320 Contemporary Moral Problems 3 hours
PHIL 2540 American Philosophy 3 hours
PHIL 3370 Philosophy and Women 3 hours
PSYC 2000 Issues in Contemporary Psychology (with American subtitle) 1-4 hours
PSYC 2700 Psychology and Women 3 hours
RELG 2050 Contemporary Topics (with American subtitle) 3 hours
RELG 2100 Religion and Literature (with American subtitle) 3 hours
RELG 2420 Religion and Culture (with American subtitle) 3 hours
RELG 3070 Psychology of Religion (with American subtitle) 3 hours
RELG 3180 Judaism (with American subtitle) 3 hours
RELG 3190 Christianity (with American subtitle) 3 hours
RELG 3200 Islam (with American subtitle) 3 hours
RELG 4040 Belief Systems (with American subtitle) 3 hours
SCIN 1520 Environment (intended for non-majors) 3 hours
SCIN 1521 Environment: Lab 1 hour

College of Arts & Sciences
History, Politics and International Relations

History (BA)
Learning Outcomes
Upon completion of the program, students should:
• 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
42 required credit hours
27 general education credit hours
3 international language credit hours
56 elective credit hours

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 towards the International Language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language. The 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.

Students are required to complete at least 42 credit hours within the department, 30 of which must be in history, including INTL 1500. HIST 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. History students must take a minimum of 6 credit hours of political science and/or international relations. History majors must take at least 12 credit hours of upper-level coursework in the department (3000 or above), of which a minimum of 6 credit hours must be HIST. At least 18 of the 42 credit hours must be taken at Webster University.

Required Courses
History majors must complete at least 30 credit hours in history, including:
- INTL 1500 The World System since 1500 3 hours
- American history 3 hours
- European history 3 hours
- Non-Western history (e.g., Asia, African, Latin American) 3 hours
- HIST 2600 The Craft of History 3 hours
- HIST 4000 Research Requirement (to be taken in conjunction with a designated 3000-level or 4000-level) 0 hours
- Senior overview 0 hours
- Political science/international relations 6 hours
- Departmental electives (can include courses in HIST, POLT, INTL) 6 hours

International Relations (BA)
Learning Outcomes
Upon completion of the program, students should:
• Be able to demonstrate knowledge of key subfields and theories of International Relations as a discipline.
• Be able to identify major actors and institutions of international relations and to know their functions.
• Be able to analyze international issues from perspectives other than their own.
• Be able to display familiarity with foreign cultures and languages.

Special Requirements
Courses completed with a grade of D+ or below do not count toward fulfilling the specific course requirements of the major.

Degree Requirements
42 required credit hours
27 general education credit hours
12 international language credit hours
47 elective credit hours

Students are required to complete 42 credit hours within the department, including methods, a research requirement (fulfilled by taking the seminar, senior 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 or above) coursework in the department with an international focus must be completed in addition to methods and overview.

There is a study residency requirement of at least one term (eight weeks) outside the United States or an international relations practicum in the United States. To satisfy the residency, students may study at one of Webster University’s international campuses or at an approved alternative location. Students unable to study outside the United States must take the international relations practicum (3-6 credit hours), which does not apply to the 42 total credit hours.

Students are required to have significant international language experience. This requirement can be met by taking 12 sequential credit hours in an international language 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.

Required Courses
There is a required minimum distribution of coursework as well as the above requirements:
- POLT 1050 Introduction to International Relations 3 hours
- POLT 1070 Introduction to Political Theory OR INTL 2680 International Relations Theory 3 hours
- POLT 1080 Introduction to Comparative Politics OR POLT 1060 Introduction to American Politics OR POLT 2250 Politics of the Industrialized World OR POLT 2550 The Politics of the Developing World 3 hours
- INTL 2700 Methods of Political Inquiry OR POLT 2600 Research Methods and Approaches in Political Science 3 hours
History, Politics and International Relations

INTL 2030 International Law 3 hours
INTL 1500 World System since 1500 3 hours
INTL 3100 International Political Economy 3 hours
POLT 3310 Conduct of Foreign Policy 3 hours
INTL 3800 International Security OR
INTL 3500 Environmental and Energy Security 3 hours
INTL 3700 International Organizations 3 hours
HIST 3100 Diplomatic History OR
HIST 3150 International Affairs OR
HIST 3130 History of Human Rights 3 hours
INTL 4000 Research Requirement (to be taken in conjunction with a designated 3000- or 4000-level course.) 0 hours
INTL 4620 Senior Overview 0 hours

Electives
INTL/POLT/HIST electives (with international focus) 9 hours

Emphasis in Economics (48 credit hours)
(Geneva only)

Learning Outcomes
Upon completion of the program, students should:
• 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.

Students in Geneva may elect an emphasis in economics. They must fulfill the above requirements in international relations. Within the 36 credit hours of international relations, students must take the following specific distribution requirements: POLT 2550, INTL 2030, INTL 3700, and INTL 4280. These 36 credit hours must also include HIST 3050, INTL 3290, and INTL 3330.

In addition to the 36 credit hours within the department, this emphasis requires 12 credit hours in other areas of study selected from the following: BUSN 2750, ECON 2010, ECON 2020, ECON 3700, and ECON 4600.

Note: In Europe, the research requirement and senior overview are satisfied by the seminar course—INTL 4600, POLT 4600, HIST 4600.

Certificate in Migration and Refugee Studies
(Geneva only)
27 required credit hours

The courses and seminars for the certificate program in 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.

Webster University issues a certificate recognizing the successful completion (C or better) of a 27-credit-hour core in refugee studies. All core courses must be taken at Webster University.

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.

Course Requirements
ANTH 2000 Issues in Contemporary Anthropology 3 hours
HIST 2130 Refugee and Migration Movements 3 hours
INTL 2030 International Law 3 hours
INTL 3030 Advanced Studies in International Law: International Refugee Law 3 hours
HIST 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

Political Science (BA)

Learning Objectives
Upon completion of the program, students should:
Be able to put contemporary political issues in historical context and to use historical facts in building arguments about politics.
Be able to demonstrate familiarity with the political institutions and processes of the United States.
Be able to understand and evaluate the international and transnational dimensions of particular problems and policies.
Be able to demonstrate familiarity with several methods and analytical approaches used by political scientists to examine political institutions and processes.

Degree Requirements
42 required credit hours
27 general education credit hours
59 elective credit hours

Students are required to complete at least 42 credit hours within the department, 30 of which must be in political science, including INTL.
History, Politics and International Relations

1500, POLT 2600 or INTL 2700, 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. Political science students must take a minimum of 6 credit hours of HIST and at least 12 credit hours of upper-level coursework (3000 or above) in the department, of which a minimum of 6 credit hours must be POLT. At least 18 of the 42 credit hours must be taken at Webster University.

Required Courses
Political science majors must complete at least 30 credit hours in political science including:

- INTL 1500 The World System since 1500 3 hours
- American politics 3 hours
- Comparative politics 3 hours
- International politics 3 hours
- Political theory 3 hours
- POLT 2600 Research Methods and Approaches in Political Science (INTL 2700 may be substituted) 3 hours

- HIST 4000 Research Requirement (to be taken in conjunction with a designated 3000-level or 4000-level course) 0 hours
- Senior overview 0 hours
- History 6 hours
- Departmental electives (can include courses in POLT or INTL) 6 hours

* "Political science" includes courses labeled POLT (political science) and those labeled INTL (international relations).

Courses completed with a grade of D+ or below do not count toward fulfilling the specific course requirements of the major.

HIST 1800 may not be used to satisfy the 42-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 42 credit hours.

Political Science with an emphasis in Public Law

Learning Objectives
Upon completion of the program, students should:

- Be able to demonstrate familiarity with the structures and processes of the judicial branch of both state and U.S. governments.
- Be able to analyze and evaluate the role of the judiciary as a political actor.

Degree Requirements
The BA in political science with an emphasis in public law prepares students to examine the judiciary and legal system in the context of broader political structures and forces, both national and global ones.

- 42 required credit hours
- 27 general education credit hours
- 59 elective credit hours

Students are required to complete at least 42 credit hours within the department, 30 of which must be in political science or international relations; 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. Political science majors must take a minimum of 6 credit hours of HIST and at least 12 credit hours of upper-level coursework (3000 or above) in the department. At least 18 of the 42 credit hours must be taken at Webster University.

Required Courses
Students emphasizing in public law will complete the core requirements in the political science major, which are:

- INTL 1500 The World System since 1500 3 hours
- POLT 1050 Introduction to International Relations 3 hours
- POLT 1060 Introduction to American Politics 3 hours
- POLT 1070 Introduction to Political Theory, or HIST 3000 Ideas in History: History of Economic Thought 3 hours
- POLT 1080 Introduction to Comparative Politics 3 hours
- POLT 2600 Research Methods and Approaches in Political Science (INTL 2700 may be substituted) 3 hours

In addition, students will complete the following requirements for the emphasis:

- INTL 2030 International Law 3 hours
- POLT/LEGL 2400 Introduction to Law 3 hours
- POLT 3010 American Constitutional Law 3 hours
- POLT 3020 Civil Liberties and the Law 3 hours
- POLT 3330 Judicial Politics, or POLT 4350 Advanced Studies in Judicial Politics 3 hours

Three additional credit hours drawn from courses with a LEGL prefix, or from selected law-related courses from another department (e.g., business law, media law), or POLT 3590 Theories of Human Rights, or POLT 4350

Two courses with a HIST prefix

Overview and research requirement (Research requirement must be fulfilled with a term paper focused on a law-related topic.)
International Languages and Cultures

**Majors and Degrees Offered**
- French (BA)
- French Advanced (BA)
- German (BA)
- German Advanced (BA)
- German Studies (BA)
- Spanish (BA)
- Spanish Advanced (BA)

**Minors Offered**
- French
- German
- German Studies
- Japanese
- Spanish

**Certificate Offered**
- International Languages

**Opportunities for Study**
In keeping with the mission of Webster University as a whole, the Department of International Languages and Cultures encourages creativity and critical thinking while preparing students to be competitive in today’s global marketplace. Personalized instruction from faculty trained in different areas of international languages and cultures increases students’ awareness of their own values and paradigms as well as those of others.

The department integrates technology with linguistic and cultural skills that will give students an edge in Webster-based internship and study abroad programs as well as post-graduation job opportunities. In language courses, communication in the target language is the primary goal with all four basic skills (reading, writing, speaking, and listening) practiced from the very first day. Although cultural lessons are also an integral part of the language courses, other interdisciplinary courses (in both the target language and in English) focus on specific themes in regional cultures. Literature courses introduce students to contemporary literary theories in the context of individual socio-historical and linguistic communities.

The International Languages and Cultures Department offers a full range of courses in English as a Second Language, French, German, and Spanish, and courses in Japanese for the minor. When there is sufficient interest, other languages are also offered, such as Arabic, Dutch, Chinese (Mandarin), Italian, Latin, Russian and Thai.

The department has the resource of teaching assistants from Argentina, France, and Germany or Austria, and Japan. 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 Université de Toulouse, France. Advanced students of Spanish and French have the opportunity to apply for these assistantships. There are summer business internship possibilities in Germany, Japan, and Mexico. Webster University offers a dual degree program with Kansai University in Japan. The department also provides unique study abroad programs in France and Argentina, Austria and France.

Specific scholarships are available for the study of French, German or Spanish. Consult with admissions for more information.

**Language Recognition Credit**
“Language Recognition Credit” is designed for new 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. These credit hours are the same as would be awarded if the student took the corresponding course. These credit hours also share the same general education coding (Cultural Understanding) as the corresponding courses. Please contact the department for more information.

**ILC Learning Outcomes**
Upon completion of the program, students should:

- Be familiar with and cultivate an appreciation for the complexities of a culture (or other cultures) different from their own.
- Be familiar with multiple cultural perspectives based on original texts and cultural materials.
- Be able to critically reflect on their own culture and its place in the world.
- Be able to question cultural stereotypes.
- Be able to communicate successfully and sensitively (according to linguistic level), both orally and in writing, with people from another culture through an understanding of their language and culture.
- Be able to express their personality, values and complex thoughts (according to linguistic level) in a language other than their native one.

**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 pass/fail with permission of the chair of the department.

Teacher certification courses (e.g., ILC 4060) may not be used to satisfy upper-level coursework in the appropriate language.

Students whose primary language is not English must take English as a Second Language (ESLG) courses until they pass their English Language Proficiency requirements.

**Requirements for BA**
All language majors must petition the International Languages and Cultures Department for formal acceptance into their desired major. This petition should be in letter form and submitted after completion of the first 3000-level class in the target language at Webster.

**Requirements for Admission to the Department**
- Successful completion of at least one course in advanced grammar and one course in literature, both in the language of the major. If transfer students have taken these courses at another university, they must complete at least one upper-division course in the language of their major at Webster University before requesting admission. The cumulative grade average in all upper-division courses in the language of the major must be B or better.
- Students should demonstrate intermediate level proficiency in reading, writing, listening, and speaking according to ACTFL guidelines.
- Students will be notified in writing of their acceptance. This decision is made in consultation with the students’ advisor(s) and the other full-time members of the department.

**Learning Outcomes**
Upon completion of the program, students should:

- Be familiar with and cultivate an appreciation for the complexities of a culture (or other cultures) different from their own.
- Be familiar with multiple cultural perspectives based on original texts and cultural materials.
- Be able to critically reflect on their own culture and its place in the world.
- Be able to question cultural stereotypes.
- Be able to communicate successfully and sensitively (according
to linguistic level), both orally and in writing, with people from another culture through an understanding of their language and culture.

- Be able to express their personality, values and complex thoughts (according to linguistic level) in a language other than their native one.

**Degree Requirements**

<table>
<thead>
<tr>
<th>Required Credit Hours</th>
<th>elective credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>65</td>
</tr>
</tbody>
</table>

**Requirements for Admission to the Department**

Successful completion of at least one course in advanced grammar and one course in literature, both in the language of the major. If transfer students have taken these courses at another university, they must complete at least one upper-division course in the language of their major at Webster University before requesting admission. The cumulative grade average in all upper-division courses in the language of the major must be B or better.

Students should demonstrate advanced mid level proficiency in reading, writing, listening, and speaking according to ACTFL guidelines. Students will be notified in writing of their acceptance. This decision is made in consultation with the students' advisor(s) and the other full-time members of the department.

**Learning Outcomes**

Upon completion of the program, students should:

- Be familiar with and cultivate an appreciation for the complexities of a culture (or other cultures) different from their own.
- Be familiar with multiple cultural perspectives based on original texts and cultural materials.
- Be able to critically reflect on their own culture and its place in the world.
- Be able to question cultural stereotypes.
- Be able to communicate successfully and sensitively (according to linguistic level), both orally and in writing, with people from another culture through an understanding of their language and culture.

- Be able to express their personality, values and complex thoughts (according to linguistic level) in a language other than their native one.
- Be prepared for graduate studies and/or jobs where they will need to have demonstrated a greater degree of control of the target language.

**Degree Requirements**

<table>
<thead>
<tr>
<th>Required Credit Hours</th>
<th>elective credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>56</td>
</tr>
</tbody>
</table>

**Requirements for Admission to the Department**

- Students must complete a minimum of 45 credit hours in the language of their major: French, German, German Studies or Spanish.
- A minimum of 27 of the 45 required credit hours in the specific foreign language must be at the 3000 level or above.
- A minimum of 12 credit hours must be successfully completed at Webster at the 3000 level or above. These 12 credit hours must include a 3090, 3100 or 4090 course, an introduction to literature course or a culture course, and a 4000-level seminar. These courses may not be taken pass/fail.
- The department requires one semester 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 oral proficiency (advanced mid level on ACTFL scale) in a departmental overview (ILC 4700).

**Requirements for BA Advanced**

All language majors must petition the International Languages and Cultures Department for formal acceptance into their desired major. This petition should be in letter form and submitted after completion of the first 3000-level language class at Webster.

**Requirements for Admission to the Department**

Successful completion of at least one course in advanced grammar and one course in literature, both in the language of the major. If transfer students have taken these courses at another university, they must complete at least one upper-division course in the language of their major at Webster University before requesting admission. The cumulative grade average in all upper-division courses in the language of the major must be B or better.

Students should demonstrate advanced mid level proficiency in reading, writing, listening, and speaking according to ACTFL guidelines. Students will be notified in writing of their acceptance. This decision is made in consultation with the students' advisor(s) and the other full-time members of the department.

**Learning Outcomes**

Upon completion of the program, students should:

- Be able to express their personality, values and complex thoughts (according to linguistic level) in a language other than their native one.
- Be prepared for graduate studies and/or jobs where they will need to have demonstrated a greater degree of control of the target language.
Degree Requirements
45 credit hours in German language and literature, divided into the following distribution areas:
• 3 credits in History and Politics of a German speaking country
• 3 credits in Commerce and Communications in a German speaking country
• 3 credits in Arts and Expression in a German speaking country
• 12 credits in German language courses 1000-2000 (not including workshops)
• 24 credits in German language / literature courses 3000-4000

27 general education credit hours
56 elective credit hours

Other Program Requirements
• At least one term of study at Webster University’s campus in Vienna (Students may, with the approval of the program director, also fulfill this requirement at a university in a German-speaking country in Europe that is outside the Webster network)
• German Studies Overview (ILC 4700). May be taken for 0 or 1 credit.

Distribution Areas
• An asterisk indicates that the course must have an appropriate subtitle or relevant course-content to qualify toward the major. Prerequisites may be waived by department offering the course.
• Other courses may be substituted with the permission of the Program Director.

History & Politics
HIST 2220 Modern Europe (may be repeated if topics differ)
HIST 2310 Encounters with History*
HIST 3060 History Roundtable* (may be repeated if topics differ)
HIST 4200 Advanced Studies in European History
HIST 4600 History Seminar* (may be repeated if topic differs)
POLT 3400 Comparative Politics*
POLT 4100 Advanced Studies in International Politics*
POLT 4400 Advanced Studies in Comparative Politics*
POLT 4600 Political Science Seminar*

Communications
JOUR 3190 Topic in International Journalism
JOUR 4220 Advanced Global Journalism
MEDC 3260 International Communications/INTL 3260
ILC 2150 Topics in Culture*
ILC 3150 Culture and Civilization*
ILC 4150 Contemporary Issues*
ILC 4650 Advanced Topics*
INTL 4600 International Relations Seminar

Arts & Expression
FLST 2060 Modern World Cinema
FLST 3160 Topics in Film Studies *
GNST 1400 Civilization and the Arts*
THEA 2040 History of the Theater: Eighteenth Cent to Modern
THEA 3030 Topics in the Theater*
THEA 3040 Topics in the Theater*
ARHS 2350 Introductory Topics in Art History*
ARHS 3360 History of Modern Art*
ARHS 4350 Topics in Art History*
PHIL 2080 Topics in Philosophy*
PHIL 4050 Topics in the History of Philosophy*

Minor in German Studies
The German Studies minor uses the same distribution areas of the major but requires fewer credit hours per area. All courses for the minor must be taken at Webster University.

Minor Requirements
12 credits in German at 2000/3000 level or above
6 credits in German culture: ARHS, THEA, MUTH, HIST, POLS, GNST, ILC, ISTL, PHIL

Certificate in International Languages:
International languages are an important part of the preparation that students receive as part of our mission to prepare all for global citizenship. We recognize students’ achievements in a language or more than one language with our certificate.

A certificate in languages requires a minimum of 24 credit hours of formal coursework in languages at Webster University.

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 less than 4 16-week courses in one language are required, or 5 8-week courses.

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. Only one ILC 2150 course can be counted towards the certificate.

Certificate in German, Spanish or Japanese:
A certificate requires a minimum of 24 credit hours of formal coursework in the target language at Webster University.

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 less 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. Only one ILC 2150 course can be counted towards the certificate.

Certificate in International Languages:
A certificate requires a minimum of 24 credit hours of formal coursework in the target language at Webster University.

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 less 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. Only one ILC 2150 course can be counted towards the certificate.

English As A Second Language
St. Louis Program
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 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’ fluency while providing them with practical experience in using and understanding academic English.

The courses offered in conjunction with the ESL program are drawn from a variety of academic areas. Based on their placement test scores, students in St. Louis may take one or two semesters of ESLG courses. These courses are offered at the intermediate and the advanced levels. An undergraduate student who successfully completes the intermediate level of the ESL program in St. Louis will earn 11 credit hours (10 in ESLG and 1 in another academic discipline). An undergraduate student who successfully completes the advanced level of the ESL program in St. Louis will earn 11 credit hours (10 in ESLG and 1 in another academic discipline).
discipline). Graduate students do not receive ESL credit; however, a record of their achievement in all ESLG courses is posted on their official University transcripts.

Students whose primary language is not English will be tested upon arrival in order to determine their proper academic placement. Based on the placement test results, students may be enrolled in ESLG courses, other academic courses, or a combination of the two.

Course Listings (St. Louis only)

ESLG 1000 Intensive English as a Second Language (10)
The course develops basic listening, speaking, reading, writing, test-taking, and classroom skills, appropriate to each student's needs. In addition, students will be introduced to American culture via the city of St. Louis. Prerequisite: placement test. May be repeated for credit.

ESLG 2000 Intermediate English as a Second Language (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. Prerequisite: placement test. May be repeated for credit.

ESLG 2200 Pronunciation and Diction (3)
Helps students improve their skills in conversational English. Prerequisite: placement test. May be repeated for credit.

ESLG 2210 Intermediate Conversational English (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. Prerequisite: placement test. May be repeated for credit.

ESLG 2240 Intermediate Reading and Writing Skills: Level II (3)
Continuation of ESLG 2230. Prerequisite: ESLG 2230 or placement test. May be repeated for credit.

ESLG 2090 Intermediate Language Skills: Level I (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. Prerequisite: placement test. May be repeated once for credit.

ESLG 2100 Intermediate Language Skills: Level II (1-8)
Continuation of ESLG 2090. Prerequisite: placement test. May be repeated once for credit.

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. Prerequisite: placement test. May be repeated for credit.

ESLG 3170 Advanced Discussion Skills (3)
Helps students express ideas orally with clarity and logic, gives practice in the art of persuasion. Prerequisite: placement test. May be repeated for credit.

ESLG 3230 Advanced Reading and Writing Skills: Level I (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. Prerequisite: placement test. May be repeated for credit.

ESLG 3310 Advanced Language Skills (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. Prerequisite: placement test. May be repeated for credit.

ESLG 3400 Test Preparation Techniques for International Students (2)
Gives students practice in taking objective and essay tests. Prerequisite: placement test. May be repeated for credit.
International Languages and Cultures

ESLG 3500 Topics (3)
Offers advanced language instruction within a discipline based on content-oriented approach. Issues or topics may vary. Prerequisite: placement test. May be repeated for credit.

ESLG 4000 Advanced English as a Second Language (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 school studies. It is taught in conjunction with a content course for which the student will earn 1 credit hour. Prerequisite: placement test. May be repeated for credit.

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. Prerequisite: permission of ESL coordinator. May be repeated for credit, with permission of the 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. Prerequisite: placement test. May be repeated for credit.

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. Prerequisite: placement test. May be repeated for credit.

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. Prerequisites: placement test and permission of the ESL coordinator. May be repeated for credit.
College of Arts & Sciences

Legal Studies

Major and Degree Offered
Legal Studies (BA)

Certificates Offered
Paralegal Studies

Pre-Professional Program
Pre-Law

Departmental Philosophy and Mission
Knowledge of the law and the legal system can assist individuals in a wide variety of careers: legal careers such as paralegals/legal assistants, human resource managers, law enforcement officers, insurance claims adjusters, probation and parole officers, court administrators, union representatives, health administrators, government agency workers, etc. The Legal Studies Department provides students the tools needed to move successfully into law related fields or graduate work. The department is committed to engaging students in critical thinking and analysis, practical applications, substantive understanding, and exposing students to technology encountered in the legal arena.

Special Study Opportunities
Students have the opportunity to participate in an internship course which allows students to connect classroom learning with practical experience.

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.

Legal Studies (BA)

Learning Outcomes for the Legal Studies Program
Upon completion of the program, students should:
• 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 begun 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 perform the practical skills necessary to function in it.

Degree Requirements
51 required credit hours
27 general education credit hours
50 elective credit hours

The coursework in legal studies is designed to provide students with a broad understanding of the legal environment in which individuals, businesses, and the judiciary operate. Because most of the professors are judges, practicing attorneys, prosecutors, public defenders, and paralegals, this gives the student the distinct advantage of the latest legal theory and real world practice.

Required Courses
Students are required to complete 51 credit hours. The 51 credit hours, at least 18 of which must be taken at Webster University, must include the following:
LEGL 2080 Topics in Law 3 hours
LEGL 2400 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

Students must choose 6 hours from the following:
LEGL 4600 Legal Seminar 3-6 hours
(may be repeated for credit if content differs)
LEGL 4800 Advanced Topics in Law 3-6 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 Constitution 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
Courses completed with a grade below a C– do not count toward fulfilling the specific course requirements of the major.

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 Department. Approval for these transfer credits must come from Legal Studies advisors.

Certificate in Paralegal Studies
24 required credit hours

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. Webster University will issue a certificate recognizing the successful completion (C– or better) of a 24-credit-hour core in paralegal studies. It is important to note that, at present, there is no state or federal licensure of paralegals, and that successful completion of Webster’s certificate program should not be construed to imply state, federal, or board certification.
All 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. Webster University’s St. Louis area paralegal programs are approved by the American Bar Association.

Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEGL 2400/POLT 2400</td>
<td>Introduction to Law</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 3000</td>
<td>Legal Ethics</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 3490</td>
<td>Civil Litigation</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 4460</td>
<td>Methods of Legal Research &amp; Writing I</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 4470</td>
<td>Methods of Legal Research and Writing II</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 4480</td>
<td>Computerized Legal Research</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 4800</td>
<td>Advanced Topics in Law</td>
<td>6</td>
</tr>
</tbody>
</table>

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. Only Webster University’s St. Louis area paralegal programs have been approved by the American Bar Association.

Pre-Law

A career objective for many undergraduate students is law school. Generally speaking, law schools look for broadly educated individuals who can think, speak, and write with precision and clarity. Webster University provides a variety of majors and courses that interest and challenge students while preparing them for admission and success in law school. Webster encourages pre-law students to choose a major based on their own interests and abilities. Then, in consultation with a departmental 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 the following:

- Communication skills—comprehension, writing, and speaking
- Critical understanding of human institutions and values with which the law deals
- Creative and critical thinking
Major and Degree Offered
Nursing (BSN)

Special Study Opportunities
The nursing profession endeavors to assist the individual person, family, group, and the community to attain the best health status possible in a complex, changing world. Toward this goal the profession is committed to continually refine and expand the science of nursing and the skills of its practitioners. 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. The faculty strives to create a dynamic, interactive learning environment. A variety of faculty members, student experiences, and learning environments is used to meet program and individual student goals. The BSN program is accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326.

Full-time and part-time evening study is available. BSN courses are offered in Kansas City and St. Louis throughout the calendar year in eight-week sessions. A student can complete the program requirements in two and one-half years on a part-time basis.

Learning Outcomes
Upon completion of the program, the graduate will be able to:
• Demonstrate critical thinking skills by integrating knowledge from a broad base of disciplines.
• Apply theory and evidence based knowledge in professional nursing practice.
• Use a holistic approach to promote health for individuals, families, and communities.
• Apply ethical principles that reflect professional nursing values.
• Apply knowledge of the effects of cultural, societal, and environmental factors on health.
• Demonstrate effective communication.
• Demonstrate behaviors that reflect the values of nursing as a caring profession.

Special Requirements
Prior to application to the program, all RN applicants must have a preplanning academic advising interview with BSN program personnel. Students are expected to have demonstrated a minimum GPA of 2.5 on prior college coursework for admission to the BSN program. The student must also hold current licensure as a registered nurse in Missouri or, for new graduates, a scheduled NCLEX exam within three months of beginning the program.

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.

Degree Requirements
86 required credit hours
12 general education credit hours
30 elective credit hours

The 86 required credit hours consist of 31 credit hours in upper division nursing coursework, 3 credit hours in required support courses, 20 credit hours in designated prerequisite courses, and 32 credit hours of lower-division nursing coursework.

Students seeking the BSN degree are required to meet four of the nine general educational goals of Webster University. BSN students are required to take at least 30 credit hours at Webster University.

Required Courses
NURS 3010 Concepts of Professional Nursing 3 hours
NURS 3020 Health Assessment 4 hours
NURS 3030 Communication and Information Literacy 3 hours
NURS 3270 Nursing Research and Evidence-Based Practice 3 hours
NURS 3400 Health Education in Nursing Practice 3 hours
NURS 3410 Family Health Promotion 3 hours
NURS 4060 Gerontology 3 hours
NURS 4240 Nursing Leadership and Management 4 hours
NURS 4250 Community Health Nursing 5 hours
PSYC 2750 Introduction to Measurement and Statistics 3 hours

Prerequisite Courses
English 3 hours
General Psychology 3 hours
General Sociology 3 hours
Microbiology 3 hours
Anatomy and Physiology 5 hours
Computer course or validated computer competency 3 hours

Nursing (BSN)
Degree Requirements
86 required credit hours
12 general education credit hours
30 elective credit hours

The 86 required credit hours consist of 31 credit hours in upper division nursing coursework, 3 credit hours in required support courses, 20 credit hours in designated prerequisite courses, and 32 credit hours of lower-division nursing coursework.

Students seeking the BSN degree are required to meet four of the nine general educational goals of Webster University. BSN students are required to take at least 30 credit hours at Webster University.

Learning Outcomes
Upon completion of the program, the graduate will be able to:
• Demonstrate critical thinking skills by integrating knowledge from a broad base of disciplines.
• Apply theory and evidence based knowledge in professional nursing practice.
• Use a holistic approach to promote health for individuals, families, and communities.
• Apply ethical principles that reflect professional nursing values.
• Apply knowledge of the effects of cultural, societal, and environmental factors on health.
• Demonstrate effective communication.
• Demonstrate behaviors that reflect the values of nursing as a caring profession.

Special Requirements
Prior to application to the program, all RN applicants must have a preplanning academic advising interview with BSN program personnel. Students are expected to have demonstrated a minimum GPA of 2.5 on prior college coursework for admission to the BSN program. The student must also hold current licensure as a registered nurse in Missouri or, for new graduates, a scheduled NCLEX exam within three months of beginning the program.

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.
College of Arts & Sciences

Philosophy

Elective Courses
18 credit hours from among the following, including at least 9 credit hours from courses with an HRTS prefix:

- HRTS 2800 Methods of Inquiry
- HRTS 2500 Current Problems in Human Rights
- HRTS 2600 Introduction to Human Rights
- HRTS 3160 Human Rights in Film: Narrative Films
- HRTS 3210 Prejudice and Discrimination
- HRTS 3400 Human Rights and the Environment
- HRTS 3600 Topics in Mass Violence
- HRTS 3700 Human Rights and Business
- HRTS 2500 Curricular Problems in Human Rights
- ANSO 2000 Issues in Contemporary Society
- ANSO 2070 Social Movements
- ANSO 2080 Issues in Contemporary Society
- ENGL 1060 Protest Literature
- ETHC 1000 Issues and Problems in Ethics
- HIST 2420 History of Africa
- HIST 2440 History of Latin America
- HIST 2450 Third World
- HRTS 2086 Topics in Human Rights
- HRTS 3080 Advanced Topics in Human Rights
- HRTS 3160 Human Rights in Film: Documentaries
- HRTS 3170 Human Rights in Film: Narrative Films
- HRTS 3200 Human Rights Area Studies
- HRTS 3210 Prejudice and Discrimination
- HRTS 3400 Human Rights and the Environment
- HRTS 3600 Topics in Mass Violence
- HRTS 3700 Human Rights and Business
- ISTL 1000 Introduction to International Studies
- INTL 1500 The World System since 1500
- INTL 2030 International Law
- INTL 3300 Governments and Politics of Eastern Europe
- MEDC 2800 Cultural Diversity in the Media
- MULC 2010 American Cultural Pluralism
- PHIL 2320 Contemporary Moral Problems
- PHIL 2340 Bioethics
- PHIL 2360 Environmental Ethics
- PHIL 3350 Philosophical Ethics
- PHIL 3360 Ethics for Cyberspace
- PHIL 3370 Philosophy and Women
- POLT 1080 Introduction to Comparative Politics
- POLT 2550 The Politics of Development
- RELG 2050 Religion and Human Values
- HRTS 2086 Topics in Human Rights
- HRTS 3080 Advanced Topics in Human Rights
- HRTS 3160 Human Rights in Film: Documentaries
- HRTS 3170 Human Rights in Film: Narrative Films
- HRTS 3200 Human Rights Area Studies
- HRTS 3210 Prejudice and Discrimination
- HRTS 3400 Human Rights and the Environment
- HRTS 3500 International Human Rights Law
- HRTS 3590 Theories of Human Rights
- HRTS 3600 Topics in Mass Violence
## Philosophy

### Program Description

This emphasis provides solid undergraduate background in areas of general philosophical concern, preparing the student for graduate work in philosophy as well as continued education in other fields.

### Learning Outcomes

Upon completion of the program, students should:

- Understand philosophical concepts, ideas, and arguments;
- Be able to critically analyze arguments and assumptions, as well as to provide evidence for claims;
- Be able to examine and apply philosophical ideas to concrete situations and current problems, from both individual and social perspectives.

### Degree Requirements

36 required credit hours

- 3 international language credit hours
- 27 general education credit hours
- 62 elective credit hours

Students will complete 36 credit hours as specified below with a grade of C or better.

#### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 2010</td>
<td>Informal Logic</td>
<td>3 hours</td>
</tr>
<tr>
<td>PHIL 2020</td>
<td>Formal Logic</td>
<td>3 hours</td>
</tr>
<tr>
<td>PHIL 2300</td>
<td>Social and Political Philosophy</td>
<td>3 hours</td>
</tr>
<tr>
<td>PHIL 2510</td>
<td>Philosophic Classics: Ancient Greece and Rome</td>
<td>3 hours</td>
</tr>
<tr>
<td>PHIL 2520</td>
<td>Philosophic Classics: Early Modern Europe</td>
<td>3 hours</td>
</tr>
<tr>
<td>PHIL 3300</td>
<td>Epistemology</td>
<td>3 hours</td>
</tr>
<tr>
<td>PHIL 3350</td>
<td>Philosophical Ethics</td>
<td>3 hours</td>
</tr>
<tr>
<td>PHIL 4050</td>
<td>Topics in the History of Philosophy</td>
<td>3 hours</td>
</tr>
<tr>
<td>PHIL 4600</td>
<td>Overview</td>
<td>3 hours</td>
</tr>
<tr>
<td>PHIL electives on the 2000 level</td>
<td></td>
<td>3 hours</td>
</tr>
<tr>
<td>PHIL electives on the 3000 or 4000 level</td>
<td></td>
<td>9 hours</td>
</tr>
</tbody>
</table>

### College of Arts and Sciences Language Requirement

- A minimum of three hours in a new language for the student is required in addition to the requirements for the major.
- 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 original 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.

---

### Human Rights Curriculum Group

- Don Morse, Chair of the Human Rights Curriculum Group
- Lindsey Kingston, Director of the Human Rights Program
- Bill Barrett, Electronic and Photographic Media
- Don Conway-Long, Behavioral and Social Sciences
- Michael Hulsizer, Behavioral and Social Sciences
- Victoria McMullen, Teacher Education
- Andrea Miller, Behavioral and Social Sciences and Philosophy
- Paul Moriarity, Philosophy
- Chris Parr, Religious Studies
- Kate Parsons, Philosophy
- Joe Shuster, Communications and Journalism
- Elizabeth Sausele, Philosophy
- Bruce Umbaugh, Philosophy
- Linda Wolf, Behavioral and Social Sciences
Philosophy with an emphasis in Ethics and Society

Program Description
With an ethics and society emphasis students have the opportunity to concentrate their studies in ethical, social, and political philosophy and to apply theory to issues and problems arising in public life.

Learning outcomes
Upon completion of the program, students should:

- Demonstrate knowledge of significant ethical theories, problems, and thinkers.
- Analyze ethical issues and problems that arise in several disciplines, professions, and in public life.
- Synthesize ethical theories with practical situations requiring decision making and solutions.
- Evaluate, develop, and defend positions and anticipate objections and alternatives.

Degree Requirements
36 required credit hours
27 general education credit hours
65 elective credit hours

Students will complete 36 credit hours as specified below with a grade of C or better.

Required Courses
HRTS 1100 Introduction to Human Rights 3 hours
PHIL 2300 Social and Political Philosophy 3 hours
PHIL 2520 Contemporary Moral Problems 3 hours
PHIL 2510 Philosphic Classics: Ancient Greece and Rome 3 hours
PHIL 2520 Philosphic Classics: Early Modern Europe 3 hours
PHIL 3350 Philosophical Ethics 3 hours
PHIL 4600 Overview 3 hours

Nine credit hours from the following:
PHIL 3080 Current Topics in Philosophy
(If appropriate content) 3 hours
PHIL 3110 Philosophy and Film: Human Rights 3 hours
PHIL 3360 Ethics for Cyberspace 3 hours
PHIL 3370 Philosophy and Women 3 hours
PHIL 3380 Ethics in Social Research 3 hours
PHIL 3590 Theories of Human Rights 3 hours
PHIL 4400 Practicum in Philosophy 1-3 hours

Six credit hours from the following:
PHIL 2050 Philosophy and History of Education 3 hours
PHIL 2340 Bioethics 3 hours
PHIL 2360 Environmental Ethics 3 hours
PHIL 2390 Philosophy of Sex and Love 3 hours
Religious Studies

Major and Degree Offered
Religious Studies (BA)
Religion and Global Society (BA)

Minor Offered
Religious Studies

Certificate Offered
Buddhist Studies

Special Study Opportunities
Students in the Department of Religious Studies study the religious and belief systems of the world (large and small, past and present) in their socio-historical contexts, and critically examine the phenomena of religion as they relate to issues of personal meaning and international affairs.

Religious Studies courses are cross-cultural in scope and multi-disciplinary in nature. We study all forms of expression of the religious life—myth, art, meditation, ritual, ideas, festivals, mysticism, etc.—whether the expression be found in individual experience, in world religions like Buddhism and Judaism, or in small-scale societies like the Lakota of North America or the Semai of Malaysia. We do not consider religious beliefs or practices to be right or wrong, but instead seek to understand the ways that religion provides people with meaning in their lives and serves important social functions.

The Religious Studies major is designed to prepare students for a wide range of career paths by developing abilities that are highly sought after in all professions, such as critical thinking and problem-solving and effective oral and written communication. In addition, by studying world religions, students study what is highly valuable to the contemporary world, such as how to deal with differences in beliefs, cultural practices, and contrasting points of view.

Religious Studies majors develop these abilities through the completion of courses that teach (a) broad knowledge of the history, beliefs, practices, and contemporary dynamics of the world’s religious systems, (b) in-depth knowledge of at least two specific religious systems in their socio-historical contexts, (c) comparative knowledge of classical and contemporary theories about the origins and functions of religious beliefs and practices in human life and society, and (d) practical knowledge of the impact religion has on both international affairs and personal lives.

The Religious Studies major is designed to prepare students for a wide range of career paths by:
• Developing abilities that are highly sought after in all professions, such as critical thinking and problem-solving and effective oral and written communication;
• Learning information that is highly valuable in the contemporary world such as how to deal with differences in beliefs and cultural practices;
• Cultivating strategies for respecting points of view that contrast from one’s own.

Departmental Honors
A Religious Studies major may earn departmental honors by completing the additional requirements below. To earn departmental honors, a Religious Studies major must:
• Maintain a G.P.A. of 3.5 in Religious Studies coursework.
• Complete at least 15 credit hours in Religious Studies courses offered at the 3000 and 4000 levels. Complete 3 or more hours through a domestic or international field experience; RELG 3600 or RELG 3605.
• Complete the Senior Honors Project courses, RELG 4600 and 4700.

Religious Studies (BA)
Emphasis in Religious Traditions
Emphasis in Religion and the Arts and Humanities
Emphasis in Religion and the Social Sciences

Learning Outcomes
Upon completion of the program:
• Students will develop skills in critical thinking and open inquiry, clear and thoughtful oral and written communication, informed analysis and creative expression.
• Students will develop an understanding of the diversity of religious ideas and practices as well as the ability to analyze such ideas and practices.
• Students will demonstrate a broad knowledge of the world’s religious systems.
• Students will gain informed familiarity with the beliefs and practices of more than one religious tradition.
• Students will be able to analyze and weigh religions influence on social, cultural, and political structures.
• Students will consider questions about the origins and functions of religious beliefs and practices.

Degree Requirements
42 required credit hours in Religious Studies
27 general education credit hours
59 elective credit hours

The requirements for a major consist of completion of 21 credit hours of required core courses and 21 credit hours of elective courses in Religious Studies. Required courses cannot be used to satisfy the requirements of an emphasis area. Three credit hours of non Religious Studies electives must demonstrate cross-cultural understanding. This requirement may be met by an elementary language course.

Required Courses
RELG 1000 Roots of Religion 3 hours
RELG 4800 Portfolio Review 0 hours

6 credit hours from:
RELG 2070 Introduction to Eastern Religions 3 hours
RELG 2080 Introduction to Western Religions 3 hours
RELG 2090 Introduction to Religions of Small Scale Societies 3 hours

6 credit hours from:
RELG 3100 Hinduism 3 hours
RELG 3120 Buddhism 3 hours
RELG 3130 Religions of China and Japan 3 hours
RELG 3180 Judaism 3 hours
RELG 3190 Christianity 3 hours
RELG 3200 Islam 3 hours
RELG 3210 African Religions 3 hours

6 credit hours from:
4000-level electives 6 hours

Elective Courses (21 credit hours)
In addition to the 21 core credit hours, majors also complete 21 credit hours of electives. 12 of the 21 credit hours are taken in one of three emphases: emphasis in Religious Traditions, emphasis in Religion and the Arts and Humanities, or emphasis in Religion and the Social Sciences.

Emphasis in Religious Traditions
A Religious Studies major with an emphasis in Religious Traditions is designed to encourage students to explore, by contrast and comparison, different religious traditions of the world.
Religious Studies

In special cases, up to 9 hours of foreign language coursework beyond the elementary level may count toward the Religious Studies major requirements.

Courses in Religious Studies completed with a grade lower than C- will not count toward fulfilling the major.

No more than 6 credit hours of coursework outside the classroom structure, such as in a course in reading, independent study, field experience, will count toward the major requirements. No more than 6 credits of ungraded (pass/fail) coursework may be used to satisfy the major requirements.

Religion and Global Society (BA)
An online religious studies major exploring issues involving religion and global society, such as the conflict between traditional and liberal values, conflict creation and resolution, human rights, the influence of science, new technology and new forms of communication.

Learning Outcomes
Upon completion of this degree, the student will:

- Demonstrate familiarity with cultures of different parts of the world
- Be able to addressing issues of individual social responsibility by exposure to other ways of thinking about core social issues;
- Demonstrate critical thinking, via the ability to compare familiar and unfamiliar perspectives in writing and oral communication.
- Developing practical and ethical skills by doing field projects in which alternative practices and beliefs are encountered;
- Achieve individual, creative excellence through individualized assignments enabled through the online technology.
- Integrate developed skills based on the individual talents and interests of the individual student by offering a unique guided course to close the major.

Degree Requirements
30 required credit hours in Religious Studies
12 required credit hours in Arts and Sciences courses
27 general education credit hours
59 elective credit hours

Religious Studies Required Courses
RELG 1041 Phenomena: Globalization 3 hours
RELG 1060 World Religions 3 hours
RELG 1080 Thinking through Religions 3 hours
RELG 2031 Violence in the Name of God 3 hours
RELG 2401 Religion and the Arts: Media Culture 3 hours
RELG 2411 Religion and Science: Scientific Theory 3 hours
RELG 2431 Religion and the Environment: Ecology & Spirituality 3 hours
RELG 2501 Gender, Culture & Religion: Gender, Belief Systems & Globalization 3 hours
RELG 3051 Religion and Human Rights 3 hours
RELG 4550 Advanced Study in Religion 3 hours
RELG 4800 Portfolio Review 0 hours

Arts and Sciences Required Courses
3 credits at the 1000-level
3 credits at the 2000-level
6 credits at the 3000 or 4000-level

Special Degree Requirements
- Of the required 42 credit hours to complete a BA in religion and global society, a minimum of 18 credit hours must be taken at Webster University
- Required courses completed with a grade lower than C- will not count toward fulfilling the major
Religious Studies

Minor in Religious Studies
Students completing a major in other departments can fulfill the requirements for a minor in religious studies with a minimum of 18 credit hours of religious studies courses. All coursework for a minor must be completed in residency at Webster University.

Certificate in Buddhist Studies
18 required credit hours

The Buddhist studies certificate program of study draws on Webster University's strengths in religious and international studies to explore the complex social reality of Buddhism in Asia today. We offer students a firsthand opportunity to study the cultural and spiritual roots of their host country, and to investigate the many ways in which contemporary Buddhists engage their changing social world—through grassroots activism, as well as through art, ritual, philosophy, institutional reform, and political debate.

Completion of the certificate requires a minimum of eight weeks residence and 9 credit hours of coursework at the Hua Hin/Cha-am campus. The remainder of the 18 credit hours may be completed (in whole or part) at Hua Hin/Cha-am, St. Louis, or any other Webster campus that offers appropriate courses.

Classroom discussions, field excursions, guest lectures, and opportunities for meditation practice are designed to create a multi-dimensional learning experience.

Course Requirements

Group One - Socially Engaged Buddhism
RELG 2420 Religion and Culture: Buddhism East and West 3 hours
RELG 2430 Environments and Religion: Buddhist Eco-Activism 3 hours
RELG 2440 Religion and Social Action: Engaged Buddhism 3 hours
RELG 2440 Religion and Social Action: Engaged Buddhism in Asia 3 hours
RELG 2440 Religion and Social Action: Engaged Buddhism in Thailand 3 hours

Group Two - Buddhism and Society
RELG 2400 Religion and the Arts: Buddhist Arts 3 hours
RELG 2430 Environments and Religion: Buddhism and Ecology 3 hours
RELG 2500 Gender, Culture, and Religion: Women in Buddhism 3 hours
RELG 3030 Topics in Religion and Society: The Thai Temple/Monastery 3 hours
RELG 3030 Topics in Religion and Society (with Buddhist topic) 3 hours

An additional two elective courses (at least 6 credit hours) chosen from any course designated as part of the Buddhist studies certificate program, including courses listed above and the following:
RELG 2030 Contemporary Topics (with Buddhist topic) 3 hours
RELG 2405 Buddhism in Film 3 hours
RELG 3070 Topics in Religion and Psychology: Meditation and Healing 3 hours
RELG 3120 Buddhism 3 hours
RELG 3600 Field Experience in Religion 1-6 hours
RELG 3605 International Field Experience in Religion 1-6 hours
RELG 4400 Spiritual Paths and Classics 3 hours
RELG 4550 Advanced Study in Religion 3 hours
RELG 4610 Reading Course: Advanced, Directed Readings, Research Project, or Meditation Practicum 1-6 hours

Topics courses within the Department of Religious Studies must have a formally listed Buddhist focus in order to count towards the certificate.
Leigh Gerdine College of Fine Arts

Dean
Peter E. Sargent

Departments
Art, Tom Lang, chair
Conservatory of Theatre Arts, Dorothy Marshall Englis, chair
Dance, Beckah Reed, chair
Music, Jeffrey Carter, chair

Administrative Staff
Glen Bauer, director, music
Jeff Hughes, director, art
Virginia Johnson, director

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

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

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

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

Majors
Art
Alternative Media
Art History and Criticism
Ceramics
Drawing
Graphic Design
Painting
Photography
Printmaking
Sculpture
Studio Art
Visual Culture

Conservatory of Theatre Arts
Acting
Concert Design
Costume Construction
Costume Design
Directing
Lighting Design
Musical Theatre
Scene Design
Scene Painting
Sound Design
Stage Management
Technical Direction
Wig and Makeup Design

Dance
Dance

Music
Choral Music Education (K-12)
Composition
Instrumental Music Education (K-12)
Instrumental Performance
Jazz Studies: Performance
Jazz Studies: Music Technology
Music
Piano Performance
Voice Performance

Minors
Art
Dance
Music
Theatre

Certificates
Art Therapy
Curatorial Studies
Entrepreneurship for Music Majors
International Art Studies
Art

Majors and Degrees
Art (BA) with an Emphasis in:
- Art History and Criticism
- Studio Art
- Visual Culture (Vienna Campus)
Art (BFA) with an emphasis in Graphic Design
Art (BFA) with a Studio Emphasis in:
- Alternative Media
- Ceramics
- Drawing
- Graphic Design
- Painting
- Photography
- Printmaking
- Sculpture

Minor Offered
Art
A minor requires a minimum of 21 credit hours of formal coursework from the University curriculum completed at Webster University. Courses used to fulfill a major may not also be used to fulfill a requirement for a minor. A minor in art history should include a minimum of 3 credit hours of art studio. A minor in studio should include a minimum of 3 credit hours of art history.

Certificates Offered
Art Therapy
Curatorial Studies
International Art Studies

Art Education
Students seeking certification to become a Visual Art Specialist and become certified to teach art at the elementary and secondary level should combine a major in art with a major in education. To successfully complete the requirements of both departments students should have advisors in education and in art.

Special Study Opportunities
The Art Department 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 Art Department shares the belief that intensive work, study, and involvement in art prepare the student for professional art training or personal career goals. For those students wishing to gain teacher certification in the state of Missouri, courses are offered that prepare an individual to teach at either the elementary or secondary level. For more information, see the School of Education section.

A limited number of talent scholarships are available to qualified students. Other special opportunities include:
- Annual Cecille R. Hunt Undergraduate Juried Art Show and the Cecille R. Hunt Senior Art Awards
- BFA exhibit held in public gallery
- Senior exhibit in the Cecille R. Hunt Gallery
- Exhibits of professional works throughout the year in the Cecille R. Hunt Gallery

Special Requirements
Entering students seeking a BA in art with an emphasis in visual culture must either present a portfolio of her/his work or submit a writing sample (two pages) on a topic concerning art or visual culture. Portfolio reviews can be scheduled with the Director of the Arts Programs in Vienna, and writing samples should be submitted with the student's application for admission to Webster University in Vienna.

Entering students seeking a BA in art with an emphasis in art history and criticism must submit either a portfolio of their work or a writing sample. Appointments for portfolio interviews can be scheduled through the Office of Undergraduate Admissions, and writing samples should be submitted with the student's application for admission.

All other entering students must present a portfolio for initial acceptance into the art program.

Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.

Senior Overview
In order to graduate with a BA with a studio emphasis, 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. Students graduating in December are expected to hold their work for inclusion in the show following their completion of studies.

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 with an emphasis in art history and criticism must take a minimum of 12 art history credit hours and 6 studio credit hours at Webster University. Art history and criticism transfer students must petition the Art Department for acceptance into the department.
Transfer students seeking a BA in art with an emphasis in visual culture must complete a minimum of 18 credit hours in departmental courses 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 with an 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.

Art with an emphasis in Art History and Criticism

Degree Requirements
48 required credit hours
27 general education credit hours
53 elective credit hours
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, and the biography of the artist.

The Art Department is committed to the concept of combining theory with experience; consequently, art history students are required to take courses in studio art. Because of the eclectic nature of the field, additional credit hours should be taken in related areas, including courses in history, literature, and philosophy. A minimum of two years of a foreign language is strongly recommended. A comprehensive examination on major monuments of world art is the typical senior project/overview. Students can take advantage of several internships available in local museums and galleries, and they can study at one of the Webster University international campuses.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1010 Creative Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ART 1110 Introduction to Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 1210 Design: 2-D</td>
<td>3</td>
</tr>
<tr>
<td>ART 1220 Design: 3-D</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 2200 Current Art</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 2210 Introduction to the History of Western Art</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 2320 Introduction to Asian Art</td>
<td>3</td>
</tr>
<tr>
<td>(or an approved substitution in non-Western art)</td>
<td></td>
</tr>
<tr>
<td>ARHS 2350 Introductory Topics in Art</td>
<td>3</td>
</tr>
<tr>
<td>(may be repeated for credit if topic varies)</td>
<td></td>
</tr>
</tbody>
</table>

A minimum of 24 credit hours must be chosen from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHS 2350 Introductory Topics in Art History</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 3340 History of Renaissance Art</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 3350 Seventeenth- and Eighteenth-Century Art</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 3360 History of Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 3370 Art Since 1945</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 3390 Art and Art Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 3400 History of Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 4350 Topics in Art History (may be repeated if topic varies)</td>
<td></td>
</tr>
<tr>
<td>ENGL 4010 Art and the Artist</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 2040 History of Photography</td>
<td>3</td>
</tr>
<tr>
<td>FLST 2050 History of Film</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3120 Philosophy and Art</td>
<td>3</td>
</tr>
<tr>
<td>RELG 2400 Religion and the Arts</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 4920 Senior Overview/Comprehensive Review</td>
<td>3</td>
</tr>
</tbody>
</table>

**Art with an emphasis in Studio Art**

**Degree Requirements**

- 48 required credit hours
- 27 general education credit hours
- 53 elective credit hours

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1010 Creative Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ART 1110 Introduction to Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 1120 Principles of Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 1210 Design: 2-D</td>
<td>3</td>
</tr>
<tr>
<td>ART 1220 Design: 3-D</td>
<td>3</td>
</tr>
<tr>
<td>ART 2110 Figure Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 2120 Intermediate Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 4020 Visual Arts Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 2200 Current Art</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 2210 Introduction to the History of Western Art</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 2320 Introduction to Asian Art</td>
<td>3</td>
</tr>
<tr>
<td>(or an approved substitution in non-Western art)</td>
<td></td>
</tr>
<tr>
<td>ART 2900 Art Major Acceptance Review</td>
<td>0</td>
</tr>
<tr>
<td>ART 4910 BA Senior Overview/Exhibition</td>
<td>0</td>
</tr>
</tbody>
</table>

In addition to the above, students must complete a minimum of 15 credit hours of coursework selected from at least five of the following studio areas: alternative media, ceramics, graphic design, painting, papermaking, printmaking, photography, or sculpture. At least one course must be at the 3000 level or above.

Advanced standing as a major in the Art Department is achieved by faculty evaluation of a portfolio of the student’s studio coursework. This evaluation is usually done during the second semester of the sophomore year or after a student has successfully completed 45 credit hours of study, providing the student has completed a minimum of 18 credit hours of studio coursework.

Following portfolio evaluation, students are formally advised of admittance to the department as candidates for the BA program or are advised to resubmit their portfolios the following semester. Students whose portfolios do not receive a favorable evaluation when resubmitted are advised to seek another department for their major. The department notifies students of portfolio review dates.

**Art with an emphasis in Visual Culture**

**Degree Requirements**

- 60 required credit hours
- 27 general education credit hours
- 41 elective credit hours

This emphasis is available at the Vienna campus. However, many of the required courses are regular offerings and may be used to supplement the visual culture coursework in Vienna.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1010 Creative Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ART 1110 Introduction to Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 1210 Design: 2-D</td>
<td>3</td>
</tr>
<tr>
<td>ART 1700 Photo I</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 2200 Current Art</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 2210 Introduction to the History of Western Art</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 2212 Art, Business, and Visual Culture</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 2230 Visual Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 2350 Introductory Topics in Art History</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 3390 Art and Art Cultures (non-Western)</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 3410 Cultural Organizations: Structure and Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 3830 Alternative Media</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 4730 Art Theory and Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ART 4800 Apprenticeships in Art</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 4920 Seminar in Visual Culture (Overview)</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 3600 Management in the Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition to the above, students must complete a minimum of 12 credit hours of studio art or art history elective courses at the 2000 level or above. (This may include ARHS 2000 Art Forum.) Students may adapt their coursework to enrich an individualized visual culture track by selecting relevant courses, like those listed below, to fulfill general education or elective requirements.

- ANSO 2000 Issues in Contemporary Society
- ANSO 2030 Culture and Communication
Art

Leigh Gerdine College of Fine Arts

ANSO 3400 Gender and Sex Roles  
ENGL 4010 Art and the Artist  
FLST 1800 Film Appreciation  
FLST 2060 Modern World Cinema  
GNST 1300 Technology and Society  
GNST 1400 Civilization and the Arts  
GNST 2060 Introduction to World Cultures  
HIST 3000 Ideas in History  
MEDC 1020 Introduction to Mass Communications  
MEDC 2800 Cultural Diversity in the Media  
PHIL 3120 Philosophy and Art  
PSYC 1100 Introduction to Psychology  
PSYC 2000 Issues in Contemporary Psychology  
RELG 2400 Religion and the Arts  
WRIT 3000 Professional Writing Practicum

Completion of a supportive minor may add a specific focus to the visual culture emphasis in art. Typical minors would include:

Management minor

It is suggested that a management minor should include the following courses: ACCT 2010 Financial Accounting, ACCT 2025 Managerial Accounting, MNGT 2100 Management Theory and Practices, MNGT 3400 Human Resource Management, MNGT 3450 Principles of Organizational Behavior, and MNGT 3500 Marketing.

Psychology minor

A minor in psychology includes PSYC 1100 Introduction to Psychology and five additional psychology courses.

Art with Studio Emphasis (BFA)

Degree Requirements

85 required credit hours  
12 general education credit hours  
31 elective credit hours

Required Courses

ART 1010 Creative Strategies 3 hours  
ART 1110 Introduction to Drawing 3 hours  
ART 1120 Principles of Drawing 3 hours  
ART 1210 Design: 2-D 3 hours  
ART 1220 Design: 3-D 3 hours  
ART 2110 Figure Drawing 3 hours  
ART 2120 Intermediate Drawing 3 hours  
ART 4020 Visual Arts Seminar 3 hours  
ARHS 2200 Current Art 3 hours  
ARHS 2210 Introduction to the History of Western Art 3 hours  
ARHS 2320 Introduction to Asian Art 3 hours  
ART 2900 Art Major Acceptance Review 0 hours  
ART 3900 BFA Review 0 hours  
ART 4110, ART 4120 Drawing; Advanced or  
ART 3110 Conceptual Drawing 3 hours

Recommended electives from:

ART 2020 Studio Seminar 3 hours  
MNGT 3600 Management in the Arts 3 hours  
PHIL 3120 Philosophy and Art 3 hours  
RELG 2400 Religion and the Arts 3 hours

Students in the BFA program are expected to fulfill the same core requirements as for the BA in studio art. In addition, they must complete a total of 15 credit hours in art history; 64 credit hours in studio courses; and 3 credit hours with the BFA thesis. Candidates for the BFA must designate a specific studio area of emphasis and earn a minimum of 18 credit hours in that area. When the studio area is drawing, it is necessary, due to total departmental requirements, to earn a minimum of 30 credit hours in that studio.

Studio work, in addition to the BFA area of emphasis, must have a minimum distribution of one course from each studio area. Students may also 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 specific examples of work in the intended area of emphasis 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 Art Department.

BFA Thesis

The thesis is written during the last semester of the senior year in the student's area of emphasis. The 3 credit hours for the thesis are in addition to the minimum of 64 studio credit hours, the minimum 15 art history credit hours, and the senior overview.

Art with an emphasis in Graphic Design

Degree Requirements

84 required credit hours  
12 general education credit hours  
32 elective credit hours

This program prepares students by providing a background in the history and theories of graphic design; a broad basis in the history of art; product and technical design skills; better abilities in drawing; computer fluency; an awareness of ethical issues; and practical professional experience.

On entering portfolio, transfer students declare intent to pursue the graphic design course of study. Entering portfolio reviews are competitive with acceptance limited to 25 new students per year. The first two courses in the sequence ordinarily would permit the possibility of transfer credit in graphic design. However, transfer students might be encouraged to complete the entire sequence. Freshmen would, of course, be able to make the decision of emphasis at a much later point in their curriculum. The specific point of declaration of emphasis would be major acceptance review during the second semester of the sophomore year. All core courses must be completed in the first two years and before enrolling in the third level graphic design course.

The BFA emphasis in graphic design is a professional degree format that blends practical and theoretical coursework. The program of study requires a high level of accomplishment for continuation in the program. Students will be required to attain a grade of B in any class in the graphic design area prior to progressing to the next. Although the total number of credit hours in the degree program would remain consistent with other University requirements, transfer students would typically complete the program in five years.

Required Courses

ART 1010 Creative Strategies 3 hours  
ART 1110 Introduction to Drawing 3 hours  
ART 1120 Principles of Drawing 3 hours  
ART 1210 Design: 2-D 3 hours  
ART 1220 Design: 3-D 3 hours  
ART 2110 Figure Drawing 3 hours  
ART 2120 Intermediate Drawing 3 hours  
ART 4020 Visual Arts Seminar 3 hours  
ARHS 2200 Current Art 3 hours  
ARHS 2210 Introduction to the History of Western Art 3 hours  
ARHS 3600 Management in the Arts 3 hours  
PHIL 3120 Philosophy and Art 3 hours  
RELG 2400 Religion and the Arts 3 hours  
WRIT 3000 Professional Writing Practicum 3 hours
**Certificate in Art Therapy**

- **Course Requirements**
  - **Art Therapy courses - 9 credit hours including:**
    - ART 3200 Art Therapy: Introduction 3 hours
    - ART 4200 Art Therapy: History and Theory 3 hours
    - ART 4810 Professional Internship in Art Therapy 3 hours
  - **Psychology courses - 15 credit hours including:**
    - PSYC 1100 Introduction to Psychology 3 hours
    - PSYC 2300 Human Development 3 hours
    - PSYC 3125 Abnormal Psychology 3 hours
    - PSYC 3550 History, Philosophy, and Systems of Psychology 3 hours
    - PSYC 3775 Personality Theory 3 hours

- **Art Education course (recommended):**
  - ART 3910 Art for the Elementary Grades 3 hours

- **Art Therapy Journal**

  Similar to an art portfolio, this journal must be kept throughout the course of studies once the student has been identified as a candidate for the art therapy certificate. The art therapy journal review takes place at the end of each semester in the program with a final review prior to graduation.

  In addition to the required course sequence, students in the art therapy certificate program are encouraged to take courses in education, multicultural studies, religion, and social science methods.

- **Certificate in Curatorial Studies**

  - **Course Requirements**
    - ART 2360 Introduction to Curatorial Studies 3 hours
    - ARHS 2350 Topics in Art History (related topic) 3 hours
  - **Choose two 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
    - WRIT 2090 Writing in the Workplace 3 hours
    - HIST 2000 Social History 3 hours
  - **Study in foreign language** 3 hours
    - ART 4020 Visual Arts Seminar 3 hours
    - ARHS 4730 Art Theory and Criticism 3 hours
    - ART 4800 Apprenticeships in Art 3 hours
    - Curatorial studies journal 0 hours

- **Certificate in International Art Studies**

  - **Course Requirements**
    - ART 2360 Introduction to Curatorial Studies 3 hours
    - ARHS 2350 Topics in Art History (related topic) 3 hours
    - **Choose two 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
      - WRIT 2090 Writing in the Workplace 3 hours
      - HIST 2000 Social History 3 hours
      - **Study in foreign language** 3 hours
      - ART 4020 Visual Arts Seminar 3 hours
      - ARHS 4730 Art Theory and Criticism 3 hours
      - ART 4800 Apprenticeships in Art 3 hours
      - Curatorial studies journal 0 hours

---

**ARHS 2320 Introduction to Asian Art (or an approved substitution in non-Western art)** 3 hours
**ART 2900 Art Major Acceptance Review** 0 hours
**ART 3900 B.F.A. Review** 0 hours

**6 additional credit hours in art history may include:**
- ARHS 4730 Art Theory and Criticism 3 hours
- PHIL 3120 Philosophy and Art 3 hours
- ARHS 3360 History of Modern Art 3 hours

**15 credit hours in studio art chosen from five of the following studio areas:**
- Alternative Media
- Ceramics
- Painting
- Papermaking
- Printmaking
- Photography
- Sculpture

**21 credit hours in graphic design:**
- ART 2270 Digital Applications 3 hours
- ART 2280 Introduction to Graphic Design 3 hours
- ART 2700 Concepts and Theory of Design 3 hours
- ART 3270 Graphic Design Systems: Typography 3 hours
- ART 3280 Graphic Design Products 3 hours
- ART 4270 Advanced Graphic Design 3 hours
- ART 4280 Graphic Design Studio 3 hours

**3 additional credit hours in graphic design. This may include:**
- ART 3850 Topics in Studio Art (in graphic design related areas) 3 hours
- ARVT 4040 Advertising Production 3 hours
- ARHS 4550 Topics in Art History: History of Modern Design 3 hours
- Practical field experience: ART 4800 Apprenticeships in Art 1-6 hours
- Program Overview: ART 4900 Graphic Design Portfolio Exam 3 hours

**Certificate in Curatorial Studies**

- 24 required credit hours

  The Curatorial Studies certificate introduces students to the theory and practice to curate art. This certificate will provide the initial stage of preparation for further study at the graduate level. In addition to all the requirements for a BA in Art or those of a BFA with studio emphasis, art majors can attain the Curatorial Studies certificate by successfully completing the following courses.

**Course Requirements**

- ART 2360 Introduction to Curatorial Studies 3 hours
- ARHS 2350 Topics in Art History (related topic) 3 hours

- **Choose two 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
  - WRIT 2090 Writing in the Workplace 3 hours
  - HIST 2000 Social History 3 hours

- **Study in foreign language** 3 hours
  - ART 4020 Visual Arts Seminar 3 hours
  - ARHS 4730 Art Theory and Criticism 3 hours
  - ART 4800 Apprenticeships in Art 3 hours
  - Curatorial studies journal 0 hours

**Certificate in International Art Studies**

- 24 required credit hours

  The International Art Studies certificate integrates focused studies at a Webster University campus with art study abroad. The combination of course work and cultural immersion enables students to gain a deeper understanding of the international nature of contemporary art. The intensity of this study may enrich and broaden the students' global perspectives. In addition to completing all the requirements for a BA in Art or those for a BFA with a Studio emphasis, art majors may attain a certificate by successfully completing the following courses.
Leigh Gerdine College of Fine Arts

Art

Requirements
Art and Art History courses-- 15 credit hours including:
ARHS 2000 Art Forum 1 hour
ARHS 3340 History of Renaissance Art OR
   ARHS 3350 Seventeenth-and Eighteenth- Century Art OR
   ARHS 3360 History of Modern Art 3 hours
   ARHS 3390 Art and Art Cultures 3 hours
Study Abroad courses: Art studies at a Webster International campus 6 hours
ART 4610 Reading Course (capstone and presentation) 2 hours
1000 level foreign language course or proficiency in language other than student's native language 3 hours

Two courses chosen from the following:
HIST 2220 Modern Europe 3 hours
ANSC 2000 Issues in Contemporary Society 3 hours
GNST 1400 Civilization and the Arts 3 hours
PHIL 3120 Philosophy and Art 3 hours
Conservatory of Theatre Arts

Majors and Degrees Offered
Acting (BFA)
Concert Design (BFA)
Costume Design (BFA)
Lighting Design (BFA)
Musical Theatre (BFA)
Scene Design (BFA)
Scene Painting (BFA)
Sound Design (BFA)
Stage Management (BFA)
Technical Direction (BFA)
Wig and Makeup Design (BFA)
Directing (BA)

Minor Offered
Theatre
A minor requires a minimum of 18 credit hours of formal coursework from the University curriculum completed at Webster University. Courses used to fulfill a major may not also be used to fulfill a requirement for a minor. CONS prefix courses are not available to theatre minors.

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
• Be able to 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 semester auditions, interviews and/or portfolio reviews from which students receive individual faculty feedback.

Special Study Opportunities
The Conservatory is the only undergraduate program in the country that works with two professional performing organizations in residence and on campus: The Repertory Theatre of St. Louis and the Opera Theatre of Saint Louis. These outstanding performing institutions offer exciting productions, nationally and internationally recognized theatre artists, and special opportunities for specific projects. All Conservatory students 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. A portfolio review is scheduled for designers, stage managers, and producers located in New York. The Conservatory produces a season of six plays and one dance concert annually. 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.

In recent years, Conservatory students have been placed in internships and practica with the Old Globe Theatre, San Diego; Denver Center Theatre Company; Opera Theatre of Saint Louis; The Repertory Theatre of 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; The Nebraska Theatre Caravan; St. Louis Regional Arts Council; Intiman Theatre; the Goodspeed Opera House; and San Diego Repertory Theatre.

Scholarships

Marita Woodruff Scholarship
This scholarship was established through a gift from Marsha Mason, an alumna of the Webster Theatre and Dance Department, to acknowledge the outstanding teaching contributions of Marita Woodruff. The scholarship is awarded annually to one student in the third year and one student in the fourth year who represent an outstanding balance of professionalism, talent, and scholarship in humanistic studies.

Judy K. Meyer Scholarship
This scholarship is funded by the Arthur Meyer Memorial Fund and is awarded to a fourth year musical theatre or Acting student judged to be outstanding.

Robert Slowiak Scholarship
This award was created by the Robert Slowiak Memorial Fund to be awarded to the outstanding fourth year student in the design and technical production program. This fund is intended to support the student’s needs for supplies and materials.

David Huffman Scholarship
This scholarship is established to provide a student in the fourth year with additional support that will allow him/her to complete the final year. This award is based on financial need and excellent work within the Conservatory.

Phyllis Huffman Del Vecchio Scholarship
This scholarship is established to recognize an outstanding Fourth Year student in acting or musical theatre in The Conservatory of Theatre Arts with significant financial need. The scholarship is intended to provide support to allow the student to complete his/her final year of studies. The awardee should exhibit potential for a successful career as an actor in theatre or film.

Mary Alice Dwyer-Dobbin Scholarship
This scholarship is established and named for an alumna of the Webster Conservatory of Theatre Arts and is awarded to the outstanding fourth year stage management student.

Peter E. Sargent Scholarship
This scholarship is awarded to a student in the third or fourth year representing outstanding talent and promise in the field of lighting design.

Jeffrey Struckman Memorial Scholarship
This scholarship, established by family and friends to honor the memory of an alumnus of the Conservatory of Theatre Arts at Webster University, is awarded to a full-time, third or fourth year student majoring in costume or scene design.
Conservatory of Theatre Arts

Marcella Withum Finn Endowed Costume Fund
The fund establishes an endowment to provide support for the design, construction, and execution of costumes for an annually selected Conservatory of Theatre Arts production. It is intended to be utilized for a single production selected by the design and technical production faculty each season.

Byron Grant Scholarship
This scholarship is awarded to a third or fourth year student in musical theatre representing outstanding talent and the desire to pursue a career in musical theatre performance.

Special Requirements
Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.

Acting (BFA)
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. Completing 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
The student will demonstrate an effective acting process that integrates
• A free and responsive vocal and physical instrument
• Strong research and text analysis skills
• A free and activated imagination
• The ability to utilize a variety of dialects
• The ability to improvise
• The ability to work in a variety of styles and mediums
• An understanding of theatre history
• An understanding of cultural and historical forces that form the background for dramatic literature
• The ability to use the tools of a director

Special Requirements
Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.

Auditions/interviews are required for all students planning 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
83 required credit hours
12 general education credit hours
33 elective credit hours

Required Courses
CONS 1010, 1020, 2010, 2020, 3010, 3020, 4010, 4020 (The Conservatory sequence or its equivalent) 64 hours
THEA 3710, 3720 Directing I, II 4 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

Six credit hours from the following areas:
Behavioral and Social Sciences: Prefixes - PSYC, ANTH, SOCI
General Studies: Prefix - GNST
(excludes FRSH 1200 - Great Thinkers Seminar)
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

Concert Design (BFA)
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
The student will demonstrate an effective concert lighting design process that integrates
• Strong social skills
• A comprehensive approach to analyzing a production
• Strong research skills
• The ability to design a scenic scheme
• An understanding of theatre history and visual styles
• Mastery of skills in design presentation and development
• The ability to organize a construction process
• Creative thinking in problem solving
• The ability to develop rental packages for concerts
• The ability to maintain moving lights
• Operational facility with the most current moving light consoles
• An understanding of the needs of performers and directors
• The ability to successfully design a production

Special Requirements
Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.

Auditions/interviews are required for all students planning 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
102 required credit hours
12 general education credit hours
14 elective credit hours

Required Courses
CONS 1010, 1020, 2010, 2020, 3010, 3020, 4010, 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
ART 1210 Design: 2-D 3 hours
ART 1220 Design: 3-D 3 hours
GNST 1400 Civilization and the Arts 4 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 Costume Construction for Dance 3 hours
Conservatory of Theatre Arts

Costume Construction (BFA)
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
The student will demonstrate an effective design process that integrates
- Strong social skills
- A comprehensive approach to analyzing a play
- Strong research skills
- The ability to organize and supervise a construction team
- An understanding of theatre history and visual styles
- Mastery of skills in design presentation and development
- The ability to organize a construction process
- Creative thinking in problem solving
- An understanding of layout and construction skills
- An understanding of the needs of performers and directors
- The ability to successfully execute a design

Special Requirements
Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.
Auditions/interviews are required for all students planning 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
99 required credit hours
12 general education credit hours
17 elective credit hours

Required Courses
CONS 1010, 1020, 2010, 2020, 3010, 3020, 4010, 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
ART 1210 Design: 2-D 3 hours
ART 1220 Design: 3-D 3 hours
GNST 1400 Civilization and the Arts 4 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

Costume Design (BFA)
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 process through production
- 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
Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.
Auditions/interviews are required for all students planning 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
103 required credit hours
12 general education credit hours
13 elective credit hours

Required Courses
CONS 1010, 1020, 2010, 2020, 3010, 3020, 4010, 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
ART 1210 Design: 2-D 3 hours
ART 1220 Design: 3-D 3 hours
GNST 1400 Civilization and the Arts 4 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 Costume Design for Dance 3 hours

Lighting Design (BFA)
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
The student will demonstrate an effective design process that integrates
- The ability to work with a director and a creative team to develop a design concept for a production
- A comprehensive approach to analyzing the lighting needs of a play
- Strong research skills
- An understanding of theatre history and visual styles
- Mastery of skills in design presentation

Special Requirements
Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.
Auditions/interviews are required for all students planning 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.
Conservatory of Theatre Arts

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**
- 104 required credit hours
- 12 general education credit hours
- 12 elective credit hours

**Required Courses**
- MUSC 1010, 1020, 2010, 2020, 3010, 3020, 4010, 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
- ART 1210 Design: 2-D 3 hours
- ART 1220 Design: 3-D 3 hours
- GNST 1400 Civilization and the Arts 4 hours
- SCIN 1410 Patterns of Light and Sound 2 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

**Musical Theatre (BFA)**

**Degree Requirements**
- 113 required credit hours
- 12 general education credit hours
- 3 elective credit hours

**Required Courses**
- MUSC 1000 Fundamentals of Musicianship 3 hours
- MUSC 1010 Music Theory I 3 hours
- MUSC 1080, 1085, 2001 Applied Music: Class Piano, Secondary and Non-Major Piano 2-5 hours
- MUSC 1810 Musicianship I 2 hours
- MUSC 1820 Musicianship II 2 hours
- MUSC 2910 Applied Musicianship for Musical Theatre I 3 hours
- MUSC 4002 Applied Music: Voice 16 hours
2 hours from the following:
- MUSC 4900 Webster University Choral Club 1 hour
- MUSC 4950 Vocal Jazz Ensemble 1 hour
- 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
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
- MUTH 3410 Musical Theatre Dance Styles II 2 hours
- MUSC 3420 Musical Theatre Dance Styles II 2 hours
- CONS 1010 Conservatory I 8 hours
- CONS 1020 Conservatory I 8 hours
- CONS 2010 Conservatory II 8 hours
- CONS 2020 Conservatory II 8 hours
- MUTH 3010 Conservatory III 5 hours
- MUTH 3020 Conservatory III 5 hours
- MUTH 4010 Conservatory IV 5 hours
- MUTH 4020 Conservatory IV 5 hours

**Scene Design (BFA)**

**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, 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 process through 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**
Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.

Auditions/interviews are required for all students planning 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**
- 103 required credit hours
- 12 general education credit hours
- 13 elective credit hours

**Required Courses**
- CONS 1010, 1020, 2010, 2020, 3010, 3020, 4010, 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
- ART 1210 Design: 2-D 3 hours
- ART 1220 Design: 3-D 3 hours
- GNST 1400 Civilization and the Arts 4 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

**Conservatory of Theatre Arts**
Scene Painting (BFA)
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
The student will demonstrate an effective scenic art process that integrates
- Strong social skills
- A comprehensive approach to analyzing a play
- Strong research skills
- The ability to execute a design
- An understanding of theatre history and visual styles
- Mastery of skills in design presentation and development
- The ability to organize a scenic art process
- Creative thinking in problem solving
- An understanding of layout and construction skills
- The ability to organize and supervise a team of scenic artists
- An understanding of the needs of performers and directors
- The ability to operate with a budget

Special Requirements
Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.

Auditions/interviews are required for all students planning 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
103 required credit hours
12 general education credit hours
13 elective credit hours

Required Courses
CONS 1010, 1020, 2010, 2020, 3010, 3020, 4010, 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
ART 1210 Design-2D 3 hours
ART 1220 Design-3D 3 hours
GNST 1400 Civilization and the Arts 4 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

Sound Design (BFA)
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 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 solve the needs of a production
- Utilize sound editing software and sound playback software to manipulate sound effects and music for use in production
- Utilize sound equipment and acoustical principles to solve problems to meet the needs of productions
- Collaborate with director, fellow designers, actors, and technicians to create a finished product that meets the needs of the play and vision of the director
- Design sound for straight plays, musicals, opera, dance theatre for young audiences, and other performance styles

Special Requirements
Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.

Auditions/interviews are required for all students planning 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
111 required credit hours
12 general education credit hours
5 elective credit hours

Required Courses
CONS 1010, 1020, 2010, 2020, 3010, 3020, 4010, 4020 (The Conservatory sequence or its equivalent) 72 hours
ART 1110 Introduction to Drawing 3 hours
ART 1210 Design-2D 3 hours
AUDI 1000, 2000 Audio Production I, II 6 hours
AUDI 3000 Multitrack Recording 3 hours
AUDI 3300 Sound System Design and Operation 3 hours
GNST 1400 Civilization and the Arts 4 hours
MUSC 1000 Fundamentals of Musicianship 2 hours
MUSC 1050 Introduction to Music Appreciation 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

Recommended Electives
AUDI 1200 Intro to MIDI 2 hours
AUDI 4000 Music Recording 3 hours

Stage Management (BFA)
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
The student will demonstrate an effective stage management process that integrates
- A strong ability to communicate with others well
- An inherent ability to learn and make decisions
- Creative thinking in problem solving
- An understanding of the needs of performers and directors
- A comprehensive approach to analyzing the needs of a play
- Strong research skills
- An understanding of theatre history and visual styles
- An understanding of design presentation and development
Conservatory of Theatre Arts

- The ability to establish and oversee an effective rehearsal process
- The creation of a coherent prompt book
- The ability to organize a production process
- The ability to successfully call a production

Special Requirements
Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.

Auditions/interviews are required for all students planning 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
87 required credit hours
12 general education credit hours
29 elective credit hours

Required Courses
CONS 1010, 1020, 2010, 2020, 3010, 3020, 4010, 4020
(The Conservatory sequence or its equivalent) 72 hours
GNST 1400 Civilization and the Arts 4 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 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

Technical Direction (BFA)

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 process throughout production
- 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
Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.

Auditions/interviews are required for all students planning 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.

Wig and Makeup Design (BFA)

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 process throughout production
- 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
Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.

Auditions/interviews are required for all students planning 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.

Leigh Gerdine College of Fine Arts
Conservatory of Theatre Arts

Degree Requirements
101 required credit hours
12 general education credit hours
15 elective credit hours

Required Courses
CONS 1010, 1020, 2010, 2020, 3010, 3020, 4010, 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
ART 1210 Design: 2-D 3 hours
ART 1220 Design: 3-D 3 hours
GNST 1400 Civilization and the Arts 4 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

Directing (BA)

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 and art of storytelling. The program is also designed to immerse young directors in the world of the designer, actor, and stage manager as well. Directing students take classes in directing, acting, and fundamentals of design, stage management, text analysis, crew management, visual history, lighting design, voice and movement.

Learning Outcomes
The student will demonstrate an effective directing process that integrates
• A practical understanding and demonstrations of skills for each artistic discipline that makes up the team effort of theatre production including acting, stage management, and design
• A comprehensive approach to analyzing a play, through a thorough understanding of the given circumstances, character relationships and objectives and themes and metaphors of the script
• Strong research skills encompassing theatrical style, historical context, biographical relevance and theatrical metaphor
• Critical and creative thinking through coursework, individual production work and apprenticeship experiences with professionals at the Repertory Theatre of St. Louis
• An understanding of cultural and historical forces that form the background for dramatic literature, culminating in a semester of study in London in their senior year

Special Requirements
Courses completed with a grade of D do not count toward fulfilling the specific course requirements of the major.

Auditions/interviews are required for all students planning 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
72 required credit hours
27 general education credit hours
29 elective credit hours
Leigh Gerdine College of Fine Arts

Dance

Webster University's Department of Dance requires an audition for the BFA and BA degree. The Dance minors do not require an audition.

Majors and Degrees Offered
BFA in Dance with an emphasis in:
- Ballet
- Modern
BA in Dance with an emphasis in:
- Ballet
- Modern

Minor Offered
Minute in Dance Technique with an emphasis in:
- Ballet & Modern
- Jazz & Tap
- Minor in Dance Theory
A minor requires a minimum of 18 credit hours of formal coursework from the University curriculum completed at Webster University. Courses used to fulfill a minor may not also be used to fulfill a requirement for a major.

The Department of Dance mission is to:
- Celebrate excellence in dance
- Promote the uniqueness of the individual artist
- Empower performers, choreographers and teachers to be versatile
- Embrace dance as an art form within a global community
- Challenge each student to strive for mastery of their discipline

Special Study Opportunities
BA students are able to dance intensively while also working towards 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 costume, lighting and PR/marketing.

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, accessing 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.

Degree with an Emphasis in Ballet (BFA)

Degree Requirements
- 97 required credit hours
- 12 general education credit hours
- 19 elective credit hours
- 128 Total Hours

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, Ballet 6 hours
- DANC 2000- level applied dance, Tap;
  - OR DANC 3000-level applied dance, Jazz;
  - OR MUTH 3410 (Musical Theatre Dance Styles II) 4 hours
- DANC 1040 International Dance 3 hours
- DANC 1220 Improvisation 2 hours
- DANC 1310, 1320 Composition 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 1 hour
- DANC 1560 Stagecraft for Dance II 1 hour
- DANC 2060 Men's Class and/or DANC 2050 Pointe 4 hours
- DANC 2210 Dance History: Lineage Based to 20th Century 3 hours
- DANC 2250 Cross Training 2 hours
- DANC 2310, 2320 Composition II 6 hours
- DANC 2520 Living Anatomy and Movement 3 hours
- DANC 3060 Variations and/or DANC 3050 Partnering 2 hours
- DANC 3150 Webster University Dance Ensemble I 2 hours
- DANC 3160 Webster University Dance Ensemble 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 Dance Seminar 0 hours
- DANC 4900 Senior Seminar 1 hour

Additional advanced-level work in technique, (3250, 3060, 3050, etc.) choreography, topics, independent study, OR DANC 2050, 2060, or 2250 3 hours
- WRIT 1010 Composition 3 hours
- OR ENGL 2160 Creative Writing: Fiction 3 hours
- EPMD 1000 Introduction to Media Production 3 hours
- ART 1000 Introduction to Studio Art;
  - OR ART 3820 Performance Art;
  - OR THEA 1030 Introduction to Theatre:
    - Acting for Non-Majors 3 hours
- MUSC 1000 Fundamentals of Musicianship 3 hours

Degree with an Emphasis in Modern (BFA)

Degree Requirements
- 97 required credit hours
- 12 general education credit hours
- 19 elective credit hours
- 128 Total Hours

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

Additional advanced-level work in technique, (3250, 3060, 3050, etc.) choreography, topics, independent study, OR DANC 2050, 2060, or 2250 3 hours
- WRIT 1010 Composition 3 hours
- OR ENGL 2160 Creative Writing: Fiction 3 hours
- EPMD 1000 Introduction to Media Production 3 hours
- ART 1000 Introduction to Studio Art;
  - OR ART 3820 Performance Art;
  - OR THEA 1030 Introduction to Theatre:
    - Acting for Non-Majors 3 hours
- MUSC 1000 Fundamentals of Musicianship 3 hours
Dance

DANCE 4310 Choreographic Pedagogy 3 hours
DANC 4400 Dance Pedagogy 3 hours
DANC 4410 Dance Seminar 0 hours
DANC 4100 Senior Seminar 1 hour
Additional advanced-level work in technique, (3250, 3060, 3050 etc.) choreography, topics, independent study, OR DANC 2050, 2060, or 2250 4 hours
WRIT 1010 Composition 3 hours
OR ENGL 2160 Creative Writing: Fiction 3 hours
EPMD 1000 Introduction to Media Production 3 hours
THEA 1030 Introduction to Theatre: Acting for Non-Majors 3 hours
ART 1000 Introduction to Studio Art; OR ART 3820 Performance Art 3 hours
MUSC 1000 Fundamentals of Musicianship 3 hours

Dance with an Emphasis in Ballet or Modern (BA)

Degree Requirements
59 required credit hours
27 general education credit hours
42 elective credit hours
128 Total Hours

Required Courses
DANC 2000- or 3000-level applied dance, Ballet or Modern 5 hours
DANC 3000- 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; or DANC 3000- Level applied dance, Jazz; or MUTH 3410 (Musical Theatre Dance Styles II) 4 hours
DANC 1040 International Dance 3 hours
DANC 1220 Improvisation I 2 hours
DANC 1310, 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

Recommended Electives for the BA or BFA in Dance
ANSO 1070 Introduction to Cultural Anthropology 3 hours
BUSN 1200 Introduction to Business 3 hours
Foreign Languages
ENGL 2150 Creative Writing: Poetry 3 hours
HIST 1100 World Civilizations Before 1500 3 hours
PHOT 1000 Photo I 3 hours
PHIL 1010 Introduction to Critical Thinking 3 hours
PSYC 1100 Introduction to Psychology 3 hours
VIDE 1810 Video Production I 3 hours
WOMN 1010 Studying Women Across the Disciplines 3 hours

Minor in Dance: Technique

Minor Degree Requirements
12 hours

Required Courses:
DANC 3210 Dance History: Lineage Based to 20th Century 3 hours
DANC 3220 Improvisation II 2 hours
DANC 3250 Somatics 2 hours
DANC 3550 Lighting and Costume Design for Dance I 3 hours
DANC 3560 Lighting and Costume Design for Dance II 2 hours
DANC 4310 Choreographic Project 3 hours
DANC 4400 Dance Pedagogy 3 hours
DANC 4410 Dance Seminar 0 hours
DANC 4900 Senior Seminar 1 hour
Additional advanced-level work in technique, (3250, 3060, 3050 etc.) choreography, topics, independent study, OR DANC 2050, 2060, or 2250 4 hours
WRIT 1010 Composition 3 hours
OR ENGL 2160 Creative Writing: Fiction 3 hours
EPMD 1000 Introduction to Media Production 3 hours
THEA 1030 Introduction to Theatre: Acting for Non-Majors 3 hours
ART 1000 Introduction to Studio Art; OR ART 3820 Performance Art 3 hours
MUSC 1000 Fundamentals of Musicianship 3 hours

Minor in Dance: Theory

Minor Degree Requirements
12 hours

Required Courses:
DANC 3210 Dance History: Lineage Based to 20th Century 3 hours
DANC 3220 Improvisation II 2 hours
DANC 3250 Somatics 2 hours
DANC 3550 Lighting and Costume Design for Dance I 3 hours
DANC 3560 Lighting and Costume Design for Dance II 2 hours
DANC 4310 Choreographic Project 3 hours
DANC 4400 Dance Pedagogy 3 hours
DANC 4410 Dance Seminar 0 hours
DANC 4900 Senior Seminar 1 hour
Additional advanced-level work in technique, (3250, 3060, 3050 etc.) choreography, topics, independent study, OR DANC 2050, 2060, or 2250 4 hours
WRIT 1010 Composition 3 hours
OR ENGL 2160 Creative Writing: Fiction 3 hours
EPMD 1000 Introduction to Media Production 3 hours
THEA 1030 Introduction to Theatre: Acting for Non-Majors 3 hours
ART 1000 Introduction to Studio Art; OR ART 3820 Performance Art 3 hours
MUSC 1000 Fundamentals of Musicianship 3 hours

Minor in Dance: Modern & Ballet Emphasis

Minor Degree Requirements
12 hours

Required Courses:
DANC 2520 Living Anatomy and Movement 3 hours
DANC 2210 Dance History: Lineage Based to 20th Century 3 hours
DANC 1220 Improvisation I 2 hours
DANC 1310, 1320 Composition I 5 hours
DANC 2210 Dance History: Lineage Based to 20th Century 3 hours
DANC 3210 Dance History: 20th Century to Present 3 hours
DANC 3100, 3200, 3250, 3220, 3550, 3560 2 hours
DANC 1550 Stagecraft for Dance I 1 hour
DANC 1560 Stagecraft for Dance II 1 hour
DANC 1040 International Dance 3 hours
DANC 4400 Dance Pedagogy 3 hours
MUSC 1000 Fundamentals of Musicianship 3 hours

Minor in Dance: Jazz & Tap Emphasis

Minor Degree Requirements
12 hours

Required Courses:
DANC 3210 Dance History: Lineage Based to 20th Century 3 hours
DANC 2210 Dance History: 20th Century to Present 3 hours
DANC 3100, 3200, 3250, 3220, 3550, 3560 2 hours
DANC 1550 Stagecraft for Dance I 1 hour
DANC 1560 Stagecraft for Dance II 1 hour
DANC 1040 International Dance 3 hours
DANC 4400 Dance Pedagogy 3 hours
MUSC 1000 Fundamentals of Musicianship 3 hours

Minor in Dance: Jazz & Tap Emphasis

Minor Degree Requirements
12 hours

Required Courses:
DANC 3210 Dance History: Lineage Based to 20th Century 3 hours
DANC 2210 Dance History: 20th Century to Present 3 hours
DANC 3100, 3200, 3250, 3220, 3550, 3560 2 hours
DANC 1550 Stagecraft for Dance I 1 hour
DANC 1560 Stagecraft for Dance II 1 hour
DANC 1040 International Dance 3 hours
DANC 4400 Dance Pedagogy 3 hours
MUSC 1000 Fundamentals of Musicianship 3 hours

Minor in Dance: Jazz & Tap Emphasis

Minor Degree Requirements
12 hours

Required Courses:
DANC 3210 Dance History: Lineage Based to 20th Century 3 hours
DANC 2210 Dance History: 20th Century to Present 3 hours
DANC 3100, 3200, 3250, 3220, 3550, 3560 2 hours
DANC 1550 Stagecraft for Dance I 1 hour
DANC 1560 Stagecraft for Dance II 1 hour
DANC 1040 International Dance 3 hours
DANC 4400 Dance Pedagogy 3 hours
MUSC 1000 Fundamentals of Musicianship 3 hours

Minor in Dance: Jazz & Tap Emphasis

Minor Degree Requirements
12 hours

Required Courses:
DANC 3210 Dance History: Lineage Based to 20th Century 3 hours
DANC 2210 Dance History: 20th Century to Present 3 hours
DANC 3100, 3200, 3250, 3220, 3550, 3560 2 hours
DANC 1550 Stagecraft for Dance I 1 hour
DANC 1560 Stagecraft for Dance II 1 hour
DANC 1040 International Dance 3 hours
DANC 4400 Dance Pedagogy 3 hours
MUSC 1000 Fundamentals of Musicianship 3 hours

Minor in Dance: Jazz & Tap Emphasis

Minor Degree Requirements
12 hours

Required Courses:
DANC 3210 Dance History: Lineage Based to 20th Century 3 hours
DANC 2210 Dance History: 20th Century to Present 3 hours
DANC 3100, 3200, 3250, 3220, 3550, 3560 2 hours
DANC 1550 Stagecraft for Dance I 1 hour
DANC 1560 Stagecraft for Dance II 1 hour
DANC 1040 International Dance 3 hours
DANC 4400 Dance Pedagogy 3 hours
MUSC 1000 Fundamentals of Musicianship 3 hours

Minor in Dance: Jazz & Tap Emphasis

Minor Degree Requirements
12 hours

Required Courses:
DANC 3210 Dance History: Lineage Based to 20th Century 3 hours
DANC 2210 Dance History: 20th Century to Present 3 hours
DANC 3100, 3200, 3250, 3220, 3550, 3560 2 hours
DANC 1550 Stagecraft for Dance I 1 hour
DANC 1560 Stagecraft for Dance II 1 hour
DANC 1040 International Dance 3 hours
DANC 4400 Dance Pedagogy 3 hours
MUSC 1000 Fundamentals of Musicianship 3 hours

Minor in Dance: Jazz & Tap Emphasis

Minor Degree Requirements
12 hours

Required Courses:
DANC 3210 Dance History: Lineage Based to 20th Century 3 hours
DANC 2210 Dance History: 20th Century to Present 3 hours
DANC 3100, 3200, 3250, 3220, 3550, 3560 2 hours
DANC 1550 Stagecraft for Dance I 1 hour
DANC 1560 Stagecraft for Dance II 1 hour
DANC 1040 International Dance 3 hours
DANC 4400 Dance Pedagogy 3 hours
MUSC 1000 Fundamentals of Musicianship 3 hours
Leigh Gerdine College of Fine Arts

Music

Majors and Degrees Offered
Music (BM) with an Emphasis in:
- Composition
- Instrumental Performance (including orchestral wind, brass, string, and percussion instruments, and classical guitar)
- Jazz Studies: Performance (instrumental and vocal)
- Jazz Studies: Music Technology (instrumental and vocal)
- Piano Performance
- Voice Performance
- Music Education (BMEd) with an Emphasis in:
  - Choral Music K-12
  - Instrumental Music K-12
- Music (BA) (instrumental and vocal)

Minor Offered
Music
A minor requires a minimum of 18 credit hours of formal coursework from the University curriculum completed at Webster University. Courses used to fulfill a major may not also be used to fulfill a requirement for a music minor. Specific audition and admittance requirements are listed subsequently; specific course requirements are listed after Bachelor degrees.

Certificate Offered
Entrepreneurship for Music majors
In cooperation with the Webster University School of Business & Entrepreneurship, the Department of Music offers a six-course certificate (18 credit hours) in Music Entrepreneurship. This certificate is available to students in the Bachelor of Music (composition, vocal and instrumental performance, jazz studies) and the Bachelor of Arts degree. More information is contained at the end of the curricular description section.

Mission Statement of the Department of Music
- To supply our students with the opportunity to achieve the highest level of education through our degree programs in music.
- To offer our students performance opportunities, whether as soloists or in ensemble settings, designed to advance their skills.
- To give our students opportunities that will enable them to develop skills necessary for a professional life in music, and to explore advanced technological developments.
- To foster international education through programs offered by Webster’s international campuses.
- To enhance the cultural life of the St. Louis metropolitan area by providing courses, ensembles, and concerts in a variety of musical styles and ensembles.
- To support the missions of the University and of the Leigh Gerdine College of Fine Arts by providing opportunities to all Webster University students to study a variety of musical styles, such as classical music, jazz, world music, and popular music culture.

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. Webster University is an accredited institutional member of the National Association of Schools of Music.

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 commercial music, 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 campus musical organizations.

The University supports a number of performing groups including Concert Choir, Jazz Singers, Chamber Singers, Choral Society, Webster University Symphony Orchestra, Opera Studio, Big Band, Jazz Combos, String Ensemble, Wind Ensemble, a student chamber orchestra, and the New Music Ensemble. The department also provides various chamber music ensembles, including saxophone quartet, string quartet, guitar ensemble, percussion ensemble, and the string/piano ensemble.

Scholarships
Donald O. Davis Jazz Scholarship
The Donald O. Davis Jazz Scholarship was established in memory of Dr. Davis by his son, Drew Davis, a Webster music alumnus, his friends, and family in 2000. This scholarship provides financial assistance to a student majoring in jazz studies who demonstrates talent and financial need. Interested applicants should contact Professor Paul DeMarinis, Director of Jazz Studies.

James Moroney Nigh Scholarship in Opera
The James Moroney Nigh Scholarship in Opera was established in memory of Mr. Nigh by his wife, family, and friends in 2000. This scholarship provides financial assistance to a voice major participating in the Opera Studio. The award is based on talent and financial need. Interested applicants should contact the chair of the Department of Music.

Suzy Shepard Jazz Scholarship Fund
The Suzy Shepard Jazz Scholarship Fund was established in 1985 to provide financial assistance for outstanding jazz studies students of sophomore standing or above with a B or better grade point average. Interested applicants should contact Professor Paul DeMarinis, Director of Jazz Studies.

TKT Music Scholarship
The TKT Scholarship was established in memory of Terry Jackson, Kirk Cappello, and Tony Saputo by their families and friends to provide financial assistance for outstanding music students of junior standing or above with a B or better grade point average. Interested applicants should contact Professor Paul DeMarinis, Director of Jazz Studies.

Jean Sinor Memorial Scholarship in Music Education
The Sinor Scholarship was established in memory of alumna Jean Sinor by Kathryn Bowers, friends, and family with support from the Boeing Foundation. This scholarship is intended to provide financial assistance to exceptional junior, senior, or graduate students in the field of choral and/or general music education. Interested applicants should contact the chair of the Department of Music.

Allen Carl Larson Endowed Scholarship Fund for Instrumental Studies
Established in 2009, the Larson Scholarship Fund recognizes the contributions of Dr. Allen Carl Larson during his 36 years as conductor of the Webster Symphony Orchestra, providing scholarships for outstanding instrumental majors in the Department of Music.
Webster University  2011–2012  81

Leigh Gerdine College of Fine Arts

Music

Buder Foundation Scholarships
These scholarships are awarded to sophomore-senior undergraduate students enrolled in any music degree program (students with a music minor are not considered). Recipients must be residents of Missouri or Southern Illinois, maintain a 3.0 grade point average, demonstrate musical excellence, and be between the ages of 18 and 28. Interested applicants should contact the chair of the Department of Music.

Department of Music Scholarships
The department offers a limited number of scholarships to entering freshmen, transfer students, and graduate students based on talent and financial need. Preference is given to students who audition in person before March 30 of each year. Interested applicants should contact the chair of the Department of 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 a music theory diagnostic examination, a piano placement examination, and an aural skills assessment. These examinations are used to assist faculty in placing students in the proper classes. The scores do not affect acceptance or denial to the department.

Auditions are arranged through the Office of Undergraduate Admissions (314-246-7800 or 1-800-753-6765). Students who are unable to audition in person may submit a DVD but will also have a telephone interview and complete the theory placement examination.

Specific information on the audition requirements for each music degree program is available from the Department of Music (314-968-7032) or the department’s Web site. Students will not be accepted into the department or nominated for financial aid before the completion of an application, which includes submission of official transcripts, ACT or SAT test scores, two letters of recommendation (with at least one letter from a current or former music teacher), and a completed essay.

Priority consideration for financial aid is given to students who complete all admission requirements before March 30 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, Choral Society, Concert Choir, Symphony Orchestra, Wind Ensemble, Jazz Ensemble (combo), Jazz Singers, Big Band, and New Music Ensemble.

Music scholarship students are expected to participate in performing ensembles in addition to those for which they receive credit. 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 a student’s success in the first two years of music study. The examination helps the music faculty determine a student’s potential for graduation within a given degree program.

The examination includes the performance of one or more works and an interview with the faculty. 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.

Department of Music Handbook
All music major students are responsible for 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.

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 4000 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.

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.

Music with an emphasis in Composition (BM)

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 such as the Webster New Music Ensemble.

Degree Requirements
85 required credit hours
12 general education credit hours
35 elective credit hours

Required Courses
MUSC 1010, 1020, 2010, 2020 Music Theory I-IV  12 hours
MUSC 1810, 1820, 2810, 2820 Musicianship I-IV  8 hours
MUSC 2030, 2040 Survey of Music History I, II  6 hours
MUSC 4040 Music of the Twentieth Century  3 hours
MUSC 3010 Composition  6 hours
MUSC 3050 Music Software Applications  2 hours
MUSC 3070 Orchestration I  2 hours
MUSC 3080 Orchestration II  2 hours
MUSC 4001-4005 Applied Music  12 hours
MUSC 1080, 1085, 2001, 2501 Applied Music: Class Piano, Secondary and Non-Major Piano (six consecutive semesters required; minimum four hours of applied instruction in individual lessons)  4 hours
MUSC 4010 Composition (four 16-week terms, 2 credit hours per term)  8 hours
MUSC 4020 Sixteenth-Century Counterpoint  3 hours
MUSC 4030 Eighteenth-Century Counterpoint  3 hours
AUDI 1200 Introduction to MIDI  3 hours
MUSC 3410 Conducting I  3 hours
MUSC 0890 Recital Attendance (six semesters required)  0 hours

Major Ensemble
8 hours over eight semesters to be selected from the following:
MUSC 4900 Webster University Concert Choir  1 hour per semester
Music

MUSC 4910 Webster University Chamber Singers 1 hour per semester
MUSC 4920 Webster University Choral Society 1 hour per semester
MUSC 4940 Webster University Symphony Orchestra 1 hour per semester
MUSC 4980 Webster University Wind Ensemble 1 hour per semester
MUSC 4950 Webster University New Music Ensemble (2 terms required) 1 hour per semester

Suggested Electives
MUSC 4340, 4350 Jazz Scoring and Arranging I, II 6 hours
AUDI 4300 Advanced MIDI Applications: Film Scoring 3 hours
AUDI 1000, 2000 Audio Production I, II 6 hours
AUDI 4000 Music Recording 3 hours

The Department of Music recommends at least 40 credit hours in courses outside the 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 with an emphasis in Instrumental Performance (BM)

Program Description
Students may choose classical guitar or any orchestral wind, brass, or string instrument, or percussion as their emphasis. Private instruction is provided by full-time and adjunct faculty, and by members of the Saint Louis Symphony Orchestra.

Degree Requirements
91-93 required credit hours
12 general election credit hours
28 elective credit hours

The Department of Music recommends at least 40 credit hours in courses outside the department.

Music majors with an instrumental performance emphasis should expect to perform in University-sponsored ensemble concerts, including choral concerts, musical theatre performances, or Opera Studio as designated by the faculty.

Students with an instrumental performance emphasis will also spend time as performance assistants for recitals.

Students whose performance area is organ follow the curriculum for BM in instrumental performance, except that MUSC 4030 and 3 credit hours of music electives replace the 6 credit hours of piano.

Required Courses
MUSC 4004 Applied Music (major instrument) 26 hours
MUSC 1080, 1085, 2001, 2501 Applied Music: Class Piano, Secondary and Non-Major Piano (six consecutive semesters required; minimum four hours of applied instruction in individual lessons) 6-8 hours
MUSC 1010, 1020, 2010, 2020 Music Theory I-IV 12 hours
MUSC 1810, 1820, 2810, 2820 Musicianship I-IV 8 hours
MUSC 2030, 2040 Survey of Music History I, II 6 hours
MUSC 4040 Music of the Twentieth Century 3 hours
MUSC 3070, 3080 Orchestration I, II 4 hours
MUSC 3410 Conducting I 3 hours
MUSC 3420 Advanced Instrumental and Choral Conducting 3 hours
MUSC 4190 Orchestral Literature 3 hours
Junior and Senior Recitals 0 hours
MUSC 0890 Recital Attendance (six semesters required) 0 hours
MUSC 4950 Chamber Music 4 hours
MUSC 0990 Master Class 0 hours

Major Ensemble - 8 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 Choral Society 1 hour per semester
MUSC 4940 Webster University Symphony Orchestra 1 hour per semester
MUSC 4980 Webster University Wind Ensemble 1 hour per semester

Jazz Studies

Program Description
Webster offers the bachelor of music (BM) with an emphasis in performance or music technology for vocalists and instrumentalists. The Webster jazz studies program is based around the small group performing experience. Students participate in jazz combos, Big Band, or Jazz Singers in addition to an academic curriculum that balances courses in jazz and classical music instruction.

Music with an emphasis in Jazz Studies: Performance (BM)

Program Description
Webster offers the bachelor of music (BM) with an emphasis in performance or music technology for vocalists and instrumentalists. The Webster jazz studies program is based around the small group performing experience. Students participate in jazz combos, Big Band, or Jazz Singers in addition to an academic curriculum that balances courses in jazz and classical music instruction.

Degree Requirements
88 required credit hours
12 general election credit hours
28 elective credit hours

Required Courses
MUSC 4003 Applied Music: Jazz Studies 16 hours
MUSC 2300, 2310, 3300, 3310 Jazz Improvisation I-IV 12 hours
MUSC 4320 Jazz Education Methods 1 or 2 hours
MUSC 4340, 4350 Jazz Scoring and Arranging I, II 6 hours
Junior and Senior Recitals 0 hours
MUSC 1010, 1020, 2010, 2020 Music Theory I-IV 12 hours
MUSC 1810, 1820 Musicianship I, II 4 hours
MUSC 2030, 2040 Survey of Music History I, II 6 hours
MUSC 1370, 1380 Jazz Theory I, II 6 hours
MUSC 2370, 2380 Jazz Theory III, IV 6 hours
MUSC 1080, 1085, 2001, 2501 Applied Music: Class Piano, Secondary and Non-Major Piano (four consecutive semesters required; minimum two hours of applied instruction in individual lessons) 4-6 hours
MUSC 3170, 3180 Jazz History I, II 6 hours
MUSC 3410 Conducting I 3 hours
MUSC 0890 Recital Attendance (six semesters required) 0 hours

Major Ensemble - 8 hours over eight semesters to be selected from the following:
MUSC 4960 Webster University Jazz Ensemble (combo) 1 hour per semester
MUSC 4950 Webster University Jazz Singers 1 hour per semester
MUSC 4970 Webster University Big Band 1 hour per semester

The Department of Music recommends at least 40 credit hours in courses outside the department. Music majors with an emphasis in jazz studies will also spend time as performance assistants for recitals.
## Music with an emphasis in Jazz Studies: Music Technology (BM)

### Degree Requirements
- 89-92 required credit hours
- 12 general election credit hours
- 26 elective credit hours

#### Required Courses
- MUSC 4003 Applied Music: Jazz Studies 4 hours
- MUSC 2300, 2310 Jazz Improvisation I, II 6 hours
- MUSC 4320 Jazz Education Methods 1 or 2 hours
- MUSC 4340, 4350 Jazz Scoring and Arranging I, II 6 hours
- MUSC 3010 Composition 3 hours
- MUSC 3070 Orchestration I 2 hours
- MUSC 1010, 1020, 2010, 2020 Music Theory I-IV 12 hours
- MUSC 1810, 1820 Musicianship I, II 4 hours
- MUSC 1370, 1380 Jazz Theory I, II 6 hours
- MUSC 2370, 2380 Jazz Theory III, IV 6 hours
- MUSC 2030, 2040 Survey of Music History I, II 6 hours
- MUSC 3410 Conducting I 3 hours
- MUSC 1080, 1085, 2001, 2501 Applied Music: Class Piano, Secondary and Non-Major Piano (four consecutive semesters required; minimum two hours of applied instruction in individual lessons) 4-6 hours
- MUSC 0890 Recital Attendance (six semesters required) 0 hours
- Senior overview 0 hours

#### Major Ensemble - 8 hours over eight semesters to be selected from the following:
- MUSC 4960 Webster University Jazz Ensemble (combo) 1 hour per semester
- MUSC 4950 Webster University Jazz Singers 1 hour per semester
- MUSC 4970 Webster University Big Band 1 hour per semester

#### Supportive Courses
- AUDI 1100, 2000 Audio Production I, II 6 hours
- AUDI 1200 Introduction to MIDI 3 hours
- AUDI 3000 Multitrack Recording 3 hours
- AUDI 3600 MIDI Applications: Sequencing 3 hours
- AUDI 4300 Advanced MIDI Applications: Film Scoring 3 hours

The Department of Music recommends at least 40 credit hours in courses outside the department. Music majors with an emphasis in jazz studies will also spend time as performance assistants for recitals.

## Music with an emphasis in Piano Performance (BM)

### Degree Requirements
- 83 required credit hours
- 12 general election credit hours
- 33 elective credit hours

The BM in piano is designed for students with a serious commitment to the highest level of performance. In addition to solo recitals, piano majors are expected to participate in chamber music ensembles and to serve regularly as vocal, instrumental, or ensemble accompanists.

The Department of Music recommends at least 40 credit hours in courses outside the department.

Music majors with an instrumental performance emphasis should expect to perform in University-sponsored ensemble concerts, including choral concerts, musical theatre performances, or Opera Studio as designated by the faculty.
Music

Major Ensemble - 8 hours over eight semesters 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
* The 94 required credit hours include 9 credit hours of foreign language study as explained as follows.

Special Requirements
Students with a voice performance emphasis are expected to perform in a student recital at least twice every semester. Students with this emphasis will also serve as performance assistants for recitals.

Students pursuing the BM in voice must fulfill the 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.

The Department of Music recommends at least 40 credit hours in courses outside the department. Music majors with an emphasis in voice performance are expected to take lyric diction in Italian, French, German, and English.

Music Education
Webster offers two degree tracks in music education to meet or exceed the requirements of the State of Missouri for teacher certification, K-12. Hence, these programs are designed for students who wish to teach music in elementary, middle, or secondary school music programs. Webster University: Music Education with an emphasis in Choral Music K-12 (BMed)

Music Education with an emphasis in Choral Music K-12 (BMed)
Webster offers two degree tracks in music education to meet or exceed the requirements of the State of Missouri for teacher certification, K-12. Hence, these programs are designed for students who wish to teach music in elementary, middle, or secondary school music programs.

Degree Requirements
128 credit hours

Required Courses
MUSC 1010, 1020, 2010, 2020 Music Theory I-IV 12 hours
MUSC 1810, 1820, 2810, 2820 Musicianship I-IV 8 hours
MUSC 2030, 2040 Survey of Music History I, II 6 hours
MUSC 3410 Conducting I 2-3 hours
MUSC 3420 Advanced Instrumental and Choral Conducting 2-3 hours
MUSC 4001, 4003, 4004 Applied Music: Instrumental/Parlor Studies 12 hours
MUSC 1080, 1085, 2001, 2501, 2502 Applied Music: Secondary and Non-Major Piano/Voice (only one semester)
MUSC 1080 or 1085 allowed toward this requirement 6-7 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
MUSC 3050 Music Software Applications 2 hours
MUSC 3070 Orchestration I 2 hours
MUSC 3210 Elementary School Music Methods 2 hours
MUSC 4220 Instrumental Music Methods 3 hours
MUSC 4320 Jazz Education Methods 1-2 hours
MUSC 0790 Piano Proficiency 0 hours
MUSC 0890 Recital Attendance (six semesters required) 0 hours

All music education majors also complete 1) all required courses for all students seeking certification; 2) EDUC 2110 Communication in Education; 3) EDUC 4070 Methods of Teaching Reading; and 4) EDUC 4435 Inclusive Practices for General Educators. The School of Education's required general education courses also apply to this degree.

Music Education with an emphasis in Instrumental Music K-12 (BMed)

Degree Requirements
144 credit hours

Required Courses
MUSC 1010, 1020, 2010, 2020 Music Theory I-IV 12 hours
MUSC 1810, 1820, 2810, 2820 Musicianship I-IV 8 hours
MUSC 2030, 2040 Survey of Music History I, II 6 hours
MUSC 2200 Introduction to Music Education 3 hours
MUSC 3410 Conducting I 2-3 hours
MUSC 3420 Advanced Instrumental and Choral Conducting 2-3 hours
MUSC 4001, 4003, 4004 Applied Music: Instrumental/Parlor Studies 12 hours
MUSC 1080, 1085, 2001, 2501, 2502 Applied Music: Secondary and Non-Major Piano/Voice (only one semester)
MUSC 1080 or 1085 allowed toward this requirement 6-7 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
MUSC 3050 Music Software Applications 2 hours
MUSC 3070 Orchestration I 2 hours
MUSC 3210 Elementary School Music Methods 2 hours
MUSC 4220 Instrumental Music Methods 3 hours
MUSC 4320 Jazz Education Methods 1-2 hours
MUSC 0890 Recital Attendance (six semesters required) 0 hours
MUSC 0790 Piano Proficiency 0 hours

Major Ensemble 7 hours to be selected from the following:
MUSC 4940 Webster University Symphony Orchestra 1 hour per semester
MUSC 4960 Jazz Ensemble 1 hour per semester
MUSC 4970 Webster University Big Band 1 hour per semester
MUSC 4980 Webster University Wind Ensemble 1 hour per semester

All music education majors also complete 1) all required courses for all students seeking certification; 2) EDUC 2110 Communication in Education; 3) EDUC 4070 Methods of Teaching Reading; and 4) EDUC 4435 Inclusive Practices for General Educators. The School of Education's required general education courses also apply to this degree.
BA in Music

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.

Degree Requirements
53 required credit hours
27 general election credit hours
48 elective credit hours

All students in the BA music degree program must complete a senior thesis. Through a successful Pre-Recital Hearing for the music faculty, BA students are allowed to present a non-degree recital. Such a recital does not replace the senior thesis requirement. However, the recital may include material from the thesis project.

Required Courses
MUSC 1010, 1020, 2010, 2020 Music Theory I-IV 12 hours
MUSC 1810, 1820, 2810 Musicianship I-II 16 hours
MUSC 2030, 2040 Survey of Music History I, II 6 hours
MUSC 4001-4005 Applied Music 10 hours
MUSC 4040 Music of the Twentieth Century 3 hours
MUSC 4900-4940, 4960, 4980 Major Ensemble (8 semesters; 1 hour per ensemble) 8 hours
MUSC 4611 Senior Thesis 2 hours
MUSC 0890 Recital Attendance (6 semesters) 0 hours

A minimum of 6 credit hours from the following:
MUSC 2820 Musicianship IV 2 hours
MUSC 4001-4005 Applied Music 2 hours
MUSC 3010 Composition 3 hours
MUSC 3070 Orchestration I 2 hours
MUSC 3170 Jazz History I 3 hours
MUSC 3180 Jazz History II 3 hours
MUSC 3410 Conducting I 3 hours
MUSC 4140 Lyric Dictation 2 hours
MUSC 4150 The Art Song 3 hours
MUSC 4160 Operatic Literature 3 hours
MUSC 4170 Piano Literature 3 hours
MUSC 4190 Orchestral Literature 3 hours
MUSC 4250 Voice Pedagogy 3 hours
MUSC 4260 Piano Pedagogy I 2 hours
MUSC 4270 Piano Pedagogy II 2 hours
MUSC 4360 Advanced Topics: Professional Music Business 2 hours

Music Minor
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.

Required Courses
Students must audition to be accepted as a music minor. The minor in music requires 18 credit hours to be successfully completed through the following classes:
MUSC 2030, 2040 or MUSC 3170, 3180 6 hours
MUSC 1010, 1020 6 hours
MUSC 2000-2002 (Applied Music) 2-4 hours
MUSC 4900, MUSC 4910, MUSC 4920, MUSC 4930, MUSC 4960, MUSC 4970 2-4 hours
George Herbert Walker  
School of Business & Technology  

Dean  
*Dr. Benjamin Ola. Akande*  

Departments  
- **Business**, Debbie Psihountas, chair  
- **Management**, James Brasfield, chair  
- **Mathematics and Computer Science**, Al Cawns, chair  

Administrative Staff  
- Beth Guccione, academic advisor  
- Fran Maher, academic advisor  
- Peter Maher, associate dean, quality assurance  
- Patricia Masidonski, associate dean  
- Caprice Moore, director of operations  
- Doug O’Bannon, director, MBA program  
- John Orr, director, doctor of management program  
- Lori Sherrill, senior academic advisor  

Mission Statement  
Our mission is to prepare lifelong learners for professional fulfillment in the fields of business and technology through the application of knowledge in a supportive academic environment.

Majors and Degrees  
- Accounting (BS)  
- Business Administration (BS)  
- Computer Science (BS)  
- Computer Science with an emphasis in:  
  - Information Technology  
- Economics (BA)  
- Finance (BS)  
- Information Management (BS)  
- Information Systems (BS)  
- Management (BA)  
- Management (BA) with an emphasis in:  
  - Health Care Administration  
  - Human Resource Management  
  - International Business  
  - Marketing  
- Mathematics (BA)  
- Mathematics (BS)  

Minors  
- Business  
- Computer Applications  
- Computer Science  
- Economics  
- Finance  
- Management  
- Mathematics  
- Web Site Design  
- Web Site Development  

A minor requires a minimum of 18 credit hours of formal coursework from the University curriculum completed at Webster University. Courses used to fulfill a major may not also be used to fulfill a requirement for a minor.

Certificates  
- Entrepreneurship  
- Marketing  
- Web Site Design  
- Web Site Development
Business

Majors and Degrees Offered
Accounting (BS)
Business Administration (BS)
Economics (BA)
Finance (BS)

Minors Offered
Business
Economics
Finance

A minor requires a minimum of 18 credit hours of formal coursework from the University curriculum completed at Webster University. Courses used to fulfill a major may not also be used to fulfill a requirement for a minor.

Double Majors
Students who wish to double major within 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 double major of Business Administration with Accounting or Finance.

Students who wish to double major with Economics and either: Accounting, Finance or Business Administration may do so. These students will not need to substitute for MATH 1430, ECON 2030, ECON 2020, and BUSN 2750 reducing the required hours for the second major by 12 hours. Substitutions will be required for common required courses beyond these four.

Students who wish a double major 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, ACCT 2025, ECON 2030, ECON 2020, and MNGT 2100, 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 double major in Economics along with a Bachelor of Arts in Management may do so. These students will not need to substitute for ECON 2030 and ECON 2020 reducing the required hours for the second major by 6 hours. Substitutions will be required for common required courses beyond these two.

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.

Webster University also offers upper-division degree-completion programs in business and 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; Los Angeles and San Diego, California; Charleston, Columbia, and Greenville, South Carolina. These students must complete general education requirements.

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.

Business Core Curriculum
The business core curriculum is designed to provide business students with a common core of courses that represent the “foundation” which provides all Business Department majors (economics excluded) with the basic skills and tools necessary to compete successfully in today’s business environment. Building on this foundation will be the additional coursework necessary to develop the specific knowledge and skills defined by each major area of study.

Business Core Curriculum Requirements (42 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1430 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2010 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2025 Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 2750 Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 2100 Management Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2030 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2020 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FINC 3210 Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>CSIS 3410 Information Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 3280 Intro to B-Law</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 3450 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 3500 Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 4110 Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 4990 Business Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Business Core For Accounting Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2010 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2025 Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 2750 Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 4110 Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2030 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2020 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FINC 3210 Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 2100 Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 3450 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1430 College Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

Business Administration (BS)
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.

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 perform financial analysis.
- Students can develop strategies addressing the legal, ethical, economic and global environment in which the enterprise operates.

Degree Requirements
27 general education credit hours
42 business core curriculum credit hours
9 upper-level School of Business & Technology credit hours
50 elective credit hours

In addition to the business core curriculum, BS in business administration students will choose any 3 upper-level 3000-4000 courses (9 hours) from the George Herbert Walker School of Business & Technology.
George Herbert Walker School of Business & Technology

Business

Core Curriculum
MATH 1430 College Algebra 3 hours
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 2030 Principles of Macroeconomics 3 hours
ECON 2020 Principles of Microeconomics 3 hours
FINC 3210 Principles of Finance 3 hours
CSIS 3410 Information Analysis 3 hours
MNGT 3280 Intro to B-Law 3 hours
MNGT 3450 Organizational Behavior 3 hours
MNGT 3500 Marketing 3 hours
BUSN 4110 Operations Management 3 hours
BUSN 4990 Business Policy 3 hours

Accounting (BS)
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 emphasis of the Webster University accounting program is to prepare students for the Certified Public Accounting examination.

Learning Outcomes
• Accounting graduates Students can recognize and identify fundamental auditing and attestation procedures.
• Accounting graduates Students can recognize and identify advanced financial accounting and reporting concepts and procedures.
• Accounting graduates Students can recognize and identify the current legal and regulatory environment of business.
• Accounting graduates Students can recognize and identify general business environment concepts.

Degree Requirements
27 general education credit hours
33 core business curriculum credit hours
39 accounting major required credit hours
29 elective credit hours

The degree requires a total of 128 credit hours. Transfer students must take at least 18 credit hours of accounting at Webster University to earn this degree.

Required Courses
Business Core Curriculum for Accounting Majors
ACCT 2010 Financial Accounting 3 hours
ACCT 2025 Managerial Accounting 3 hours
BUSN 2750 Introduction to Statistics 3 hours
BUSN 4110 Operations Management 3 hours
ECON 2030 Principles of Macroeconomics 3 hours
ECON 2020 Principles of Microeconomics 3 hours
FINC 3210 Principles of Finance 3 hours
MNGT 2100 Theory and Practice 3 hours
MNGT 3450 Organizational Behavior 3 hours
MNGT 3500 Marketing 3 hours
MATH 1430 College Algebra 3 hours

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 3045 Intermediate Accounting III 3 hours
ACCT 3075 Federal Tax Accounting: Personal 3 hours
ACCT 3080 Federal Tax Accounting: Corporate 3 hours
ACCT 3200 Business Law for Accounting 3 hours
ACCT 3800 Accounting Information Systems 3 hours
ACCT 4100 Advanced Financial Accounting 3 hours
ACCT 4220 Financial Statement Analysis 3 hours
ACCT 4900 Auditing I 3 hours
ACCT 4910 Auditing and Professional Responsibilities 3 hours
ACCT 4990 Accounting Seminar 3 hours

Economics (BA)
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 understand basic macroeconomic concepts.
• Students understand how changes in macroeconomic policy impact the economy.
• Students can apply microeconomic concepts to real-world settings. Students demonstrate an understanding of microeconomics.
• Students understand basic microeconomic concepts.
• Students can apply microeconomic concepts to real-world settings.
• Students can apply economic principles to specialized topic areas in economics of international trade and finance, money and banking, and labor economics.
• Students can apply macro and micro theories to discussions of international trade and finance.
• Students can apply macro and micro theories to discussions of money and banking.
• Students can apply macro and micro theories to labor economics.
• Students can apply economic principles to their chosen ‘flex track’ (1 of 3 below). Students demonstrate a historical perspective of where today’s economic principles first originated.
• 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
36 required credit hours
27 general education credit hours
65 elective credit hours
Webster University  2011–2012

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
4 ECON Electives either at the 3000 and 4000 level  12 hours
Students can choose from the list below:
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 4720 International Trade and Finance  3 hours
ECON 4800 Industrial Organization  3 hours
ECON 4900 History of Economic Thought  3 hours
ECON 4910 Comparative Economic Problems  3 hours

4 ‘Flex Track’ Courses  12-13 hours
Students can choose from 1 of the 3 ‘tracks’ below...either 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 2000 Issues in Contemporary Society (with economics-related subtitle)  3 hours
ANSO 3650 Prejudice and Discrimination  3 hours
ANSO 4200 Class, Status and Power  3 hours
HIST 2340/MNGT 2340 History of American Business and Management  3 hours
HIST 2500 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 Political Economy  3 hours
INTL 4280 International Economics  3 hours
INTL **** Globalization (new course to be proposed for 2011-12 academic year)  3 hours
POLT 1070/PHIL 2300 Introduction to Political Theory  3 hours
POLT 2500 Interdisciplinary Approaches to Politics (with economics-related subtitle)  3 hours
POLT 2550 Politics of Development  3 hours

Math Econ Track
MATH 1610 Calculus I  5 Hours
MATH 1630 Calculus II  5 Hours
MATH 3200 Statistics  3 Hours

Minor in Economics

Degree Requirements
18 credit hours

Required Courses
3 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
3 ECON Electives either at the 3000 and 4000 level  9 hours
(students can choose from the list below):
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 4720 International Trade and Finance  3 hours
ECON 4800 Industrial Organization  3 hours
ECON 4900 History of Economic Thought  3 hours
ECON 4910 Comparative Economic Problems  3 hours

Finance (BS)
The field of finance blends economics, accounting, and other business disciplines with the goal of making sound business financial 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 the financial markets in which businesses operate.

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 institutions and markets. Students will also 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. All finance majors will complete the business school’s common core capstone course.

Program Learning Outcomes
• Students can apply time value of money techniques to security valuation.
• Students can evaluate the financial decisions of corporations.
• Students understand demonstrate a knowledge of the risk-return relationship and can estimate appropriate rates of return.

Degree Requirements
27 general education credit hours
42 core business curriculum credit hours
21 finance major required credit hours
38 elective credit hours

Core Business Curriculum
MATH 1430 College Algebra  3 hours
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 2030 Principles of Macroeconomics  3 hours
ECON 2020 Principles of Microeconomics  3 hours
FINC 3210 Principles of Finance  3 hours
CSIS 3410 Information Analysis  3 hours
MNGT 3280 Intro to B-Law  3 hours
George Herbert Walker School of Business & Technology

Business

MNGT 3450 Organizational Behavior 3 hours
MNGT 3500 Marketing 3 hours
BUSN 4110 Operations Management 3 hours
BUSN 4990 Business Policy 3 hours

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.
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 3075 Federal Tax Accounting: Personal 3 hours
ACCT 3080 Federal Tax Accounting: Corporate 3 hours
ACCT 4600 Business Valuation 3 hours

Required Courses
Requisite Courses
These courses may be taken at Webster University, transferred, or waived for students with demonstrated competence.
ACCT 2010 Financial Accounting 3 hours
ACCT 2025 Managerial Accounting 3 hours

Accounting Core Courses
These courses must be taken in residence at Webster University.
ACCT 3025 Advanced Managerial and Cost Accounting 3 hours
ACCT 3030, 3040, 3045 Intermediate Accounting I, II, III 9 hours
ACCT 3050 International Tax Accounting 3 hours
ACCT 4100, 4110 Advanced Financial Accounting I, II 6 hours
ACCT 4900 Auditing 3 hours
ACCT 4910 Auditing and Professional Responsibilities 3 hours
FINC 3210 Principles of Finance 3 hours
FINC 4210 Investments 3 hours
Majors and Degrees Offered
Management (BA)
Management (BA) with an emphasis in:
  Health Care Administration
  Human Resource Management
  International Business
  Marketing

Minor Offered
Management
A minor requires a minimum of 18 credit hours of formal coursework from the University curriculum completed at Webster University. Courses used to fulfill a major may not also be used to fulfill a requirement for a minor.

Certificates Offered
Marketing
Entrepreneurship

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, Los Angeles and San Diego, 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.

Learning Outcomes
- Students will explain the important terminology, facts, concepts, principles, analytic techniques and theories used in management.
- Students will be able to identify and apply appropriate terminology, facts, concepts, principles, analytic techniques and theories used in management when analyzing moderately complex situations.
- Students will be able to synthesize and integrate important concepts, principles, and theories used in management into solutions to moderately complex management problems.

Management (BA)
Degree Requirements
36 required credit hours
27 general education credit hours
65 elective credit hours

Required Courses
- ACCT 2010 Financial Accounting 3 hours
- ACCT 2025 Managerial Accounting 3 hours
- ECON 2030 Principles of Macroeconomics 3 hours
- ECON 2020 Principles of Microeconomics 3 hours
- MNGT 2100 Management Theory and Practices 3 hours
- MNGT 3280 Introduction to Business Law 3 hours
- MNGT 3400 Human Resource Management 3 hours
- MNGT 3500 Marketing 3 hours
- MNGT 4900 Managerial Policies and Strategies (Overview) 3 hours
- Electives from the management (MNGT) curriculum 9 hours
  (3 hours of this must be 3000 or above)

Management (BA) with an emphasis in Health Care Administration
Degree Requirements
36 required credit hours
27 general education credit hours
65 elective credit hours

Required Courses
- ACCT 2010 Financial Accounting 3 hours
- ACCT 2025 Managerial Accounting 3 hours
- ECON 2030 Principles of Macroeconomics 3 hours
- MNGT 2100 Management Theory and Practices 3 hours
- MNGT 3400 Human Resource Management 3 hours
- MNGT 3420 Labor-Management Relations 3 hours
- MNGT 3800 Health Care Organizations 3 hours
- MNGT 3820 Health Care Administration 3 hours
- MNGT 3840 Health Care Budgeting and Finance 3 hours
- MNGT 3860 Social and Economic Issues in Health Care 3 hours
- MNGT 4800 Health Care Law 3 hours
- MNGT 4850 Health Care Administration Overview 3 hours
Management

Management (BA) with an emphasis in Human Resource Management

Degree Requirements
36 required credit hours
27 general education credit hours
65 elective credit hours

Required Courses
- ACCT 2010 Financial Accounting 3 hours
- ACCT 2025 Managerial Accounting 3 hours
- ECON 2030 Principles of Macroeconomics 3 hours
- ECON 2020 Principles of Microeconomics 3 hours
- MNGT 2100 Management Theory and Practices 3 hours
- MNGT 3280 Introduction to Business Law 3 hours
- MNGT 3400 Human Resources Management 3 hours
- MNGT 3420 Labor-Management Relations 3 hours
- MNGT 3450 Principles of Organizational Behavior 3 hours
- MNGT 4400 Personnel Law 3 hours
- MNGT 4420 Compensation Management 3 hours
- MNGT 4600 Contemporary Human Resources Strategies (Overview) 3 hours

Management (BA) with an emphasis in International Business

Degree Requirements
63 required credit hours
27 general education credit hours
38 elective credit hours

Required Courses
- ACCT 2010 Financial Accounting 3 hours
- ACCT 2025 Managerial Accounting 3 hours
- ECON 2030 Principles of Macroeconomics 3 hours
- ECON 2020 Principles of Microeconomics 3 hours
- MNGT 2100 Management Theory and Practices 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 3500 Marketing 3 hours
- MNGT 3510 Advertising 3 hours
- MNGT 3540 Principles of Organizational Behavior 3 hours
- MNGT 4420 Compensation Management 3 hours
- MNGT 4600 Contemporary Human Resources 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
- French, Spanish, German, or Italian 12 hours

Language

Certificate Program: Entrepreneurship

Available in St. Louis
18 required credit hours

The Certificate in Entrepreneurship delivers a series of entrepreneurship courses for undergraduate students in business or non-business school majors. Courses will promote entrepreneurial thinking among students and develop the necessary real-world skills for founding and growing 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 entrepreneur 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.

Students must take a total of six courses from the list of courses as follows:

Course Requirements

Entrepreneurship Core and Capstone
Required for all students
- MNGT 3700 Introduction to Entrepreneurship and Small Business Management 3 hours
- MNGT 3450 Principles of Organizational Behavior 3 hours
- BUSN 3710 Entrepreneurial Financial Management 3 hours

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.

Degree Requirements
36 required credit hours
27 general education credit hours
65 elective credit hours

Required Courses
- ACCT 2010 Financial Accounting 3 hours
- ACCT 2025 Managerial Accounting 3 hours
- ECON 2030 Principles of Macroeconomics 3 hours
- ECON 2020 Principles of Microeconomics 3 hours
- MNGT 2100 Management Theory and Practices 3 hours
- MNGT 3280 Introduction to Business Law 3 hours
- MNGT 3400 Human Resources Management 3 hours
- MNGT 3420 Labor-Management Relations 3 hours
- MNGT 3450 Principles of Organizational Behavior 3 hours
- MNGT 4400 Personnel Law 3 hours
- MNGT 4420 Compensation Management 3 hours
- MNGT 4600 Contemporary Human Resources Strategies (Overview) 3 hours

Language

French, Spanish, German, or Italian 12 hours

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.

George Herbert Walker School of Business & Technology
MNGT 4960 Entrepreneurship Certificate Project  
Course (Capstone) 3 hours

**Entrepreneurship Elective Courses**
Students must select two courses specific to their field of study. Additional courses are being added; please see the online catalog or your advisor for current listing of elective courses.

**Suggested Track for School of Business**
MNGT 4200 Innovation, Creativity and the Entrepreneur 3 hours  
MNGT 4230 Entrepreneurial Marketing 3 hours

**Suggested Track for Photography Majors**
MNGT 3600 Management in the Arts 3 hours  
PHOT 4700 Professional Photography 3 hours

**Suggested Track for Audio Production Majors**
AUDI 4400 Recording Studio Management & Operations 3 hours  
AUDI 4700 Professional Development in Audio Production 3 hours

**Suggested Track for Music Majors**
MUSC 4360 Survey of Music Business 3 hours  
MUSC 4370 Marketing for Musicians 3 hours

**Certificate Program: Marketing**
27 credit hours: 18 required and 9 requisite

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.

**Course Requirements**
9 credit hours requisite courses. (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

18 credit hours marketing core courses
These courses must be taken in residence at Webster University.
MNGT 3500 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
George Herbert Walker School of Business & Technology

Mathematics and Computer Science

Majors and Degrees Offered
Computer Science (BS)
Computer Science (BS) with an emphasis in
  Information Technology
Information Management (BS)
Information Systems (BS)
Mathematics (BA)
Mathematics (BS)

Minors Offered
Computer Applications
Computer Science
Mathematics
Web Site Design
Web Site Development

Certificates Offered
Web Site Design
Web Site Development

Internships and Co-Op Education
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. This credit-bearing experience should be completed in one semester. 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. Interested students should contact the department co-op coordinator.

Students are encouraged to explore internship opportunities to get 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. Most of the internships are paid which enables students to be compensated while enhancing their knowledge in a real-world business environment.

Dual Degree Opportunity
Students who fulfill the requirements for the BA degree in any major that leads to that degree, and also fulfill the requirements for a major that leads to a BS degree, will receive both a BA degree and a BS degree.

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.

Pre Engineering Opportunity
(3-2 Program)
Students interested in a pre-professional program in engineering generally earn a BA with a major in Mathematics from Webster University and a BS in Engineering from a cooperating school, such as Washington University or University of Missouri-Columbia. Typically this involves three years of study at Webster and two years at the engineering school.

Special Requirements
All courses required for a major, minor, or certificate must be completed with a grade of C- or better.

Mathematics (BA)

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.

Degree Requirements
41 required credit hours
27 general education credit hours
60 elective credit hours

At least 18 of the required 33 mathematics credit hours must be taken at Webster University.

MTHT courses may not be used for the mathematics major.

Required Courses
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 3040 Differential Equations 3 hours
Four mathematics courses numbered MATH 3010 and above, excluding all MTHT courses. 12 hours

Students without a second major or a minor in computer science, information management, or information systems are required to take the following course:
COSC 1550 Computer Programming I 3 hours

Students without a second major or a minor in biological sciences and who are not getting a teacher certification are required to take the following courses:
PHYS 2030 University Physics I 4 hours
PHYS 2031 University Physics I Lab 1 hour

Mathematics (BS)

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**
56 required credit hours
12 general education credit hours
60 elective credit hours
At least 18 of the required 39 mathematics credit hours must be taken at Webster University.
MTHT courses may not be used for the mathematics major.

**Required Courses**

- 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 3040 Differential Equations 3 hours
Six mathematics courses numbered MATH 3010 and above, excluding all MTHT courses. 18 hours

Students without a second major or a minor in computer science, information management, or information systems are required to take the following courses:

- COSC 1550 Computer Programming I 3 hours
- COSC 1560 Computer Programming II 3 hours
- Two COSC additional courses 6 hours

Students without a second major or a minor in biological sciences and who are not getting teacher certification are required to take the following courses:

- PHYS 2030 University Physics I 4 hours
- PHYS 2031 University Physics I Lab 1 hour

**Minor in Mathematics**
A minor in mathematics is defined as 18 credit hours of MATH courses numbered 1500 and above from the mathematics course listings. All 18 credit hours must be taken at Webster University. MTHT courses may not be used for the mathematics minor.

**Learning Outcomes**
Students will demonstrate critical thinking skills.
Students will demonstrate the ability to solve problems related to the program content.
Students will demonstrate knowledge of Calculus.
Students will become acquainted with a variety of mathematics, chosen from applied and/or theoretical topics.

**Required Courses**

Credit hours of MATH courses 18 hours

---

**Computer Science (BS)**

**Program Description**

Students in this major are focused on making the computer system perform at its highest level. They will become proficient in programming and in understanding the best uses of the machine. These individuals will become the IT professionals who keep the infrastructure running. They will be qualified to create new systems, as well as having the skills to maintain and update older systems.

Graduates from this program will be versatile professionals who can solve problems that would jeopardize an organization; they will form the backbone of the internal IT staff.

**Learning Outcomes**

- Students will demonstrate critical thinking skills in the field of computer science.
- Students will demonstrate the ability to solve problems related to the program content.
- Students will demonstrate an understanding of the concepts and principles of computer information systems.
- Students will be able to analyze, design and implement an information system component using techniques and models from the computer science program.
- Students will be able to document an information system and design including both user and technical documentations.
- Students will be able to make a formal presentation of an information system project including logical and physical modeling.

**Degree Requirements**

36 required credit hours
27 general education credit hours
65 elective credit hours
At least 18 of the required 36 computer science credit hours must be taken at Webster University. All upper-level 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 Telecommunications 3 hours
- COSC 2810 Systems Analysis and Design 3 hours
- COSC 3050 Data Structures I 3 hours
- COSC 3100 Data Structures II 3 hours

Students will choose two of the following courses:

- Computer science courses (COSC) numbered 3000 or above, excluding COSC 3900 Practicum and COSC 3910 Project. 6 hours

Students are required to take one pair of the following courses:

- COSC 4110 Database Concepts 3 hours
- COSC 4120 Database Applications 3 hours
- or COSC 4250 Object-Oriented Analysis and Design 3 hours
- COSC 4260 Object-Oriented Programming 3 hours

**Computer Science (BS) with an emphasis in Information Technology**

**Program Description**

Students in this major are at the core of computer science; they focus on the science of computer science. Through this program, students will acquire a substantial knowledge of mathematics, science, and computer hardware and software. Many of these students will continue
Mathematics and Computer Science

their education through advanced degrees. Others will be the heart of the technical IT staff within an organization.

Graduates from this program will be able to apply their solid foundation in the mathematics behind the computer to become the ultimate problem solvers.

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 technical understanding of the concepts and principles of computer systems.
- Students will be able to analyze, design, implement and document a computer application using techniques and models from the computer science program.
- Students will be able to document a computer system including both user documentation and technical documentation.
- Students will be able to make a formal presentation of a computer project including logical and physical modeling.
- Students will demonstrate in-depth knowledge of Calculus

Degree Requirements
77 required credit hours
12 general education credit hours
39 elective credit hours
At least 18 of the required 42 computer science credit hours must be taken at Webster University.

All upper-level 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 Telecommunications 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 3410 Computer Security 3 hours
COSC 3500 IT Project Management 3 hours
COSC 4110 Database Concepts 3 hours
COSC 4120 Database Applications 3 hours
COSC 4250 Object-Oriented Analysis and Design 3 hours
COSC 4260 Object-Oriented Programming 3 hours

Students will choose two of the following courses.
COSC 3510 Computer Architecture 3 hours
COSC 3610 Operating Systems Concepts 3 hours
COSC 3660 Network Concepts 3 hours
COSC 3810 Principles of Programming Languages 3 hours

Students who do not have a second major or a minor in mathematics are required to take the following courses:
MATH 1580 Formal Logic 3 hours
MATH 1610 Calculus I 5 hours
MATH 1620 Calculus II 5 hours
MATH 3010 Discrete Algebraic Structures 3 hours
Mathematics courses numbered MATH 2000 and above, excluding all MTHT courses. 3 hours

Students who do not have a second major or a minor in biological sciences are required to take the following courses:
PHYS 2030 University Physics I 4 hours
PHYS 2031 University Physics I Lab 1 hour
PHYS 2040 University Physics II 4 hours
PHYS 2031 University Physics II Lab 1 hour

Information Management (BS)

Program Description
Students in this major apply their technical skills to solving business problems. They will learn business skills including accounting and organizational theory. The design and implementation of databases is covered, along with how to plan for new and modified information systems.

Following this program, students will be comfortable talking with the technical professionals and with managers at every level; they become a bridge between the worlds of the technicians and the business professionals. The focus is on using the right technology in the right business setting. Project management skills are introduced, which enable a project to be kept on-budget and on-time.

Graduates from this program will be qualified to produce results that move the organization forward and will become key professionals in making it successful.

Learning Outcomes
- Students will demonstrate critical thinking skills.
- Students will demonstrate the ability to solve problems related to the program content.
- Students will demonstrate an understanding of the concepts and principles of computer information systems.
- Students will be able to analyze, design and implement an information systems component using techniques and models from the information management program.
- Students will be able to document an information system design including both user documentation and technical documentation.
- Students will be able to make a formal presentation of an information systems project including logical and physical modeling.

Degree Requirements
51 required credit hours
12 general education credit hours
65 elective credit hours
At least 18 of the required 36 computer science credit hours must be taken at Webster University.

All upper-level 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 Telecommunications 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 3410 Computer Security 3 hours
COSC 3500 IT Project Management 3 hours
COSC 4110 Database Concepts 3 hours
COSC 4120 Database Applications 3 hours
COSC 4250 Object-Oriented Analysis and Design 3 hours
COSC 4260 Object-Oriented Programming 3 hours

Students will choose two of the following courses.
COSC 3510 Computer Architecture 3 hours
COSC 3610 Operating Systems Concepts 3 hours
COSC 3660 Network Concepts 3 hours
COSC 3810 Principles of Programming Languages 3 hours

Students who do not have a second major or a minor in mathematics are required to take the following courses:
MATH 1580 Formal Logic 3 hours
MATH 1610 Calculus I 5 hours
MATH 1620 Calculus II 5 hours
MATH 3010 Discrete Algebraic Structures 3 hours
Mathematics courses numbered MATH 2000 and above, excluding all MTHT courses. 3 hours

Students who do not have a second major or a minor in biological sciences are required to take the following courses:
PHYS 2030 University Physics I 4 hours
PHYS 2031 University Physics I Lab 1 hour
PHYS 2040 University Physics II 4 hours
PHYS 2031 University Physics II Lab 1 hour

Students who do not have a second major or a minor in management are required to take the following courses:
ACCT 2010 Financial Accounting 3 hours
ACCT 2025 Managerial Accounting 3 hours
MNGT 2100 Management Theory and Practices 3 hours
Two elective courses from the Business or Management Departments 6 hours
George Herbert Walker School of Business & Technology

Mathematics and Computer Science

Information Systems (BS)

Program Description
Students in this major apply their technical skills to presenting information in a usable and understandable way. They combine their IT techniques with web and Internet skills to make the information accessible in a user-friendly format. Web information is often drawn from a database which insures that the information is always current.

Students in this program will learn how to design and implement databases and how to plan for new and modified information systems. Project management skills are introduced, which enable a project to be kept on-budget and on-time. Students will also learn how to organize data to provide managers the tools to make better decisions.

Graduates from this program will be comfortable talking with the most technical professionals and the people who are producing the content that is being presented on the web. Their skills will enable them to make decisions about using the right web technology in the right business setting. They will produce results that move the organization forward and will become key professionals in making it successful.

Learning Outcomes
• Students will demonstrate critical thinking skills.
• Students will demonstrate the ability to solve problems related to the program content.
• Students will demonstrate an understanding of the concepts and principles of computer information systems.
• Students will be able to analyze, design and implement an information systems component using techniques and models from the information systems program.
• Students will be able to document an information system design including both user documentation and technical documentation.
• Students will be able to make a formal presentation of an information systems project including logical and physical modeling.

Degree Requirements
57 required credit hours
12 general education credit hours
59 elective credit hours

At least 18 of the required 36 computer science credit hours must be taken at Webster University.

All upper-level courses must be taken at Webster University.

Required Courses
COSC 1570 Math for Computer Science 3 hours
COSC 2610 Operating Systems 3 hours
COSC 2670 Telecommunications 3 hours
COSC 2810 Systems Analysis and Design 3 hours
COSC 3110 Interactive Site Development 3 hours
COSC 3180 Web Databases 3 hours

Students who do not have a second minor or certificate in web site design or web site development are required to take one set of the following courses:

Set 1
COAP 2100 Web Technology Principles 3 hours
COAP 2130 Web Scripting 3 hours
COAP 2180 Introduction to XML 3 hours
COAP 3000 Dynamic HTML 3 hours
COAP 3110 Interactive Site Development 3 hours
COAP 3180 Web Databases 3 hours

Set 2
COAP 2000 XHTML Programming 3 hours
COAP 2170 Usability and Accessibility 3 hours
COAP 2120 Web Editors 3 hours
COAP 2150 Design Principles I 3 hours
COAP 3120 Designing with Style Sheets 3 hours
COAP 3150 Design Principles II 3 hours

Minor in Computer Applications
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
Credit hours of COAP courses 18 hours

Minor in Computer Science
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
Credit hours of COSC courses 18 hours
Certificate or Minor in Web Site Design

Program Description

The courses offered in the Web site design certificate provide students with the skill necessary to design sites that are visually attractive and emphasize the human-computer interface aspects of Web sites. The content of the program emphasizes basic principles of attractive design and teaches students the techniques for using graphics on interactive, presentation, and commerce Web sites. Students are encouraged to use their creative skills and artistic ability to design pages that are unique, attractive, and effectively use both text and graphics for navigation and linking. The program includes practical experience with numerous hands-on and real-life projects.

As businesses and organizations are developing and maintaining Web sites at an astonishing rate, more artistic and design expertise is required for those who develop and maintain these sites. The Web site design certificate is intended to meet that presentation need.

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 demonstrate critical thinking skills.
• Students will demonstrate the ability to solve problems related to the program content.
• Students will be able to explain the concepts and features necessary for Web site development and deployment.
• Students will design and build Web sites.
• Students will be able to demonstrate the ability to create user-centered Web sites.

Requirements

18 required credit hours

Course Requirements

COAP 2000 XHTML* 3 hours
COAP 2150 Design Principles I 3 hours
COAP 2170 Web Usability and Accessibility 3 hours
COAP 3120 Designing with Style Sheets 3 hours
COAP 3150 Design Principles II 3 hours

Electives

COAP 2100 Web Technology Principles 3 hours
COAP 2110 Web Animation 3 hours
COAP 2120 Web Editors 3 hours
COAP 2160 Advanced Web Animation 3 hours

*Students that can demonstrate HTML proficiency may choose a course substitute from the approved elective list.

All courses available via the Internet.

Certificate or Minor in Web Site Development

Program Description

The courses offered in the Web site development certificate provide students with basic knowledge and skills necessary to design and develop professional Web sites. The content of the program emphasizes the technical development of the site, including the use of HTML programming, additional markup and scripting languages, and other tools to manipulate data on a Web site.

Students are encouraged to use their creative skills and artistic ability as well, to design pages that are unique, attractive, and effective in communicating information. The program includes practical experience with numerous hands-on and real-life projects.

As businesses and organizations are developing and maintaining Web sites at an astonishing rate, more technical and programming expertise is required for those who develop and maintain these sites. The Web site development certificate is designed to meet that particular need.

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

Program Learning Outcomes

• Students will demonstrate critical thinking skills.
• Students will demonstrate the ability to solve problems related to the program content.
• Students will demonstrate an understanding of the concepts and principles of Web application development and deployment.
• Students will be able to design and implement Web applications using the knowledge gained from the program.
• Students will be able to test and document a Web application.

Requirements

18 required credit hours

Course Requirements

COAP 2000 XHTML Programming (Prerequisite) 3 hours
COAP 2100 Web Technology Principles 3 hours
COAP 2130 Web Scripting 3 hours
COAP 2180 Introduction to XML 3 hours
COAP 3000 Dynamic HTML 3 hours
COAP 3110 Interactive Site Development 3 hours
COAP 3180 Web Databases 3 hours

All courses available via the Internet.
School of Communications

Dean
Debra Carpenter

Departments
Audio Aesthetics & Technology, Gary Gottlieb, chair
Communications and Journalism, Joseph Schuster, chair
Electronic and Photographic Media, Jorge Oliver, chair
Media Communications, Gary Ford, director of graduate programs

Administrative Staff
Jane Ferry, academic advisor, graduate program
Barbara Finan, academic advisor, graduate program
Liz Jokerst, academic advisor, undergraduate program
Sally Lorino, associate dean
Linda Williams, academic advisor, undergraduate program

Mission Statement
Who we are: The School of Communications professors are student-centered professional media educators, practitioners, and theorists.

Our mission: The School of Communications prepares graduates who can promote professional excellence in communication fields. In order to accomplish this mission, we in the School of Communications are committed to a learning environment where:

• Our students’ communications education builds on the foundation of a liberal arts learning environment of the university;
• Our students learn current and emerging theoretical, technical, creative, and managerial aspects of communications;
• Our students learn the aesthetic, historical, social, ethical and global aspects of communications;
• Our students learn how to become future industry leaders, professionals and knowledgeable consumers of media;
• Our students learn how to become lifelong learners of evolving technologies in rapidly changing media fields.

The results: Graduates of the School of Communications are highly competitive individuals who are able to make immediate contributions to their fields.

The School of Communications houses and supports:

• The May Gallery, a photographic exhibit space;
• The Webster University Film Series, a comprehensive alternative film series allowing students, faculty, and community members to view independent features and documentaries, avant-garde films, animation, retrospectives, and short works and offering filmmaking workshops to students and the community;
• The Journal, an award winning student newspaper offering print and internet news;
• Gorlok TV, a student operated television station;
• The Galaxy, a student operated radio station;
• The Ampersand, an award winning student magazine; and
• The Webster University Media Watch, a media watchdog critiquing professional media performance.

Majors
Advertising and Marketing Communications (BA)
Animation (BA)
Audio Production (BA)
Film Production (BA)
Film Studies (BA)
Global Journalism (BA)
Interactive Digital Media (BA)
Journalism (BA)
Media Communications (BA)
Media Literacy (BA)
Photography (BA)
Public Relations (BA)
Scriptwriting (BA)
Speech Communication Studies (BA)
Video Production (BA)

Minors
Advertising and Marketing Communications
Animation Production
Audio Production
Broadcast Journalism
Film Studies
Interactive Digital Media
Journalism
Media Communications
Media Literacy
Photography
Public Relations
Scriptwriting
Speech Communication Studies
Video Production

Certificates
Animation Production
Broadcast Journalism
Digital Media-Design & Production (Vienna campus)
Documentary Production
Entrepreneurship for Audio Majors
Entrepreneurship for Photo Majors
Interactive Digital Media
Magazine Production
Media Literacy
Outdoor/Environmental Journalism
Photojournalism/Editorial Photography (Geneva & St. Louis)
Sports Journalism
Studio/Commercial Photography (Geneva & St. Louis)
Teacher Certification in Journalism
Video Game Foundations

General Education Requirements
A minimum of 36 credit hours must be taken from the liberal arts and sciences with the following distribution:

Category One - Humanities 18 hours
Literature, history, foreign language, general studies, religious studies, philosophy, visual art, dance, theatre, music, composition

Category Two - Social Sciences 12 hours
Political science, sociology, psychology, anthropology, women's studies, multicultural studies, international relations, international studies, economics, human rights

Category Three - Math/Computer Science 6 hours
Computer applications, computer science, mathematics, natural sciences, physical sciences
Audio Aesthetics and Technology

Majors and Degrees Offered
Audio Production (BA)
Audio Production (BA) with emphasis in International Audio Production

Minor Offered
Audio Production

Certificate Offered
Entrepreneurship for Audio Majors

Department Description
Students majoring in audio production learn to work in a variety of audio fields, including music recording, film sound, audio for video, radio, electronic sound synthesis, theatrical sound design, sound reinforcement, audio for computer applications, and audio equipment maintenance. A hands-on approach is a key part of the program and complements lectures on audio theory. The history of the audio industry is also an important component of the program, lending perspective and offering insight into the industry's future.

Special Study Opportunities
Students learn about their fields of interest through internships and externships in communications businesses and organizations. In recent years, audio students have secured internships in St. Louis as well as in California, New York, Chicago, Atlanta, Nashville, Los Angeles, Germany and Spain. Prestigious internships have included top recording studios, live sound companies and post production facilities.

The School of Communications houses and supports:
- The May Gallery, a photographic exhibit space;
- The Webster University Film Series, a comprehensive alternative film series allowing students, faculty, and community members to view independent features and documentaries, avant-garde films, animation, retrospectives, and short works and offering filmmaking workshops to students and the community;
- The Journal, an award winning student newspaper offering print and internet news;
- Gorlok TV, a student operated television station;
- The Galaxy, a student operated radio station;
- The Ampersand, an award winning student magazine; and
- The Webster University Media Watch, a media watchdog critiquing professional media performance.

Learning Outcomes
Successful graduates of the Department of Audio Aesthetics & Technology will:
- Function professionally using a variety of audio/media technology;
- Demonstrate a fundamental knowledge of the theories underlying the science and art of audio production;
- Perform professionally in the field of audio production.

Special Requirements
Portfolio Review
Students declaring a major within the Department of Audio Aesthetics & Technology complete portfolios of their work as part of their degree requirements. Students majoring in audio production must complete a portfolio review with a panel of faculty within their major after they have successfully completed the following course requirement:
- AUDI 3000 – Multitrack Recording

In the portfolio review process, students learn to develop personal portfolios in their areas of interest. In addition, the process enables the faculty to gauge the talent, aptitude, and potential of the student in his or her area of study. This mid-program portfolio review gives faculty members the opportunity to talk with students about their progress and make suggestions regarding their school program and career goals.

The student's portfolio is judged on both the quality and presentation of the material. Faculty members consider accuracy, creativity, content, and technical expertise in the work presented, and enthusiasm and professionalism of delivery when judging the student for formal admittance into his or her major in the Department of Aesthetics & Technology.

Portfolio deadlines are announced each academic year, and reviews are held each semester. Students should contact their academic advisors in the School of Communications for more specific information about portfolio review requirements as soon as they enter Webster University.

Capstone Course
Successful completion of a capstone class with a grade of B or better is part of the degree requirement for each major and emphasis. A capstone class is an advanced course designated by the major in which students learn to demonstrate their mastery of the subject matter. The capstone class should be taken in the student's senior year.

Transfer Students
Transfer students should not expect to obtain a degree in the Department of Audio Aesthetics & Technology in less than four full semesters of sequenced courses.

Transfer students who have completed the associate of arts (AA) degree have satisfied the school's general education requirement.

Grade Requirements
Students must earn a grade of C- or better in any course they wish to apply toward their major or toward the 36 required credit hours in general education. The pass/fail option is not available for courses that students wish to apply toward their major or toward their general education requirements, unless those courses are offered only under the pass/fail option. (For example, creative writing courses in the English Department are offered only as pass/fail and may count toward Category I of general education.)

Double Majors
An area of concentration (major) in the School of Communications may be combined with a major in another Webster University School or College as part of the student's bachelor of arts degree plan. Double majors are not allowed between the departments of the School of Communications.

Minors
The following apply to all minors:
- A minor must be comprised of 18 credit hours taken at Webster University.
- No course counted toward a major can also count toward a minor.
- 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.
- Students must earn a grade of C- or better in any course they wish to apply toward a minor.

In addition to the requirements for all minors listed above, the following additional criteria apply:

Audio Production
Required Courses
EPMD 1000 Introduction to Media Production 3 hours
Additional credit hours of AUDI courses 15 hours
**BA in Audio Production**

**Degree Requirements**
- 63 required credit hours
- 36 general education credit hours
- 29 elective credit hours

**Required Courses**
- EPMD 1000 Introduction to Media Production 3 hours
- MEDC 1010 Introduction to Mass Communications 3 hours
- MEDC 1050 Introduction to Media Writing 3 hours
- AUDI 1100 Audio Production I for Audio Production Majors 3 hours
- AUDI 1200 Introduction to MIDI 3 hours
- AUDI 2000 Audio Production II 3 hours
- AUDI 2050 Audio Production II Lab 3 hours
- MEDC 2200 Ethics in the Media 3 hours
- MEDC 2800 Cultural Diversity in the Media 3 hours
- AUDI 3200 Applied Audio Maintenance 3 hours
- AUDI 3400 Location R 3 hours
- AUDI 3500 Digital Audio 3 hours
- AUDI 3600 MIDI A 3 hours
- AUDI 3900 Audio Aesthetics 3 hours
- MEDC 4100 The Law and the Media 3 hours
- AUDI 4700 Professional Development in Audio 3 hours
- MEDC 4950 Professional Media Practicum* 3 hours

*A Capstone Course

**A minimum of 15 credit hours must be chosen from the following:**
- INTM 1600 Introduction to Interactive Media 3 hours
- AUDI 2010 Radio Production 3 hours
- AUDI 3200 Advanced Audio Mixing 3 hours
- AUDI 3300 Audio Facility Management and Operations 3 hours
- AUDI 3410 Professional Audio Production 3 hours
- AUDI 3500 Digital Audio 3 hours
- AUDI 3510 Topics 3 hours
- AUDI 3900 Audio Aesthetics 3 hours
- AUDI 4300 Advanced MIDI Applications: Film Scoring 3 hours
- AUDI 4400 Audio Facility Management and Operations 3 hours
- AUDI 4500 Soundtracks for Visual Media 3 hours
- AUDI 4610 Readings in Audio Production 3 hours
- AUDI 4800 Audio Engineering 3 hours
- AUDI 4900 Pro-Seminar in Music Recording 3 hours
- AUDI 1200 Introduction to MIDI 3 hours
- AUDI 2000 Audio Production II 3 hours
- AUDI 2050 Audio Production II Lab 3 hours
- MEDC 2200 Ethics in the Media 3 hours
- MEDC 2800 Cultural Diversity in the Media 3 hours
- AUDI 3200 Applied Audio Maintenance 3 hours
- AUDI 3400 Location R 3 hours
- AUDI 3500 Digital Audio 3 hours
- AUDI 3600 MIDI A 3 hours
- AUDI 3900 Audio Aesthetics 3 hours
- MEDC 4100 The Law and the Media 3 hours
- AUDI 4700 Professional Development in Audio 3 hours
- MEDC 4950 Professional Media Practicum* 3 hours

**BA in Audio Production with an emphasis in International Audio Production**

**Degree Requirements**
- 63 required credit hours
- 36 general education credit hours
- 29 elective credit hours

**Required Courses**
- EPMD 1000 Introduction to Media Production 3 hours
- MEDC 1010 Introduction to Mass Communications 3 hours
- MEDC 1050 Introduction to Media Writing 3 hours
- AUDI 1100 Audio Production I for Audio Production Majors 3 hours
- AUDI 1200 Introduction to MIDI 3 hours
- AUDI 2000 Audio Production II 3 hours
- AUDI 2050 Audio Production II Lab 3 hours
- MEDC 2200 Ethics in the Media 3 hours
- MEDC 2800 Cultural Diversity in the Media 3 hours
- AUDI 3200 Applied Audio Maintenance 3 hours
- AUDI 3400 Location R 3 hours
- AUDI 3500 Digital Audio 3 hours
- AUDI 3600 MIDI A 3 hours
- AUDI 3900 Audio Aesthetics 3 hours
- MEDC 4100 The Law and the Media 3 hours
- AUDI 4700 Professional Development in Audio 3 hours
- MEDC 4950 Professional Media Practicum* 3 hours

*A Capstone Course

**A minimum of 15 credit hours must be chosen from the following:**
- INTM 1600 Introduction to Interactive Media 3 hours
- VIDE 1810 Video Production I 3 hours
- AUDI 2100 Radio Production 3 hours
- AUDI 3200 Advanced Audio Mixing 3 hours
- AUDI 3300 Audio Facility Management and Operations 3 hours
- AUDI 3410 Professional Audio Production 3 hours
- AUDI 3500 Digital Audio 3 hours
- AUDI 3510 Topics 3 hours
- AUDI 3900 Audio Aesthetics 3 hours
- AUDI 4300 Advanced MIDI Applications: Film Scoring 3 hours
- AUDI 4400 Audio Facility Management and Operations 3 hours
- AUDI 4500 Soundtracks for Visual Media 3 hours
- AUDI 4610 Readings in Audio Production 3 hours
- AUDI 4800 Audio Engineering 3 hours
- AUDI 4900 Pro-Seminar in Music Recording 3 hours

**Additional Requirements**
- 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 Department of International Languages and Cultures stating that the student meets a reasonable requirement for basic fluency in the chosen language. (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:
  - The internship must be completed outside the United States.
  - The student must receive a grade of B or better in the internship.

**Certificate Programs**

**Certificate Program: Entrepreneurship in Audio**

18 required credit hours

The Certificate in Entrepreneurship delivers a series of entrepreneur-ship courses for undergraduate students in business or non-business school majors. Courses will promote entrepreneurial thinking among students and develop the necessary real-world skills for founding and growing 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...
School of Communications

Audio Aesthetics and Technology

the capstone course. Students completing the program will be awarded a Certificate in Entrepreneurship from the School of Business and Technology.

The program is comprised of six 3-credit hour courses. Students select individual entrepreneur 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.

Students must take a total of six courses from the list of courses given below.

Course Requirements

Entrepreneurship Core and Capstone

Required for all students

MNGT 3700 Introduction to Entrepreneurship and Small Business Management 3 hours
MNGT 3450 Principles of Organizational Behavior 3 hours
BUSN 3710 Entrepreneurial Financial Management 3 hours
AUDI 4400 Recording Studio Management & Operations 3 hours
AUDI 4700 Professional Development in Audio Production 3 hours
MNGT 4960 Entrepreneurship Certificate Project Course (Capstone) 3 hours
Majors and Degrees Offered
Advertising and Marketing Communications (BA)
Global Journalism (BA)
Journalism (BA)
Media Communications (BA)
Media Literacy (BA)
Public Relations (BA)
Scriptwriting (BA)
Speech Communication Studies (BA)

Minors Offered
Advertising and Marketing Communications
Broadcast and Digital Journalism
Journalism
Media Communications
Media Literacy
Public Relations
Scriptwriting
Speech Communication Studies

Certificates Offered
Broadcast Journalism
Community Journalism
Magazine Production
Media Literacy
Outdoor/Environmental Journalism
Sports Journalism
Teacher Certification in Journalism (9-12th grades) - See School of Education for more information

Special Study Opportunities
Internships
Students have opportunities to learn about their fields of interest through internships and externships in communication businesses and organizations. In recent years, students in the department of Communications and Journalism have secured internships at organizations in St. Louis as well as in New York, Chicago, Nashville, California, London, Japan, Switzerland and Thailand.

Prestigious internships have included: MTV Network in New York, NBC “Late Night with Conan O’Brien,” ABC “The View” in New York, KSDK-TV, KMOV-TV, KPLR-TV WB Channel 11, Busch Entertainment Corp., KTVI-TV Fox Channel 2, KETC-TV Public Broadcasting Service Channel 9, KMOX Radio, St. Louis Post-Dispatch, Fleishman Hillard Public Relations, Mary Engelbreit Studios, Barnes-Jewish Hospital, The Vision Factory, Waylon Advertising, Clayton Studios, Missouri Botanical Garden, The St. Louis Science Center, The Ronald McDonald House, The Hughes Group, the St. Louis Rams, Nestle Purina, Percare and the Make-A-Wish Foundation.

Independent study and reading courses add further flexibility to the established curriculum.

Double Majors
An area of concentration (major) in the School of Communications may be combined with a major in another Webster University School or College as part of the student’s bachelor of arts degree plan. Double majors are not allowed between the departments of the School of Communications.

Minors
The following apply to all minors:
• A minor must be comprised of 18 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 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.
• Students must earn a grade of C- or better in any course they wish to apply toward a minor.

In addition to the requirements for all minors listed above, the following additional criteria apply:

Advertising and Marketing Communications
Required Courses
MEDC 1050 Introduction to 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 advisors in Advertising/Marketing Communications to help plan their specific programs.

Journalism
Required Courses
MEDC 1010 Introduction to Mass Communication 3 hours
Additional credit hours of JOUR 15 hours

Media Communications
Required Courses
MEDC 1010 Introduction to Mass Communication 3 hours
Additional credit hours in the School of Communications 15 hours

Media Literacy
Required Courses
MEDC 1010 Introduction to Mass Communications 3 hours
And 15 additional credit hours from the following:
MEDC 1500 Introduction to Media Writing 3 hours
MEDC 1630 Media Literacy 3 hours
MEDC 2630 Media Literacy II 3 hours
MEDC 3190 Introduction to Media Research 3 hours
MEDC 3850 Television: A Critical Study 3 hours
MEDC 4110 Media and Digital Culture 3 hours
MEDC 4620 Senior Overview 3 hours
MEDC 4850 Seminar in Media Studies 3 hours

Public Relations
Required Courses
MEDC 1010 Introduction to Mass Communications 3 hours
And 15 additional credit hours from the following:
PUBL 2100 Fundamentals of Strategic Communications and Public Relations 3 hours
PUBL 2920 Writing for Public Relations 3 hours
Additional credit hours of PUBL 9 hours

Scriptwriting
Required Courses
MEDC 1050 Introduction to Media Writing 3 hours
SCPT 2900 Scriptwriting 3 hours
And 12 additional credit hours from the following:
Communications and Journalism

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

Speech Communication Studies

Required Courses
Any 18 credit hours from SPCM courses.
Students may also count POLT 1550 OR 3550 toward this minor. A minimum of 6 credit hours must be at the 3000 or 4000 level.

Special Requirements

Portfolio Review
Students declaring a major within the Department of Communications and Journalism (except in speech communication studies) complete a portfolio of their work as part of their degree requirements. Students majoring in advertising and marketing communications, public relations, scriptwriting, media literacy and media communications must complete a portfolio review with a panel of faculty within their major after they have successfully completed the following course requirements:
EPMD 1000 Introduction to Media Production
MEDC 1010 Introduction to Mass Communications
9 credit hours as defined by each major

In the review students learn to develop personal portfolios of their work in their areas of interest. In addition, this mid-program review process enables the faculty to gauge the talent, aptitude, and potential of the student in his or her area of study.

The student's portfolio is judged on both the quality and presentation of the material. Faculty members consider accuracy, creativity, content, and technical expertise in the work presented, and enthusiasm and professionalism of delivery when judging the student for formal admittance into his or her major in the School of Communications. Portfolio deadlines are announced each academic year, and reviews are held each semester.

Instead of the portfolio review panel, students majoring in journalism and global journalism complete a portfolio of their work as part of the requirement of JOUR 3300 Newspaper Production Workshop and JOUR 4700 Professional Development in Journalism, under the guidance of their professors. Students majoring in speech communication studies incorporate elements of all their coursework in their culminating senior overview in place of a portfolio review.

Students should contact their academic advisors in the School of Communications for more specific information about portfolio review requirements as soon as they enter Webster University.

Capstone Course
Successful completion of a capstone class with a grade of B or better is part of the degree requirement for each major and emphasis. A capstone class is an advanced course designated by the major in which students learn to demonstrate their mastery of the subject matter. The capstone class should be taken in the student's senior year.

Grade Requirements
Students must earn a grade of C- or better in any course they wish to apply toward their major or toward the 36 required credit hours in general education. The pass/fail option is not available for courses that students wish to apply toward their major or toward their general education requirements, unless those courses are offered only under the pass/fail option. (For example, creative writing courses in the English Department are offered only as pass/fail and may count toward Category I of general education.)

Transfer Students—Pre-Enrollment Interview
Transfer students with prior coursework in communications must submit a portfolio of their work in a pre-enrollment interview to determine placement within the curriculum and their standing regarding portfolio review. If the student meets the portfolio review criteria, this pre-enrollment interview may serve as the portfolio review.

Transfer students should not expect to obtain a degree in the Department of Communications and Journalism in less than four full semesters of sequenced courses.

Transfer students who have completed the associate of arts (AA) degree will have satisfied the school's general education requirement.

Advertising and Marketing Communications (BA)

Program Description
Students majoring in Advertising and Marketing Communications gain a strong academic base and an understanding of the marketing communications tools available to promote a business or an organization's goods and services. These include: print, collateral, radio, television, Web-based, place-based and direct advertising; public relations and publicity; and trade and consumer promotions shows.

Students learn the different phases of the marketing communications process through hands-on experience in research, planning, strategy development, copywriting, visual communication, budgeting, media buying, campaign analysis and the production of both stand-alone pieces and fully-integrated marketing communications campaigns to be used in student portfolios.

Important note for transfer students: Entry into this major as a junior or senior is limited. To improve admission prospects and ensure proper course sequence, junior and senior transfer students should apply for admission to the spring or summer semesters. All transfer students should plan on a minimum of five full semesters at Webster University to complete their degree in this major.

Learning Outcomes
Advertising and Marketing Communications program graduates will have:

- Knowledge of the role of marketing communications in achieving organizational objectives. This includes awareness of American and international business practices, and familiarity with the functions of business departments relating to the marketing communications function;
- An understanding of the role of marketing communications tools, including advertising, public relations, sales promotion, personal selling and direct communications, as well as an understanding of their interrelationships;
- The ability to plan a complete marketing communication program including situation analysis, research, objective-setting, target audience definition, creative development, media planning, budgeting and program outcome evaluation;
- The ability to craft creative, persuasive messages for specific target audiences, product/service categories and media formats;
- An understanding of both traditional and non-traditional media and their uses;
- An understanding of how to seek employment in specialized areas of the marketing communications industry;
- Production skills in those areas important to functioning successfully as an entry-level professional;
- The necessary interpersonal, organizational and presentation communication skills to enhance client service at any level; and
- A polished professional portfolio of advertising and marketing communications materials with which to conduct a job search.
Communications and Journalism

Portfolio Review Course Requirements
- EPMD 1000 Introduction to Media Production
- MEDC 1010 Introduction to Mass Communications
- ADVT 1940 Introduction to Marketing Communications
- ADVT 2550 Creative Strategies for Advertising
- MNGT 3510 Advertising

Degree Requirements
60 required credit hours
36 general education credit hours
32 elective credit hours

Required Courses
- EPMD 1000 Introduction to Media Production 3 hours
- MEDC 1010 Introduction to Mass Communications 3 hours
- MEDC 1050 Introduction to Media Writing 3 hours
- ADVT 1940 Introduction to Marketing Communications 3 hours
- PBRL 2100 Fundamentals of Strategic Communications and Public Relations 3 hours
- INTM 2350 Production Tools for Advertising and Public Relations 3 hours
- MEDC 2200 Ethics in the Media 3 hours
- ADVT 2550 Creative Strategies for Advertising 3 hours
- MEDC 2800 Cultural Diversity in the Media 3 hours
- ADVT 2910 Writing for Advertising 3 hours
- ADVT 3500 Visual Communication for Advertising and Public Relations 3 hours
- MNGT 3500 Marketing 3 hours
- MNGT 3510 Advertising 3 hours
- ADVT 4040 Advertising Production (Print, Television, Radio, or Internet) 3 hours
- MEDC 4100 The Law and the Media 3 hours
- ADVT 4190 Advertising Research 3 hours
- ADVT 4040 Advertising Campaign Production 3-6 hours
- MEDC 4950 Professional Media Practicum OR ADVT 4620 Senior Overview 3 hours

*Capstone Course

In addition, a minimum of 6 credit hours from the following:
- PBRL 2920 Writing for Public Relations 3 hours
- COAP 3010 Advanced Applications Topics: Advanced Desktop Publishing 3 hours
- ADVT 3150 Topics: Advertising 1-3 hours
- PHOT 3190 Digital Photographic Imaging 3 hours
- PBRL 3200 Specialized Publications 3 hours
- ART 3850 Topics in Studio Art: Photoshop 1-3 hours
- ADVT 3910 International Advertising 3 hours
- PBRL 4050 Special Events 3 hours
- ADVT 4200 Media Planning, Buying and Selling 3 hours
- MEDC 4510 Advanced Advertising 3 hours
- MEDC 4550 Interactive Media 3 hours
- ADVT 4700 Professional Development in Advertising and Marketing Communications 3 hours
- PBRL 4800 Media Relations 3 hours
- PBRL 4920 Public Relations Campaign 3 hours

Journalism (BA)

Program Description
The journalism major prepares students to work as professional in the field and 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 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 the program will learn:
- How to report, research and interview
- How to evaluate stories for news worthiness
- How to craft stories for several media
- How to produce stories through text, video, audio and still images
- How to identify and address ethical issues facing journalists
- The legal rights and constraints affecting professional journalists

Portfolio Requirements
Students majoring in journalism prepare a professional portfolio as part of the required course, JOUR 4700 Professional Development in Journalism, as well as during their news production courses.

Degree Requirements
54 required credit hours
36 general education credit hours
38 elective credit hours

Required Courses
- MEDC 1010 Introduction to Mass Communications 3 hours
- MEDC 2200 Ethics in the Media 3 hours
- MEDC 2800 Cultural Diversity in the Media 3 hours
- MEDC 4100 The Law and the Media 3 hours
- JOUR 1030 Fundamentals of Reporting (with concurrent enrollment in EPMD 1010) 3 hours
- EPMD 1010 Introduction to Media Production for Journalism (with concurrent enrollment in JOUR 1030) 3 hours
- JOUR 2110 Production Techniques (with concurrent enrollment in JOUR 2140) 3 hours
- JOUR 2140 Advanced Reporting (with concurrent enrollment in JOUR 2110) 3 hours
- JOUR 2170 Journalism Editing 3 hours
- JOUR 3300 Newspaper Production 3 hours
- One of the following:
  - JOUR 3600 Advanced Digital Journalism 3 hours
  - JOUR 3580 Radio News Reporting and Producing 3 hours
  - JOUR 3590 Television News Reporting and Producing 3 hours
- One of the following:
  - JOUR 4620 Senior Overview 3 hours
  - MEDC 4950 Professional Media Practicum 3 hours
  - JOUR 4700 Professional Development in Journalism 3 hours

In addition to the above required courses, students must choose 15 credit hours from the following:
- JOUR 1930 Broadcast Delivery and Interpretation 3 hours
- JOUR 2300 Journalism: Layout and Design 3 hours
- JOUR 2350 Reporting Disaster Stories 3 hours
- JOUR 2360 History and Principles of Journalism 3 hours
- JOUR 2600 Digital Journalism 3 hours
- JOUR 2850 Television and Radio Reporting 3 hours
- JOUR 3060 Community Reporting 3 hours
- JOUR 3080 Global Journalism 3 hours
- JOUR 3130 Feature Writing 3 hours
- JOUR 3750 Environmental Journalism and Communications 3 hours
- JOUR 4050 Sports Reporting 3 hours
- JOUR 4170 Investigative Journalism 3 hours
- JOUR 4380 Magazine Journalism 3 hours
- INTM 1600 Introduction to Interactive Media 3 hours
School of Communications

Communications and Journalism

PHOT 2500 Photojournalism 3 hours
PHOT 3190 Digital Photography 3 hours
VIDE 1810 Video I 3 hours

Global Journalism (BA)

Program Description
The global journalism degree prepares students for careers in national and international reporting, as well as for graduate studies in the foreign service or international business areas. Students in this major will have an educational experience abroad and can be expected to achieve proficiency in another language.

Learning Outcomes
Successful graduates of the program share learning outcomes with those who major in journalism:

• Associated Press (AP) style news writing skills;
• The history of journalism;
• How to interview sources and write stories;
• How to identify and create the components of newspaper, magazine and websites;
• The functions performed by newsroom personnel;
• How news judgment affects story choice;
• How to identify and address ethical issues facing journalists;
• The legal rights and constraints affecting journalism.

In addition, students learn the technology and regulation of international communication, journalism philosophies and economic structures of media in both the developed world and in underdeveloped countries.

Portfolio Requirements
Students majoring in global journalism complete a portfolio of their work as part of the requirement of JOUR 3300 Newspaper Production Workshop, under the guidance of their professor.

Degree Requirements
52 required credit hours
36 general education credit hours
40 elective credit hours

Required Courses
EPMD 1010 Introduction to Media Production for Journalists 3 hours
MEDC 1010 Introduction to Mass Communications 3 hours
JOUR 1030 Fundamentals of Reporting 3 hours
JOUR 2110 Production Tools 3 hours
JOUR 2140 Advanced Reporting 3 hours
MEDC 2200 Ethics in the Media 3 hours
MEDC 2800 Cultural Diversity in the Media 3 hours
JOUR 3080 Global Journalism 3 hours
JOUR 3120 Global Affairs Reporting 3 hours
JOUR 3190 Topics in International Journalism 3 hours
JOUR 3300 Newspaper Production Workshop 3 hours
JOUR 3310 Global Media Production 3 hours
MEDC 4100 The Law and the Media 3 hours
JOUR 4220 Advanced Global Journalism 3 hours
MEDC 4950 Professional Media Practicum* 3 hours
*Capstone Course

A minimum of 6 credit hours must be chosen from the following:
JOUR 3090 Covering Global Conflicts 3 hours
HIST 3150 International Affairs 3 hours
INTL 3240 United States Foreign Policy 3 hours
POLT 3310 Conduct of Foreign Policy 3 hours
POLT 3400 Comparative Politics 3 hours
JOUR 4170 Investigative Journalism 3 hours

Media Communications (BA)

Program Description
The BA in media communications enables students to become familiar with several areas within the communications curriculum. Students may devise a concentration in the theory and history of media, or may combine work in two or more media (for example, journalism and photography, or advertising and public relations).

Learning Outcomes
Students majoring in Media Communications will learn:

• The history of significant forms of mass communications, including print, radio, television, film, photography and interactive media;
• Essential principles of regulations governing media;
• How to apply ethical principles to the decision making processes in a media organization;
• How to conduct basic quantitative and qualitative research in media studies;
• The essential principles of writing for various forms of media.

In addition, students will choose a specific area of focus within the School of Communications, either in media theory or production, and will learn basic, intermediate and advanced concepts in that field, demonstrating their facility in a Senior Overview or a Professional Practicum.

Portfolio Review Course Requirements
9 credit hours in the School of Communications in addition to
MEDC 1010 and EPMD 1000

Degree Requirements
48 required credit hours
36 general education credit hours
44 elective credit hours

Required Courses
EPMD 1000 Introduction to Media Production 3 hours
MEDC 1010 Introduction to Mass Communications 3 hours
MEDC 1050 Introduction to Media Writing or JOUR 1030 Fundamentals of Reporting 3 hours
MEDC 1630 Media Literacy 3 hours
MEDC 2200 Ethics in the Media 3 hours
MEDC 3190 Introduction to Media Research 3 hours
MEDC 4100 The Law and the Media 3 hours
MEDC 4620 Senior Overview or MEDC 4950 Professional Media Practicum* 3 hours
*Capstone Course

In addition, students must choose 6 credit hours from the following:
SPCM 1280 Interpersonal Communication 3 hours
MEDC 1500 Applied Media Aesthetics 3 hours
MEDC 2800 Cultural Diversity in the Media 3 hours
MEDC 3260 International Communication 3 hours

Students must choose 3 credit hours from among the following courses:
AUDI 1000 Audio Production I 3 hours
PHOT 1000 Photo I 3 hours
Communications and Journalism

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPMD 1000 Introduction to Media Production</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 1010 Introduction to Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 1050 Introduction to Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 1630 Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 2200 Ethics in the Media</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 2630 Studies in Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 2800 Cultural Diversity in the Media</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 3190 Introduction to Media Research</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 3900 Topics in Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 4100 The Law and the Media</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 4110 Digital Media Culture</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 4190 Media Research Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 4620 Senior Overview*</td>
<td>3</td>
</tr>
<tr>
<td>or MEDC 4950 Professional Media Practicum</td>
<td>3-8</td>
</tr>
<tr>
<td>MEDC 4850 Seminar in Media Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

*Capstone Course

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDC 1500 Applied Media Aesthetics</td>
<td>3</td>
</tr>
<tr>
<td>VIDE 1810 Video I</td>
<td>3</td>
</tr>
<tr>
<td>SPCM 2600 Nonverbal Approaches to the Media</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 3260 International Communications</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 4500 Political Communications</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 3850 Television: A Critical Study</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 3900 Topics in Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 4220 Genre Studies</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 4440 Patterns of Media Ownership</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 4500 Media Criticism for Publication</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 4950 Professional Media Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Public Relations (BA)**

**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 digital and electronic applications).

Students learn from practicing professionals who are their professors, lecturers, mentors, and clients, bringing a real-world substance to the major. Internships augment the experience.

**Learning Outcomes**

Successful graduates of the program will gain:

- Understanding and mastery of public relations and corporate communications functions employed in both business and non-profit organizations, including problem analysis, strategic planning, message development and tactical solutions;
- A thorough knowledge of philosophy and function of the news media and the necessary skills to interface with members of the media in both proactive and reactive contact;

**Portfolio Review Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPMD 1000 Introduction to Media Production</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 1010 Introduction to Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 1630 Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 2630 Studies in Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MEDC 3190 Introduction to Media Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**Degree Requirements**

- 54 required credit hours
- 36 general education credit hours
- 41 elective credit hours
School of Communications

Communications and Journalism

- Knowledge of American business in its various forms and an awareness of the functions of business departments as they relate to public relations;
- Solid writing skills in business, media and public relations formats, such as white papers, news releases, strategic and tactical public relations campaign materials and plans, etc.;
- Production skills in those tactical areas important to successfully functioning as a public relations professional including: publishing graphics, Internet Web site management, computer software applications and any other medium relevant to the student’s chosen career path;
- Communication skills needed for superior client relationships, including interpersonal communications, organizational communications and business presentations.

Portfolio Review Course Requirements
EPMD 1000 Introduction to Media Production
MEDC 1010 Introduction to Mass Communications
PBRL 2100 Fundamentals of Strategic Communications and Public Relations
INTM 2350 Production Tools for Advertising and PR
PBRL 2920 Writing for Public Relations

Degree Requirements
60 required credit hours
36 general education credit hours
32 elective credit hours

Required Courses
EPMD 1000 Introduction to Media Production 3 hours
MEDC 1010 Introduction to Mass Communications 3 hours
JOUR 1030 Fundamentals of Reporting 3 hours
MEDC 1050 Introduction to Media Writing 3 hours
BUSN 1200 Introduction to Business 3 hours
SPCM 1280 Interpersonal Communications 3 hours
PBRL 2100 Fundamentals of Strategic Communications and Public Relations 3 hours
MEDC 2200 Ethics in the Media 3 hours
INTM 2350 Production Tools for Advertising and PR 3 hours
PBRL 2920 Writing for Public Relations 3 hours
INTM 3100 Programming for Web Communications 3 hours
ADVT 3500 Visual Communication for Advertising and Public Relations 3 hours
SPCM 3500 Presentations for Media Professionals 3 hours
MEDC 4100 The Law and the Media 3 hours
PBRL 4300 Crisis Communications Management 3 hours
PBRL 4800 Media Relations 3 hours
PBRL 4920 Public Relations Campaigns* 3 hours
MEDC 4950 Professional Media Practicum, or PBRL 4620 Senior Overview 3 hours
*Capstone Course

In addition, a minimum of 6 credit hours from the following:
MEDC 2800 Cultural Diversity in the Media 3 hours
PBRL 3200 Specialized Publications 3 hours
MEDC 3260 International Communications 3 hours
MNGT 3550 Public Relations 3 hours
PBRL 3920 Public Information Production 3 hours
PBRL 4050 Special Events 3 hours
PBRL 4200 Organizational Communication 3 hours
PBRL 4700 Professional Development in Public Relations 3 hours

Relevant electives
(not required for the major, but the faculty suggests students consider these courses to supplement their major):
JOUR 2300 Journalism: Layout and Design 3 hours
MNGT 3500 Marketing 3 hours
MNGT 3510 Advertising 3 hours
PBRL 4190 Public Relations Research 3 hours
MEDC 4500 Interactive Media 3 hours

Scriptwriting (BA)

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 from the program will learn:
- The conventions of structuring scripts for film and television, why the conventions are the conventions and the effect of using alternative structures;
- How to create effective characters that engage an audience;
- How to build and maintain suspense and tension using both structure and pacing;
- The principle elements of storytelling for visual media—action, image and dialogue—and how and when to use each tool for greatest effect;
- How to elicit an audience's emotional response using a variety of means;
- The industry standard for proper script format.

Portfolio Review Course Requirements
EPMD 1000 Introduction to Media Production
MEDC 1010 Introduction to Mass Communications
MEDC 1050 Introduction to Media Writing
SCPT 2900 Scriptwriting
SCPT 3500 Writing Screenplays for Film or SCPT 3400 Television Scriptwriting

Degree Requirements
51 required credit hours
36 general education credit hours
41 elective credit hours

Required Courses
EPMD 1000 Introduction to Media Production 3 hours
MEDC 1010 Introduction to Mass Communications 3 hours
MEDC 1050 Introduction to Media Writing 3 hours
SCPT 2900 Scriptwriting 3 hours
SCPT 3500 Writing Screenplays for Film or SCPT 3400 Television Scriptwriting 3 hours

In addition, a minimum of 6 credit hours from the following:
MEDC 2800 Cultural Diversity in the Media 3 hours
PBRL 3200 Specialized Publications 3 hours
MEDC 3260 International Communications 3 hours
MNGT 3550 Public Relations 3 hours
PBRL 3920 Public Information Production 3 hours
PBRL 4050 Special Events 3 hours
PBRL 4200 Organizational Communication 3 hours
PBRL 4700 Professional Development in Public Relations 3 hours

*Capstone Course
A minimum of 9 credit hours must be chosen from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDC 1500</td>
<td>Applied Media Aesthetics</td>
<td>3 hours</td>
</tr>
<tr>
<td>FLST 1800</td>
<td>Film Appreciation</td>
<td>3 hours</td>
</tr>
<tr>
<td>VIDE 1810</td>
<td>Video Production I</td>
<td>3 hours</td>
</tr>
<tr>
<td>FLST 2050</td>
<td>History of Film</td>
<td>4 hours</td>
</tr>
<tr>
<td>FLST 2060</td>
<td>Modern World Cinema</td>
<td>4 hours</td>
</tr>
<tr>
<td>FLST 2160</td>
<td>Introduction to Film Theory and Criticism</td>
<td>3 hours</td>
</tr>
<tr>
<td>FILM 2320</td>
<td>Filmmaking I</td>
<td>3 hours</td>
</tr>
<tr>
<td>JOUR 2410</td>
<td>Introduction to Radio-TV Journalism</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENGL 3010</td>
<td>Playwriting</td>
<td>3 hours</td>
</tr>
<tr>
<td>SCPT 3150</td>
<td>Topics</td>
<td>3 hours</td>
</tr>
<tr>
<td>SCPT 4090</td>
<td>Screenplay Development</td>
<td>3 hours</td>
</tr>
<tr>
<td>MEDC 4950</td>
<td>Professional Media Practicum</td>
<td>3 hours</td>
</tr>
<tr>
<td>MEDC 5346</td>
<td>Writing for Media Communications:</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>Scriptwriting (for seniors only)</td>
<td></td>
</tr>
</tbody>
</table>

### Speech Communication Studies (BA)

**Program Description**
The undergraduate degree in speech communication studies provides students with an understanding of the processes of oral communication. Students are exposed to a variety of theory and skill development opportunities ranging from forensics and presentation applications to rhetorical awareness and analysis. The program offers opportunities to study in three areas: interpersonal/relational communication, professional speaking and performance, and a comprehensive general approach to the field. Each program incorporates coursework from a variety of discipline areas to provide a comprehensive theoretical and practical curriculum.

**Learning Outcomes**
Successful graduates from this program will learn:
- To deliver oral presentations appropriate for particular audiences and occasions;
- To understand and demonstrate the differences between effective oral and written communications;
- What distinguishes effective interpersonal communication from ineffective interpersonal communication;
- To demonstrate the ability to critically apply rational communication principles to relationships;
- To utilize strategies to effectively adapt messages to audiences in an effort to achieve their communication goals;
- To critically listen to and evaluate messages;
- To demonstrate skills essential to communicating and contributing effectively within group contexts;
- To appreciate the importance of recognizing the role life experience and background play in one's unique communication style;
- To apply their experiences within the speech communication studies program to contexts within their own experiences, continuing that application throughout their lives.

**Portfolio Review Course Requirements**
A portfolio review is not required for this major. Instead, students majoring in Speech Communication Studies incorporate elements of all their coursework in their culminating senior overview.

**Degree Requirements**
- 51 required credit hours
- 36 general education credit hours
- 41 elective credit hours

### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCM 1040</td>
<td>Public Speaking</td>
<td>3 hours</td>
</tr>
<tr>
<td>MEDC 1050</td>
<td>Introduction to Media Writing, or WRIT 1010</td>
<td>3 hours</td>
</tr>
<tr>
<td>JOUR 1030</td>
<td>Fundamentals of Reporting</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPCM 1280</td>
<td>Interpersonal Communication</td>
<td>3 hours</td>
</tr>
<tr>
<td>POLT 1550</td>
<td>Introduction to Political Argumentation and Debate, or SPCM 2000 Forensics</td>
<td>3 hours</td>
</tr>
<tr>
<td>MEDC 1630</td>
<td>Media Literacy</td>
<td>3 hours</td>
</tr>
<tr>
<td>MEDC 2200</td>
<td>Ethics in the Media</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPCM 2200</td>
<td>Group Communication</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPCM 2400</td>
<td>Persuasion</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPCM 2600</td>
<td>Nonverbal Approaches to the Media</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPCM 3600</td>
<td>Rhetoric</td>
<td>3 hours</td>
</tr>
<tr>
<td>JOUR 2380</td>
<td>Free Expression and the First Amendment</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPCM 3800</td>
<td>Communication and Diverse Populations, or MEDC 3800 Studies in Cultural Diversity: Communication and Diverse Populations</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPCM 4500</td>
<td>Conflict Resolution</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPCM 4600</td>
<td>Communication Theory</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPCM 4620</td>
<td>Senior Overview*, or MEDC 4950 Professional Media Practicum *</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

*Capstone Course

**In addition, a minimum of 6 credit hours must be chosen from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPMD 1000</td>
<td>Introduction to Media Production</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPCM 3100</td>
<td>Communication as Storytelling</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPCM 3150</td>
<td>Topics in Speech Communication Studies</td>
<td>3 hours</td>
</tr>
<tr>
<td>MEDC 3190</td>
<td>Introduction to Media Research</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPCM 3300</td>
<td>Navigating Relationships</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPCM 3500</td>
<td>Presentations for Media Professionals</td>
<td>3 hours</td>
</tr>
<tr>
<td>POLT 3550</td>
<td>Competitive Political Argumentation and Debate</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPCM 4610</td>
<td>Readings</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPCM 4616</td>
<td>Communication Research and Analysis</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Certificate in Broadcast Journalism

Broadcast journalism in its traditional form, offers opportunities for students in over 200 markets across the United States and countless markets across the world. The certificate in broadcast journalism enables students to focus on broadcast journalism newsgathering techniques.

**Learning Outcomes**
- Students will learn presentation skills appropriate for radio and television.
- Students will learn how to produce newscasts for both radio and television.
- Students will learn how to report and edit in video and audio formats.
- Students will learn how to write both short and in-depth stories.

**Requirements**
- 18 credit hours

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 1030</td>
<td>Fundamentals of Reporting</td>
<td>3 hours</td>
</tr>
<tr>
<td>EPMD 1010</td>
<td>Media Production for Journalists</td>
<td>3 hours</td>
</tr>
<tr>
<td>JOUR 1830</td>
<td>Broadcast Delivery and Interpretation</td>
<td>3 hours</td>
</tr>
<tr>
<td>JOUR 2850</td>
<td>Radio Television News Reporting</td>
<td>3 hours</td>
</tr>
<tr>
<td>JOUR 3580</td>
<td>Radio Reporting and Producing</td>
<td>3 hours</td>
</tr>
<tr>
<td>JOUR 3590</td>
<td>Television Reporting and Producing</td>
<td>3 hours</td>
</tr>
</tbody>
</table>
School of Communications

Communications and Journalism

Certificate in Community Journalism
The certificate program in community journalism provides students with a basic understanding of the principles of covering communities as a journalist including reporting, researching and crafting stories. In addition, they will learn the fundamentals of state and local government as well as the basic principles governing responsible, effective journalism.

Learning Outcomes:
- Students will learn the fundamentals of how to cover state and local government
- Students will learn how to report and craft news and feature stories
- Students will learn the historical roots and accepted practices of community journalism

Requirements
18 credit hours
Required Courses:
JOUR 1030 Fundamentals of Reporting 3 hours
JOUR 2140 Advanced Reporting 3 hours
JOUR 2350 Reporting Disaster Stories 3 hours
JOUR 2360 History and Principles of American Journalism 3 hours
JOUR 3060 Community Reporting 3 hours
JOUR 3130 Feature Writing 3 hours
POLT 1750 State and Local Government 3 hours

Certificate in Magazine Production
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:
- The student will learn the basic elements of magazine production, including writing articles suitable for a magazine, devising the overall content for a specific magazine, assigning stories to other writers, editing their work, scheduling the production of the magazine and working with printers.
- The student will learn the basic elements of layout and design for a magazine.
- The student will learn essential principles of photography

Requirements
18 credit hours
Required Courses:
JOUR 4390 Magazine Production* 3 hours
JOUR 2300 Journalism: Layout and Design 3 hours
JOUR 2170 Copyreading/News Editing 3 hours
PHOT 3190 Digital Photographic Imaging 3 hours
PHOT 2500 Photojournalism 3 hours
JOUR 2380 Free Expression and the First Amendment 3 hours
JOUR 3080 Global Journalism 3 hours
JOUR 3150 Topics in Modern Media 1-3 hours
JOUR 3750 Environmental Journalism and Communications 3 hours
JOUR 4050 Sports Reporting 3 hours
JOUR 4170 Investigative Journalism 3 hours
JOUR 4380 Magazine Journalism 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
MEDC 2800 Cultural Diversity in the Media 3 hours
JOUR 3060 Community Reporting 3 hours
JOUR 3130 Feature Writing 3 hours
MEDC 4100 The Law and the Media 3 hours
PHOT 3120 Studio Photography and Lighting 3 hours
INTM 1600 Introduction to Interactive Digital Media 3 hours

Certificate in Media Literacy
Media Literacy is a critical thinking skill that is applied to the source of most of our information—the channels of mass communication. This certificate program provides non-majors with tools that will enable students to learn to communicate, using a variety of media, including: audio, video, print, graphics, and interactive media.

Requirements
18 credit hours
Required Courses
MEDC 1630 Media Literacy I 3 hours
MEDC 2630 Studies in Media Literacy 3 hours
MEDC 3190 Introduction to Media Research 3 hours
MEDC 3900 Topics in Media Literacy 3 hours
MEDC 4110 Media and Digital Culture 3 hours
MEDC 4850 Seminar in Media Literacy 3 hours

Certificate in Outdoor/Environmental Journalism
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: JOURN 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 Disaster Stories 3 hours
JOUR 3750: Environmental Journalism and Communications 3 hours
Environmental Studies Coursework: 9-10 hours
GNST 1300: Technology, Science and Society 3 hours
ISTL 2600 / BIO1318: Natural Systems & Sustainable Ecology 3 hours
or SCIN 1520 & 1521: Environment and Environmental Lab 4 hours
PHIL 2360: Environmental Ethics or HRTS 3400: Human Rights and the Environment 3 hours

Total: 21-22 hours
Certificate in Sports Journalism
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. Webster University will issue a certificate recognizing the successful completion (C or better in all courses) of a 19-credit-hour core in sports journalism. All courses must be taken at Webster University.

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.

Requirements
19 credit hours

Required Courses
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 4050 Sports Reporting 3 hours
School of Communications

Electronic and Photographic Media

Majors and Degrees Offered
Animation (BA)
Film Production (BA)
Film Studies (BA)
Interactive Digital Media (BA)
Photography (BA)
Video Production (BA)

Minors Offered
Animation Production
Film Studies
Interactive Digital Media
Photography
Video Production

Certificates Offered
Animation Production
Digital Media – Design & Production*
Documentary Production
Interactive Digital Media
Entrepreneurship for Photo majors
Photojournalism/Editorial Photography**
Studio/Commercial Photography**
Video Game Foundations
*Only offered in Vienna
**Only offered in Geneva and Saint Louis

Special Study Opportunities
Students learn about their fields of interest through internships and externships in communications businesses and organizations. In recent years, Electronic and Photographic Media students have secured internships in St. Louis as well as in California, New York, Chicago, Atlanta, Nashville, Ghana, Japan, Switzerland and Thailand. Prestigious internships have included KSDK-TV, KMOV-TV, KPLR-TV, KTVI-TV, KETC-TV Channel 9, The Vision Factory, Photo Source, Beacon Pictures and 20th Century Fox TV (both in California,) the St. Louis Blues, MTV Network, and the Discovery Channel.

The School of Communications houses and supports:
• The May Gallery, a photographic exhibit space;
• The Webster University Film Series, a comprehensive alternative film series allowing students, faculty, and community members to view independent features and documentaries, avant-garde films, animation, retrospectives, and short works and offering filmmaking workshops to students and the community;
• The Journal, an award winning student newspaper offering print and internet news;
• Gorlok TV, a student operated television station;
• The Galaxy, a student operated radio station;
• The Ampersand, an award winning student magazine; and
• The Webster University Media Watch, a media watchdog critiquing professional media performance.

Special Requirements
Portfolio Review
Students declaring a major within the Department of Electronic and Photographic Media (except in animation, film production and interactive digital media) complete portfolios of their work as part of their degree requirements. Students majoring in video production, film studies, and photography must complete a portfolio review with a panel of faculty within their major after they have successfully completed the following course requirements:
EPMD 1000 Introduction to Media Production
MEDC 1010 Introduction to Mass Communications
9 credit hours as defined by each major

Students majoring in animation, interactive digital media, and film production must apply and receive approval for a petition to proceed with their senior overview in lieu of a portfolio review.

In the portfolio review process, students learn to develop personal portfolios in their areas of interest. In addition, the process enables the faculty to gauge the talent, aptitude, and potential of the student in his or her area of study. This mid-program portfolio review gives faculty members the opportunity to talk with students about their progress and make suggestions regarding their school program and career goals.

The student’s portfolio is judged on both the quality and presentation of the material. Faculty members consider accuracy, creativity, content, and technical expertise in the work presented, and enthusiasm and professionalism of delivery when judging the student for formal admittance into his or her major in the Department of Electronic and Photographic Media.

Portfolio deadlines are announced each academic year, and reviews are held each semester. Students should contact their academic advisors in the School of Communications for more specific information about portfolio review requirements as soon as they enter Webster University.

Capstone Course
Successful completion of a capstone class with a grade of B or better is part of the degree requirement for each major and emphasis. A capstone class is an advanced course designated by the major in which students learn to demonstrate their mastery of the subject matter. The capstone class should be taken in the student’s senior year.

Transfer Students—Pre-Enrollment Interview
Transfer students with prior coursework in communications must submit a portfolio of their work in a pre-enrollment interview to determine placement within the curriculum and their standing regarding portfolio review. If the student meets the portfolio review criteria, this pre-enrollment interview may serve as the portfolio review.

Transfer students should not expect to obtain a degree in the Department of Electronic and Photographic Media in less than four full semesters of sequenced courses.

Transfer students who have completed the associate of arts (AA) degree have satisfied the school’s general education requirement.

Grade Requirements
Students must earn a grade of C- or better in any course they wish to apply toward their major or toward the 36 required credit hours in general education. The pass/fail option is not available for courses that students wish to apply toward their major or toward their general education requirements, unless those courses are offered only under the pass/fail option. (For example, creative writing courses in the English Department are offered only as pass/fail and may count toward Category 1 of general education.)

Double Majors
An area of concentration (major) in the School of Communications may be combined with a major in another Webster University School or College as part of the student’s bachelor of arts degree plan. Double majors are not allowed between the departments of the School of Communications.
Minors
The following apply to all minors:

• A minor must be comprised of 18 credit hours taken at Webster University.
• No course counted toward a major can also count toward a minor.
• 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.
• Students must earn a grade of C- or better in any course they wish to apply toward a minor.

In addition to the requirements for all minors listed above, the following additional criteria apply:

Animation Production
Required Courses
ANIM 1000 Animation I 3 hours
ANIM 1010 Animation II 3 hours
ANIM 3020 Story Development 3 hours
Additional hours of ANIM courses 9 hours

Film Studies
Required Courses
MEDC 1010 Introduction to Mass Communications 3 hours
FLST 1800 Film 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

Interactive Digital Media
Required Courses
INTM 1600 Introduction to Interactive Digital Media 3 hours
INTM 2000 Writing for Interactive Digital Media 3 hours
INTM 2200 Visual Design for Interactive Digital Media 3 hours
Additional hours of INTM courses 9 hours

Photography
Required Courses
EPMD 1000 Introduction to Media Production 3 hours
Additional credit hours of PHOT courses 15 hours

Video Production
Required Courses
EPMD 1000 Introduction to Media Production 3 hours
PHOT 1000 Photo I 3 hours
Additional credit hours of VIDE courses 12 hours

Animation (BA)
Program Description
The BA in animation offers students the opportunity to learn core principles and techniques focusing on storytelling, acting, timing, movement, drawing and expression through traditional and digital forms. The student will undertake an intensive course of study including character animation, experimental concepts, fine art techniques and commercial applications, building a strong, diverse foundation before embarking upon an eventual area of concentration.

Learning Outcomes
Successful graduates of the program will:

• Become a classically trained animator with fundamental and technical proficiency in 2D and or 3D animation
• Be a proficient visual storyteller with an in depth understanding of concept art, storyboards and screenplays
• Acquire a broad set of skills in aesthetics, style, acting and audio
• Possess honed drafting skills through still life, figure and anatomy study
• Gain proficiency in critiquing animation work through an understanding of historical trends as well as current processes
• The ability to collaborate with fellow colleagues on a production
• Graduate with a reel and portfolio demonstrating both their animation skills and artistic disciplines

Portfolio Review Course Requirements
EPMD 1000 Introduction to Media Production
MEDC 1010 Introduction to Mass Communications
ANIM 1000 Animation I
ANIM 1010 Animation II
ANIM 2000 Advanced Animation

Petition to Proceed with Senior Overview
Majors who are not taking an internship (MEDC 4950) must submit for review and approval with a Petition to Proceed with Senior Overview. This petition must include a comprehensive statement of intent for completing an animated short. Students will qualify for this review after completion of the following courses or their equivalents, acceptance into the major through portfolio review and senior status:

ANIM 3020 Story Development
ANIM 4010 Character Design
ANIM 4020 Storyboarding

Degree Requirements
63 required credit hours
36 General education credit hours
29 Elective Hours

Required Courses
ANIM 1000 Animation I 3 hours
EPMD 1000 Introduction to Media Production 3 hours
ANIM 1010 Animation II 3 hours
MEDC 1010 Introduction to Mass Communications 3 hours
ART 1110 Introduction to Drawing 3 hours
MEDC 1050 Media Writing 3 hours
ANIM 2000 Advanced Animation 3 hours
FLST 2070 History of Animation 3 hours
MEDC 2200 Ethics in the Media 3 hours
MEDC 2800 Cultural Diversity in the Media 3 hours
ANIM 3010 Voicing Your Creation 3 hours
ANIM 3020 Story Development 3 hours
ANIM 4010 Character Design 3 hours
ANIM 4020 Storyboarding 3 hours
MEDC 4100 The Law and the Media 3 hours
ANIM 4620 Senior Overview* or
MEDC 4950 Professional Practicum 3 hours
*Capstone Course

A minimum of 15 credits must be chosen from the following:

ANIM 2010 Experimental Animation 3 hours
ANIM 2030 Introduction to 3D Animation 3 hours
ANIM 3030 Visual Storytelling 3 hours
ANIM 3040 Comic Book Creation 3 hours
ANIM 3200 Intermediate 3D Animation 3 hours
ANIM 4200 Advanced 3D Animation 3 hours
ANIM 4700 Professional Development in Animation 3 hours
ART 1120 Principles of Drawing 3 hours
ART 2110 Figure Drawing 3 hours
ART 2120 Intermediate Drawing 3 hours
SCPT 3500 Writing Screenplays For Film 3 hours

Film Production (BA)

Program Description
The film production major offers a systematic and thorough approach in learning the craft and aesthetics of motion picture production in both traditional and digital film formats.

Early in the program, students develop and execute their own projects. As they progress through the program, they may continue to make their own films or they can focus on different areas of interest, such as directing, producing, cinematography, editing, animation and visual effects. They may explore these areas in a variety of disciplines, such as narrative, documentary, experimental and independent production.

Learning Outcomes
Successful graduates of the program will demonstrate:

- An understanding of the basic terminology of the motion picture industry, including technical, aesthetic and theoretical terms;
- The ability to communicate and present creative ideas to their peers;
- Skills in the formulation of scripts in line with industry standards;
- Technical knowledge and skills of using motion picture cameras, lighting and sound equipment;
- Proficiency in pre-production, production and post-production of motion pictures through hands-on exercises and the production of individual projects;
- Skills in directing and managing talent and crew in a professional manner in line with industry standards;
- The ability to collaborate with their student colleagues and film professionals;
- Critical skills for viewing motion pictures through awareness of critical film theory, film history and diverse film genres and expressions;
- How to research, formulate and write film critiques and reviews;

Special Admission Requirement
In addition to completing the Webster University admissions application, students who intend to pursue the film production major must also complete a departmental admissions application, which includes:

- A personal statement outlining the applicant’s motivation and career goals in the area of film production;
- A short essay presenting the applicant’s critical understanding of a specific film;
- A portfolio demonstrating the applicant’s potential in the creative and technical aspects of film production.

This departmental admissions application may be obtained from the Webster University Undergraduate Admissions Office. (explore.webster.edu/admissions/undergraduate/)

Transfer Students
Students transferring into the film program from another institution should note that the sequencing of courses will require at least five full semesters at Webster University for completion of the major.

Petition to Proceed with Senior Overview
Majors must submit for review and approval a Petition to Proceed with Senior Overview as part of FILM 4600 Overview Preproduction. Students qualify for this review after successfully completing FILM 4620 Senior Overview.

3750 Film II: Postproduction. There is no other departmental portfolio review requirement for this major.

Degree Requirements
65 required credit hours
36 general education credit hours
27 elective credit hours

Required Courses
AUDI 1000 Audio Production I for Non-Majors 3 hours
PHOT 1000 Photo I 3 hours
EPMD 1000 Introduction to Media Production 3 hours
MEDC 1010 Introduction to Mass Communications 3 hours
MEDC 1050 Introduction to Media Writing 3 hours
FLST 1800 Film Appreciation 3 hours
VIDE 1810 Video Production 3 hours
FLST 2050 History of Film 4 hours
FLST 2060 Modern World Cinema 4 hours
MEDC 2200 Ethics in the Media 3 hours
FILM 2320 Filmmaking I 3 hours
MEDC 2800 Cultural Diversity in the Media 3 hours
FILM 3730 Film II: Production 3 hours
FILM 3750 Film II: Postproduction 3 hours
FILM 3900 Lighting for Film and Video 3 hours
MEDC 4100 The Law and the Media 3 hours
FILM 4550 Film Directing or FILM 4560 Advanced Cinematography or FILM 4570 Producing for Film 3 hours
FILM 4600 Overview Preproduction 3 hours
FILM 4620 Senior Overview* 3 hours

*Capstone Course

In addition, a minimum of 6 credit hours from the following:

FILM 2500 Art Direction for Film and Video 3 hours
VIDE 2520 Video Production II 3 hours
ANIM 1000 Animation I 3 hours
SCPT 3500 Writing Screenplays for Film 3 hours
ANIM 3550 Compositing 3 hours
INTM 3580 Delivering Digital Media 3 hours
VIDE 4251 Documentary Video Production 3 hours
VIDE 4253 Experimental Video 3 hours
AUDI 4500 Soundtracks for Visual Media 3 hours

Film Studies (BA)

Program Description
The film studies major is designed to provide students with a comprehensive theoretical study of film and knowledge of basic film production. 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 the program will gain:

- Knowledge of film history and aesthetics and critical approaches to the study of film;
- In-depth understanding of film genres, filmmakers and theories;
- Proficiency in theory and the applied film production skills needed for careers in film studies writing, teaching and research, film restoration and archiving, scriptwriting and producing for film.
Portfolio Review Course Requirements
EPMD 1000 Introduction to Media Production
MEDC 1010 Introduction to Mass Communications
FLST 1800 Film Appreciation
FLST 2050 History of Film
FLST 2060 Modern World Cinema

Degree Requirements
56 required credit hours
36 general education credit hours
36 elective credit hours

Required Courses
EPMD 1000 Introduction to Media Production 3 hours
PHOT 1000 Photo I 3 hours
MEDC 1010 Introduction to Mass Communications 3 hours
MEDC 1050 Introduction to Media Writing 3 hours
FLST 1800 Film Appreciation 3 hours
VIDE 1810 Video Production I or FILM 2320 Filmmaking I 3 hours
FLST 2050 History of Film 4 hours
FLST 2060 Modern World Cinema 4 hours
MEDC 2200 Ethics in the Media 3 hours
MEDC 2800 Cultural Diversity in the Media 3 hours
SCPT 3110 Script Analysis 3 hours
FLST 3160 Topics in Film Studies or
FLST 3170 Topics in Documentary Film Studies (minimum of three sections required) 9 hours
MEDC 4100 The Law and the Media 3 hours
FLST 4160 Survey of Film Theory and Criticism 3 hours
FLST 4620 Senior Overview* or
MEDC 4950 Professional Media Practicum (with advanced approval from the film studies program coordinator and media internship director) 3 hours
*Capstone Course

In addition, students must complete one of the following three-credit hour courses:
MEDC 1630 Media Literacy 3 hours
FLST 2070 History of Animation 3 hours
MEDC 3190 Introduction to Media Research 3 hours
SCPT 3690 Writing Screenplays for Film 3 hours
MEDC 3690 Studies in Media Literacy 3 hours
SCPT 4090 Screenplay Development 3 hours
MEDC 4190 Media Research Methodologies 3 hours
FILM 4570 Producing for Film 3 hours

Interactive Digital Media (BA)

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
• The ability to read, author and critique mediated messages across all areas of mediated communications;
• Skills in improving the interactivity of traditional mediated messages;
• Technical proficiency in producing interactive media;
• Portfolio material showing proficiency in combining media and utilizing interactive techniques;
• A visual and verbal vocabulary that allows students to articulate how and why an interactive application is or is not successful.

Petition to Proceed with Senior Overview
For interactive digital media majors not interested in doing an internship and working on a project, student 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
MEDC 1010 Introduction to Mass Communications
INTM 1600 Introduction to Interactive Digital Media
INTM 2000 Writing for Interactive Digital Media
INTM 2200 Visual Design for Interactive Media
INTM 3100 Programming for Web Communications
INTM 3200 Interface Design
INTM 3300 Programming for Interactive Media

Degree Requirements
63 required credit hours
36 general education credit hours
29 elective credit hours

Required Courses
AUDI 1000 Audio Production I 3 hours
ART 1210 Design 2D 3 hours
EPMD 1000 Introduction to Media Production 3 hours
MEDC 1010 Introduction to Mass Communications 3 hours
INTM 1600 Introduction to Interactive Digital Media 3 hours
VIDE 1810 Video Production I 3 hours
INTM 2000 Writing for Interactive Digital Media 3 hours
INTM 2200 Visual Design for Interactive Digital Media 3 hours
MEDC 2200 Ethics in the Media 3 hours
MEDC 2800 Cultural Diversity in the Media 3 hours
INTM 3100 Programming for Web Communications 3 hours
INTM 3200 Interface Design 3 hours
INTM 3300 Programming for Interactive Media 3 hours
INTM 4100 Programming for Interactive Digital Media 3 hours
INTM 4300 Programming for Interactive Media II 3 hours
MEDC 4100 The Law and the Media 3 hours
INTM 4620 Senior Overview* or
MEDC 4950 Professional Media Practicum
*Capstone Course

In addition, a minimum of 9 credit hours must be chosen from the following:
FLST 2060 Modern World Cinema 3 hours
FLST 2070 History of Animation 3 hours
INTM 2800 Storyboard Techniques for Visual Media 3 hours
INTM 3150 Special Topics 3 hours
ANIM 2030 Intro to 3-D Animation 3 hours
ANIM 4200 Advanced 3-D Animation 3 hours
VIDE 4251 Documentary Video Production 3 hours
VIDE 4253 Experimental Video 3 hours
AUDI 4500 Soundtracks for Visual Media 3 hours
SCPT 3500 Writing Screenplays for Film 3 hours
ANIM 3150 Special Topics in Animation 3 hours
VIDE 2520 Video Production II 3 hours
VIDE 3150 Topics in Video 3 hours
COSC 1540 Emerging Technologies 3 hours
COSC 1550 Computer Programming I 3 hours
COSC 1560 Computer Programming II 3 hours
COAP 2180 Intro to XML 3 hours
School of Communications

Electronic and Photographic Media

Program Description
Through the curriculum for the BA in photography at Webster University, students learn to be technically proficient, versatile, imaginative, and capable of working in a variety of photographic fields and technical environments. Photography majors graduate with a solid grounding in the aesthetic and the communicative aspects of the medium. Students take courses in a variety of formats (small, medium and large), materials (black/white and color), and technical environments (chemical and digital). Students become familiar with a variety of photographic approaches (journalistic, commercial/editorial, scientific), while concentrating on one.

Learning Outcomes
Through the curriculum for the B.A. in Photography at Webster University, students will 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, scientific).
• expertise in their chosen field of specialization.

Portfolio Review Course Requirements
EPMD 1000 Introduction to Media Production
MEDC 1010 Introduction to Mass Communications
PHOT 1000 Photo I
PHOT 2000 Photo II
3 credit hours in a PHOT elective

Degree Requirements
60 required credit hours
36 general education credit hours
32 elective credit hours

Required Courses
PHOT 0100 PHOT Portfolio Review 0 hours
EPMD 1000 Introduction to Media Production 3 hours
PHOT 1000 Photo I 3 hours
MEDC 1010 Introduction to Mass Communications 3 hours
MEDC 1050 Introduction to Media Writing 3 hours
PHOT 2000 Photo II 3 hours
PHOT 2040 History of Photography 3 hours
PHOT 2170 Photographic Science 3 hours
MEDC 2200 Ethics in the Media 3 hours
PHOT 2500 Photojournalism 3 hours
MEDC 2800 Cultural Diversity in the Media 3 hours
PHOT 3200 Color Photography 3 hours
PHOT 3120 Studio Photography and Lighting 3 hours
PHOT 3190 Digital Photographic Imaging 3 hours
PHOT 3195 Digital Photographic Imaging II 3 hours
MEDC 4100 The Law and the Media 3 hours
PHOT 4700 Professional Development in Photography* 3 hours
MEDC 4950 Professional Media Practicum 3 hours
*Capstone Course

In addition, a minimum of 9 credit hours from the following:
PHOT 2870 International Photojournalism* 3 hours
PHOT 3180 Topics in Scientific Photography 3 hours
PHOT 3760 Topics in Editorial Photography 3 hours
PHOT 4000 Photo Workshop 3 hours
PHOT 4030 Topics in Studio Photography 3 hours
PHOT 4010 Photography Gallery Management 3 hours
PHOT 4190 Topics in Digital Imaging 3 hours
PHOT 4200 Topics in Color 3 hours
PHOT 4870 Advanced Photojournalism** 4 hours
*Offered only at international sites.
**It is advisable to take JOUR 1030 Fundamentals of Reporting prior to or concurrently with PHOT 4870

Video Production (BA)

Program Description
The BA in video production is a comprehensive course of study, balancing a solid grounding in theory with extensive hands-on experience. Field and studio production classes work with state-of-the-art technology, focusing in areas that include documentary, narrative, corporate, and experimental video.

Student Learning Outcomes
Graduating Video majors will have a comprehensive understanding of:
• Field and studio production processes, as well as current Internet production and distribution methods;
• How to plan and produce a variety of video programs;
• Fluency in a variety of post-production applications.

Portfolio Review Course Requirements
EPMD 1000 Introduction to Media Production
MEDC 1010 Introduction to Mass Communications
VIDE 1810 Video Production I
VIDE 2520 Video Production II
Any 3-credit-hour upper division video production class

Degree Requirements
66 required credit hours
36 general education credit hours
26 elective credit hours

Required Courses
AUDI 1000 Audio Production I for Non-Majors 3 hours
EPMD 1000 Introduction to Media Production 3 hours
PHOT 1000 Photo I 3 hours
MEDC 1010 Introduction to Mass Communications 3 hours
MEDC 1050 Introduction to Media Writing 3 hours
VIDE 1810 Video Production I 3 hours
VIDE 2520 Video Production II 3 hours
SCPT 2900 Scriptwriting 3 hours
VIDE 3060 Advanced Video Production 3 hours
INTM 3580 Delivering Digital Media 3 hours
VIDE 3890 Video Post-Production 3 hours
FILM 3900 Lighting for Film and Video 3 hours
Electronic and Photographic Media

Certificate in Digital Media - Design & Production

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 business, creative-industries and arts. The broad spectrum of possible practical work allows students to choose a personal emphasis in their applied studies. This certificate is only being offered at our Vienna campus.

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.

Requirements

This certificate consists of 24 required credit hours taken at Webster University.

Required Courses:

- EPMD 1000 Introduction to Media Production 3 hours
- INTM 1600 Introduction to Interactive Digital Media 3 hours
- PHOT 1010 Digital Basic Photography 3 hours
- MEDC 1500 Applied Media Aesthetics 3 hours

An additional 12 credit hours are to be chosen from the following:

- INTM 2000 Writing for Interactive Digital Media 3 hours
- INTM 2200 Visual Design for Interactive Media 3 hours
- ANIM 2010 Experimental Animation 3 hours
- ANIM 3150 Stop-motion Animation (requires ANIM 2010) 3 hours
- VIDE 1810 Video Production I 3 hours
- VIDE 2520 Video Production II (requires VIDE 1810) 3 hours
- JOUR 2300 Journalism-Layout and Design 3 hours

Certificate in Documentary Production

The certificate in documentary production is designed to give students from all academic disciplines within the university an opportunity to explore the principles, theory and practice of documentary production and documentary film studies. Students will complete courses in media production focusing on the theory and practice of documentary production and 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 the program will gain:

- A comprehensive traditional foundation in 2D animation
- Fundamental production skills to fully develop and execute all aspects of an animated work
- Storytelling skills in both long and short form
- An understanding of theory, critical assessment and history of animation

Certificate Requirements

21 Credit Hours

Required Courses

- ANIM 1000 Animation I 3 hours
- ANIM 1010 Animation II 3 hours
- FLST 2070 History of Animation 3 hours
- ANIM 3020 Story Development 3 hours

And 9 additional hours from the following:

- ANIM 2000 Advanced Animation 3 hours
- ANIM 2010 Experimental Animation 3 hours
- ANIM 3010 Voice Your Creation 3 hours
- ANIM 3030 Visual Storytelling 3 hours
- ANIM 4020 Storyboarding 3 hours

Certificate Programs

Students must earn a grade of C- or better in all courses applied toward the certificates.

Certificate in Animation Production

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 coursework in several areas focusing on the fundamentals of storytelling, acting, drawing and experimentation. The Certificate in Animation Production is only available to students not majoring in Animation.

Learning Outcomes

Successful graduates of the program will gain:

- A comprehensive traditional foundation in 2D animation
- Fundamental production skills to fully develop and execute all aspects of an animated work
- Storytelling skills in both long and short form
- An understanding of theory, critical assessment and history of animation

Certificate in Digital Media - Design & Production

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 business, creative-industries and arts. The broad spectrum of possible practical work allows students to choose a personal emphasis in their applied studies. This certificate is only being offered at our Vienna campus.

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.

Requirements

This certificate consists of 24 required credit hours taken at Webster University.

Required Courses:

- EPMD 1000 Introduction to Media Production 3 hours
- INTM 1600 Introduction to Interactive Digital Media 3 hours
- PHOT 1010 Digital Basic Photography 3 hours
- MEDC 1500 Applied Media Aesthetics 3 hours

An additional 12 credit hours are to be chosen from the following:

- INTM 2000 Writing for Interactive Digital Media 3 hours
- INTM 2200 Visual Design for Interactive Media 3 hours
- ANIM 2010 Experimental Animation 3 hours
- ANIM 3150 Stop-motion Animation (requires ANIM 2010) 3 hours
- VIDE 1810 Video Production I 3 hours
- VIDE 2520 Video Production II (requires VIDE 1810) 3 hours
- JOUR 2300 Journalism-Layout and Design 3 hours

Certificate in Documentary Production

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 the program will gain:

- A comprehensive traditional foundation in 2D animation
- Fundamental production skills to fully develop and execute all aspects of an animated work
- Storytelling skills in both long and short form
- An understanding of theory, critical assessment and history of animation

Certificate Requirements

21 Credit Hours

Required Courses

- ANIM 1000 Animation I 3 hours
- ANIM 1010 Animation II 3 hours
- FLST 2070 History of Animation 3 hours
- ANIM 3020 Story Development 3 hours

And 9 additional hours from the following:

- ANIM 2000 Advanced Animation 3 hours
- ANIM 2010 Experimental Animation 3 hours
- ANIM 3010 Voice Your Creation 3 hours
- ANIM 3030 Visual Storytelling 3 hours
- ANIM 4020 Storyboarding 3 hours
Electronic and Photographic Media

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
21 credit hours

Required Courses
VIDE 1810 Video I 3 hours
VIDE 4251 Documentary Production 3 hours
Media production course in Film, Video or Interactive Digital Media at the 2000, 3000 or 4000 level 3 hours

In addition a minimum of 12 credit hours are to be chosen from the following (6 credit hours from the following production course list and 6 credit hours from the following theory course list):

Production Courses - 6 credit hours
PHOT 2500 Photojournalism 3 hours
PHOT 3760 Topics in Editorial Photography 3 hours
BRJN 3580 Radio News Reporting and Producing 3 hours
VIDE 3060 Advanced Video Production 3 hours
MEDC 4950 Professional Media Practicum 3 hours

Theory Courses - 6 credit hours
FLST 3170 Topics in Documentary Film Studies or PHIL 3110 Philosophy and Film OR HRTS 3160 Human Rights in Film: Documentaries OR ISTL 3500 Topics: Human Rights & Documentaries 3 hours
ANSO 2030 Culture and Communications 3 hours
JOUR 2070 History of Broadcasting 3 hours
JOUR 2380 History and Principles of American Journalism 3 hours
JOUR 3120 Free Expression and the First Amendment 3 hours
JOUR 3080 Global Journalism 3 hours
JOUR 3190 Topics in Global Journalism 3 hours

Certificate Program: Entrepreneurship
18 required credit hours

The Certificate in Entrepreneurship delivers a series of entrepreneurship courses for undergraduate students in business or non-business school majors. Courses will promote entrepreneurial thinking among students and develop the necessary real-world skills for founding and growing 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 School of Business and Technology.

The program is comprised of six 3-credit hour courses. Students select individual entrepreneur 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.

Students must take a total of six courses from the list of courses given below.

Course Requirements
Entrepreneurship Core and Capstone
Required for all students
MNGT 3700 Introduction to Entrepreneurship and Small Business Management 3 hours
MNGT 3450 Principles of Organizational Behavior 3 hours
BUSN 3710 Entrepreneurial Financial Management 3 hours
MNGT 4960 Entrepreneurship Certificate Project Course (Capstone) 3 hours

Entrepreneurship Elective Courses
Students must select two courses specific to their field of study. Additional courses are being added; please see the online catalog or your advisor for current listing of elective courses.

Suggested Track for Photography Majors
MNGT 3600 Management in the Arts 3 hours
PHOT 4700 Professional Photography 3 hours

Certificate in Interactive Digital Media
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. This certificate is available at the St. Louis and Geneva campuses. The Certificate in Interactive Digital Media is only available to students not majoring in Interactive Digital Media.

Learning Outcomes
Successful graduates of the program will gain:

- The ability to read, author and critique mediated messages across all areas of mediated communications;
- Skills in improving the interactivity of traditional mediated messages;
- Technical proficiency in interactive media skills;
- Portfolio material showing proficiency in combining media and utilizing interactive techniques.

Requirements
This certificate consists of 18 required credit hours taken at Webster University.

Required Courses
INTM 1600 Introduction to Interactive Digital Media 3 hours
INTM 2200 Visual Design for Interactive Digital Media 3 hours
INTM 3100 Programming for Web Communications 3 hours
INTM 3300 Programming for Interactive Digital Media 3 hours
Additional INTM courses at the 3000 or 4000 level 6 hours
Learning Outcomes
Students will:
• Learn to function professionally using the myriad possibilities of modern photography.
• Gain a fundamental knowledge of the theoretical and practical aspects of traditional and digital photography.
• Learn how to work professionally in the field of photojournalism and editorial photography in various media environments.

Requirements
37 credit hours

Required Courses
PHOT 0100 PHOT Portfolio Review 0 hours
PHOT 1000 Introduction to Media Production 3 hours
MEDC 1050 Introduction to Media Writing 3 hours
PHOT 1000 Photo I 3 hours
PHOT 2000 Photo II 3 hours
PHOT 2040 History of Photography 3 hours
PHOT 2500 Photographic Journalism 3 hours
PHOT 3000 Color Photography 3 hours
PHOT 3190 Digital Photographic Imaging 3 hours
PHOT 3760 Topics in Editorial Photography 3 hours
PHOT 4030 Advanced Photography 3 hours
PHOT 4190 Topics in Digital Photographic Imaging 3 hours
PHOT 4200 Topics in Color 3 hours

In addition, students must complete a minimum of 3 credit hours from among the following:
PHOT 3195 Digital Photographic Imaging II 3 hours
PHOT 3760 Topics in Editorial Photography 3 hours
PHOT 4000 Photography in Tuscany 3 hours
PHOT 4190 Topics in Digital Photographic Imaging 3 hours
PHOT 4200 Topics in Color 3 hours

Certificate in Studio/Commercial Photography
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 divers camera formats. The program is characterized by a hands-on approach and will culminate with a professional internship in the field. This certificate is only being offered in Geneva and Saint Louis.

Learning Outcomes
Student will:
• Learn to function professionally using the myriad possibilities of modern photography.
• Gain a fundamental knowledge of the theoretical and practical aspects of traditional and digital photography.
• Learn how to work professionally in the field of commercial photography in freelance or studio environments.

Requirements
36 credit hours

Required Courses
PHOT 0100 PHOT Portfolio Review 0 hours
EPMD 1000 Introduction to Media Production 3 hours
MEDC 1050 Introduction to Media Writing 3 hours
PHOT 1000 Photo I 3 hours
PHOT 2000 Photo II 3 hours
PHOT 2040 History of Photography 3 hours
PHOT 3000 Color Photography 3 hours
PHOT 3120 Studio Photography and Lighting 3 hours
PHOT 3190 Digital Photographic Imaging 3 hours
PHOT 3195 Digital Photographic Imaging II 3 hours
PHOT 4030 Topics in Studio Photography 3 hours
MEDC 4950 Professional Media Practicum 3 hours

Certificate in Video Game Foundations
The certificate in video game foundations identifies the intellectual and artistic aspects of video games. It is designed to augment many existing programs of study, such as computer science, animation, creative writing, interactive media, audio and filmmaking, helping students to gear their work to participate in the gaming industry.

Learning Outcomes
Students will:
• Identify and interpret video and traditional gaming concepts.
• Define the cultural and historical significance of the gaming medium.
• Critique video and traditional games from a number of standpoints.
• Write and tell stories appropriate to the gaming medium.
• Collaborate, interact and create shared experiences.
• Recognize current industry trends.

Requirements
This certificate consists of 18 required credit hours taken at Webster University.

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
School of Education

Dean
Brenda Fyfe

Departments
Communication Arts, Reading and Early Childhood, Dianne Koehnecke, chair; Multidisciplinary Studies, Ralph Olliges, chair; Teacher Education, Ted Green, chair

Administrative Staff
Ginny Altrogge, co-coordinator, educational leadership and school systems, superintendancy and leadership
Mary Bevel, co-coordinator, educational leadership; and school systems, superintendancy and leadership
Cheryl Breig-Allen, coordinator, early childhood education
Donna Campbell, coordinator, special education and mild/moderate disabilities
Tom Cornell, coordinator, communications arts
Dawna Ferreira, director, school of education
Diane Hosford, director, school of education
DJ Kaiser, coordinator, teaching English as a second language
Kathy Marlock, associate dean
Ralph Olliges, coordinator, educational technology and technology leadership
Basiyr Rodney, coordinator, social science education
Andrea Rothbart, coordinator, mathematics for educators
Debbie Stiles, coordinator, applied educational psychology
Roy Tamashiro, coordinator, education and innovation
Phyllis Wilkinson, coordinator, reading

Mission Statement
The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that enable them to guide both themselves and others toward lifelong learning. The School of Education is a community of teacher-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to do this by modeling effective teaching practices based on sound theory and research. The personalized approaches make for a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School encourages its faculty and students to work actively toward this end, keeping in mind that the actions must be rooted in visionary yet realistic thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Vision
“...We all must work to make this world worthy of its children.”
(Casals, 1970)

Theme
Developing a world of learners through knowledge, leadership, and lifelong learning.

Conceptual Framework

This graphic represents the conceptual schema of the School of Education.

The outer circle is the “world of learners” in cultural settings. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and lifelong learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

Goals
1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:
1.1 knows content that supports conceptual understanding;
1.2 applies tools of inquiry to construct meaningful learning experiences;
1.3 identifies developmental factors in student learning; and
1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:
2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;
2.2 understands and uses a range of instructional strategies;
2.3 uses a variety of communication modes, media, and technology to support student learning; and
2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:
3.1 values and integrates reflection to grow as a professional;
3.2 promotes communication and collaboration with colleagues, families, and community leaders;
3.3 seeks relationships with families and students to support student learning; and
3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:
4.1 understands and responds appropriately to issues of diversity;
4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
4.3 adapts instruction to the learner’s knowledge, ability, and background experience; and
4.4 identifies resources for specialized services when needed.

Dispositions
There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one’s habitual ways of behaving or thinking. The National Council for Accreditation of Teacher Education defines dispositions as “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own
professional growth.” (Professional Standards, p.53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher. Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.

1. Understands and Respects Self
   1.1 understands and respects that s/he may be different from others
   1.2 embraces an openness to change (adaptability, flexibility)
   1.3 exhibits curiosity
   1.4 engages in reflection

2. Understands and Respects Others
   2.1 understands, respects, and responds appropriately to diversity in a variety of settings
   2.2 exhibits empathy
   2.3 commits to fairness and honesty
   2.4 listens respectfully to other points of view

3. Understands and Respects Professional Communities
   3.1 commits to professional behavior in university and school cultures
   3.2 practices informed decision-making in university and school cultures
   3.3 communicates and collaborates in university and school cultures
   3.4 accepts academic rigor (willingness to work/high expectations)
   3.5 effects change with courage and confidence

**Majors and Degrees Offered**

Education (BA) with Certification in the following areas:
- Early Childhood (Pre-kindergarten-Grade 3)
- Elementary (Grades 1-6)
- Middle School Education (Grades 5-9) with emphases in:
  - Language Arts
  - Mathematics
  - Science
  - Social Studies
- Art (Grades K-12)
- English (Grades 9-12)
- Foreign Language (French, German, or Spanish) (Grades K-12)
- Journalism (Grades 9-12)
- Math (Grades 9-12)
- Music (Choral) (Grades K-12)
- Music (Instrumental) (Grades K-12)
- Social Studies (Grades 9-12)
- Unified Science (Grades 9-12)
- Special Education (Mild/Moderate/Cross-Categorical) (Grades K-12)
- Educational Studies (without certification)

**Minor Offered**

Education

Students may elect to complete a minor in the field of education. A minor requires a minimum of 18 credit hours of formal coursework from the University curriculum successfully completed in residence at Webster University with a grade of C- or better. The following coursework is recommended for the education minor:

EDUC 2070: Child Development (3 cr) or EDUC 2120: Adolescent Development (3 cr)
EDUC 3150: Education in a Diverse Society (3 cr)
EDUC 3155: Early Diversity Practicum (1 cr)
EDUC 3100: Learning Teaching and Assessment (3 cr)
EDUC 2900: Education of Students with Exceptionalities (3 cr)
EDUC 3125: Technology in the Classroom (2 cr)
EDUC 3500: Techniques of Secondary Teaching (3 cr) or EDUC 3600: Classroom Organization and Curriculum Implementation (3 cr)

**Special Study Opportunities**

Within the School of Education students may pursue traditional education courses and activities, including supervised practice, independent studies, and reading courses, or explore issues in the field of educational philosophy, theory, and methodology through a variety of professional activities. Other options may include experiences in varied educational settings at Webster University’s international campuses, conferences, study tours, Professional Development Schools, 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.

**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 supports innovative education, program development, community service, and improved teaching and learning with emphasis on economically disadvantaged minority, immigrant, and/or disabled public school children from the urban setting.

**Admission to the Major**

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

- A B or better in EDUC 3150 Education in a Diverse Society
- A B or better in EDUC 3155 Early Diversity Practicum
- A completed Candidate Responsibility Form
- A departmental GPA of 3.0, based on all EDUC courses taken

**General Information**

- Students pursuing teacher certification will be dropped from EDUC methods courses if all sections of the C-Base Exam have not been successfully completed upon earning 64 college-level credit hours. Transfer students must complete the C-Base during the first semester following transfer to Webster.
- Students must maintain a grade point average (GPA) of at least 3.0 in the education major. A cumulative GPA of 2.75 in all college-level coursework for students pursuing initial teacher certification is required.
- Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.
- 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.
School of Education

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 degree requirements of Webster University.

Teacher Certification Programs
Early Childhood Education (birth-3)
Elementary Education (1-6)
Middle School Education (5-9)
English (9-12)
Foreign Language (K-12) (French, German, Spanish)
 Journalism (9-12)
Mathematics (9-12)
Social Studies (9-12)
Unified Science/Biology (9-12)
Art (K-12)
Music (K-12) (Instrumental, Vocal)
Special Education (K-12) (Mild/Moderate/Cross-Categorical)

Students seeking Secondary Education Certification choose a major in their specialty area. Advisors from the specialty area work closely with the School of Education to assure that students meet the requirements of both their majors and Teacher Certification. Students pursuing a Secondary School Certificate in a specialty area must maintain at least a 3.0 GPA in all professional education and content coursework required by DESE.

Admission to Teacher Certification
Admission to Teacher Certification requires the following:
• successful completion of all sections of the C-BASE Exam by 64 credit hours of college-level coursework (transfer students must pass all sections of the C-Base during the first semester following transfer to Webster University);
• written Program of Study (POS) outlining the degree and program requirements developed by completion of 64 credit hours;
• completion of a college composition course with a grade of B- or better;
• completion of a college mathematics course (appropriate to the area of emphasis) with a grade of B- or better;
• completion of EDUC 3150 with a grade of B or better;
• completion of EDUC 3155 with a grade of B or better
• a minimum cumulative GPA of 2.75 in college-level coursework from all post-secondary institutions attended.

Practicum/Apprentice Teaching
A 3000-level practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must make formal application to the Office of Apprentice Teaching and Field Experience. Practica applications for Spring placements are due by mid-September. Practica applications for Fall are due mid-February.

Apprentice teaching is a requirement for all initial certifications. To enroll in apprentice teaching, students must make formal application to the Office of Apprentice Teaching and Field Experience at least one semester prior to the semester in which they plan to practice teach. Application must be filed during periods designated and posted.

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

Students should contact the Office of Apprentice Teaching and Field Experience to obtain an application for apprentice teaching. Apprentice teaching and practicum placements will be made in the St. Louis City, St. Louis County, Fox, and Francis Howell School Districts. Students should not contact school officials or teachers about placement, but they should contact the office of the Coordinator of Apprentice Teaching and Field Experience for such information. The Apprentice Teaching Handbook will be issued at the apprentice teaching orientation meeting. 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 initial certification are required to present a Teacher Work Sample demonstrating competency in teaching as identified by the Department of Elementary and Secondary Education (DESE).

All students seeking Teacher Certification must achieve the Missouri minimum score on the PRAXIS II, which is administered at least six times a year. Information on this test may be obtained online at ets.org or in the Office of Teacher Certification. Praxis II is taken during Practicum semester.

Undergraduate Registration into MAT Courses
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.

In addition, undergraduate students are not eligible to register into MAT courses until MAT pre-registration is completed. Then, if open seats are available in a particular course, the student may consult with his or her advisor regarding registration in MAT courses.
Department of Teacher Education

Education (with certification)
Degree Requirements
33 required credit hours
27 general education credit hours
68 elective credit hours

Required Courses for All Students Seeking Certification
EDUC 2900 Education of Students with Exceptionalities (3)
EDUC 3100 Learning, Teaching, and Assessment (3)
EDUC 3150 Education in a Diverse Society (3) (B or better required)
EDUC 3155 Early Diversity Practicum (1) (B or better required)
EDUC 3375 Behavior Management (3)
One of the following (based on certification area):
EDUC 2070 Child Development (3)
EDUC 2080 Early Adolescent Development (3)
EDUC 2120 Adolescent Development (3)
PSYC 2200 Child Psychology (3)
PSYC 2250 Adolescent Psychology (3)
3 credit hours of the following (based on certification area):
EDUC 3000 Intermediate practicum (1–4)
EDUC 4741 Infant/Toddler practicum (1)
EDUC 4831 Preschool practicum (1)
EDUC 4832 Early/Primary practicum (1)
EDUC 4000 Apprentice Teaching Seminar (1)
EDUC 49** Apprentice Teaching (13)
(appropriate to certification area)

Education with Certification in Elementary Education
Required General Education Courses in addition to Required Courses for all students seeking certification
CRI EDUC 3150
COM Any course with a WRIT prefix or EDUC 2140 Writing for Teachers
HST HIST 1300, HIST 1310, or HIST 1320
HUM Any course coded for Humanities
VAL POLT 1060
CUL Any course coded for Culture
ART ARHS 1050, MUSC 1050, MUSC 1070, THEA 1050 or any ARHS course
SCI Any Biology with a lab
MTH MTHT 1300, MATH 1410, MATH 1420, or MATH 1430 (B or better required)

Additional Certification Requirements
Second College level composition course (B- or better required in at least one composition course)
EDUC 2110 Communication in Education
EDUC 2850 Foundations in Early Childhood Education (B- or better required)
EDUC 3170 Methods of Teaching Language Arts
EDUC 3180 Children's Literature
EDUC 3520 Methods of Teaching of Elementary Reading (two of three reading courses must be taken in residence)
EDUC 3520 Classroom Organization and Curriculum Implementation
EDUC 4740 Child Development II (concurrent enrollment in practicum)
EDUC 4770 Assessing the Needs of the Young Child
EDUC 4830 Early Childhood Curriculum (concurrent enrollment in practicum)
EDUC 4840 Family and Community Resources
MTHT 4310 Methods and Materials for Teaching Elementary Math
PHIL 2050 Philosophy and History of Education
4 credits of Education Technology classes (EDUC 3125/EDUC 3126 and one additional credit of either EDUC 3127 or EDUC 3128)
Additional elective coursework to total 128 credit hours

School of Education

Education

Webster University 2011–2012
Department of Teacher Education

Education with Certification in Middle School Education

Required General Education Courses in addition to Required Courses for all students seeking certification

- CRI  EDUC 3150
- COM  Any course with a WRIT prefix or EDUC 2140 Writing for Teachers
- HST  HIST 1300, HIST 1310, or HIST 1320
- HUM  Any course coded for Humanities
- VAL  POLT 1060
- CUL  SOCI 1100 or ANTH 1100
- ART  ARHS 1050, MUSC 1050, MUSC 1070, THEA 1050 or any ARHS course
- SCI  Any Biology with a lab
- MTH  MTHT 1300, MATH 1410, MATH 1420, or MATH 1430

Additional Certification Requirements
Second College level composition course (B- or better required in at least one composition course)
Second College level Mathematics course (B- or better required in at least one mathematics course)
Physical or Earth Science with a lab
EDUC 2110 Communication in Education
EDUC 2240 Middle School History and Philosophy
EDUC 3700 Methods of Teaching Strategic Reading and Writing
EDUC 4070 Methods of Teaching of Reading in the Content Areas
EDUC 4130 Methods of Teaching Writing
EDUC 4200 Methods in Middle School Curriculum and Instruction
EDUC 4070 Methods of Teaching of Reading in the Content Areas
PSYC 3900 Introduction to Counseling
4 credits of Education Technology classes (EDUC 3125/EDUC 3126 and one additional credit of either EDUC 3127 or EDUC 3128)

Additional coursework based on area of emphasis

Language Arts
ENGL 1030 Introduction to Literature (HUM)
ENGL 3100 Modern Drama or ENGL 3130 Contemporary Drama
ENGL 2050 Major U.S. Writers I or ENGL 2070 Major U.S. Writers II
ENGL 2110 Perspectives or ENGL 3900: Myth and Classical Literature
ENGL 4200 Contemporary Linguistics
EDUC 3190 Young Adult Literature
EDUC 3170 Methods of Teaching Language Arts or EDUC 4110 Secondary English Methods

Social Studies
HIST 1100 World Civilization before 1500 or HIST 2200 History of Medieval Society
HIST 1300 Revolutionary America
HIST 1310 19th C. American History
HIST 1320 20th C. American History
HIST 2220 Modern European History or INTL 1500 World Systems since 1500
EDUC 3190 Young Adult Literature
EDUC 4575 Methods of Teaching Elementary Social Studies
EDUC 4250 Economics and Geography for Global Sustainability or Macro/Micro Economics

Mathematics
MATH 1610 Calculus I
MATH 1620 Calculus II
MATH 2450 Intro to Abstract Mathematics
MATH 3200 Statistics
MATH 3530 Modern Geometry or MATH 3510 Vector Geometry (prereq: Calc III)
MATH 3610 Probability
MTHT 4450 Middle School Mathematics Methods

Science
BIOI 1550/1551 Essential of Biology I w/lab
CHEM 1100/1101 Chemistry I w/lab
PHYS 2030/2031 University Physics I or SCIN 1010/1011 Topics in Physical Science w/lab
SCIN 1150 Astronomy
SCIN 1520 Environmental Science
SCIN 1600 Physical Geology
EDUC 4580 Methods of Teaching Elementary Science

Education with Certification in Secondary English Education

Required General Education Courses in addition to Required Courses for all students seeking certification

- CRI  EDUC 3150
- COM  Any course with a WRIT prefix or EDUC 2140 Writing for Teachers
- HST  HIST 1300, HIST 1310, or HIST 1320
- HUM  ENGL 2050 or ENGL 2070
- VAL  POLT 1060
- CUL  ENGL 2110
- ART  ARHS 1050, MUSC 1050, MUSC 1070, THEA 1050 or any ARHS course
- SCI  Any Biology
- MTH  MATH 1410, MATH 1420, or MATH 1430 (B- or better required)

Additional Certification Requirements
Second College level composition course (B- or better required in at least one composition course)
Physical or Earth Science lab
EDUC 2110 Communication in Education
EDUC 3190 Young Adult Literature
EDUC 3500 Methods of Secondary School Teaching
EDUC 4070 Methods of Teaching Reading in the Content Areas
EDUC 4110 Methods of Teaching Secondary English
EDUC 4130 Methods of Teaching Writing
EDUC 4435 Inclusive Practices for General Educators
ENGL 2050 Major U.S. Writers I or ENGL 2070 Major U.S. Writers II
ENGL 2020 Major British Writers I
ENGL 2030 Major British Writers II
ENGL 4190 Historical Linguistics
ENGL 4200 Contemporary Linguistics
4 credits of Education Technology classes (EDUC 3125/EDUC 3126 and one additional credit of either EDUC 3127 or EDUC 3128)

One of the following:
ENGL 2150 Poetry
ENGL 2160 Fiction
ENGL 2170 Playwriting
One of the following:
ENGL 2086 Contemporary Multiethnic Literature of the US
ENGL 3300 20th Century American Poetry
Additional elective coursework to total 128 credit hours

**Education with Certification in Secondary Journalism Education**

**Required General Education Courses in addition to Required Courses for all students seeking certification**
- CRI  EDUC 3150
- COM  Any course with a WRIT prefix or EDUC 2140 Writing for Teachers
- HST  HIST 1300, HIST 1310, or HIST 1320
- HUM  Any course coded for Humanities
- VAL  POLT 1060
- CUL  Any course coded for Culture
- ART  ARHS 1050, MUSC 1050, MUSC 1070, THEA 1050 or any ARHS course
- SCI  Any Biology
- MTH  MATH 1410, MATH 1420, or MATH 1430 (B- or better required)

**Additional Certification Requirements**
Second College level composition course (B- or better required in at least one composition course)
Physical or Earth Science
Science lab
COSC 1550 Computer Programming I
EDUC 2110 Communication in Education
EDUC 3500 Methods of Secondary School Teaching
EDUC 4070 Methods of Teaching of Reading in the Content Areas
EDUC 4435 Inclusive Practices for General Educators
MATH 1620 Calculus II
MATH 3000 Calculus III
MATH 2450 Intro to Abstract Mathematics
MEDC 4460 Methods of Teaching Secondary Mathematics
4 credits of Education Technology classes (EDUC 3125/EDUC 3126 and one additional credit of either EDUC 3127 or EDUC 3128)
One of the following:
MATH 3510 Vector Geometry
MATH 3530 Modern Geometry
Two of the following
COSC 1560 Computer Programming II
MATH 2600 Differential Equations
MATH 3050 History of Mathematics
MATH 3070 Calculus IV
MATH 3130 Real Number System
MATH 3160 Linear Algebra
MATH 3200 Statistics
MATH 3610 Probability
MEDC 4320 Mathematics Methods for the Disabled Learner
Additional elective coursework to total 128 credit hours

**Education with Certification in Secondary Social Studies Education**

**Required General Education Courses in addition to Required Courses for all students seeking certification**
- CRI  EDUC 3150
- COM  Any course with a WRIT prefix or EDUC 2140 Writing for Teachers
- HST  HIST 3100, HIST 3110, or HIST 3120
- HUM  HIST 1100, HIST 2200, or HIST 2210
- VAL  POLT 1060
- CUL  SOCI 1100
- ART  ARHS 1050, MUSC 1050, MUSC 1070, THEA 1050 or any ARHS course
- SCI  Any Biology
- MTH  MATH 1410, MATH 1420, or MATH 1430 (B- or better required)

**Education with Certification in Secondary Mathematics Education**

**Required General Education Courses in addition to Required Courses for all students seeking certification**
- CRI  EDUC 3150
- COM  Any course with a WRIT prefix or EDUC 2140 Writing for Teachers
- HST  HIST 1300, HIST 1310, or HIST 1320
- HUM  Any course coded for Humanities
- VAL  POLT 1060
- CUL  Any course coded for Culture
- ART  ARHS 1050, MUSC 1050, MUSC 1070, THEA 1050 or any ARHS course
- SCI  Any Biology
- MTH  MATH 1410, MATH 1420, or MATH 1430 (B- or better required)
School of Education

Department of Teacher Education

**Additional Certification Requirements**

Second College level composition course  (B- or better required in at least one composition course)

Physical or Earth Science

Science lab

HIST 1300 Revolutionary America

HIST 1310 19th Century American History

HIST 1320 20th Century American History

INTL 1500 World Systems since 1500

EDUC 2110 Communication in Education

EDUC 3500 Methods of Secondary School Teaching

EDUC 4070 Methods of Teaching of Reading in the Content Areas

EDUC 4120 Methods of Teaching Secondary Social Studies

EDUC 4250 Economics and Geography for Global Sustainability OR

ANTH 1400 Intro to Geography AND Macro/Micro Economics

EDUC 4435 Inclusive Practices for General Educators

American History Elective

Psychology or Anthropology Elective

Additional History or Political Science Elective

4 credits of Education Technology classes (EDUC 3125/EDUC 3126 and one additional credit of either EDUC 3127 or EDUC 3128)

One of the following:

HIST 2220 Modern Europe

HIST 2250 History of Russia

HIST 2400 Modern Asia

HIST 2420 History of Africa

HIST 2450 Third World

One of the following:

Additional elective coursework to total 128 credit hours

**Education with Certification in Art K-12 Education**

**Required General Education Courses in addition to Required Courses for all students seeking certification**

<table>
<thead>
<tr>
<th>CRI</th>
<th>EDUC 3150</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM</td>
<td>Any course with a WRIT prefix or EDUC 2140 Writing for Teachers</td>
</tr>
<tr>
<td>HST</td>
<td>HIST 1300, HIST 1310, or HIST 1320</td>
</tr>
<tr>
<td>HUM</td>
<td>Any course coded for Humanities</td>
</tr>
<tr>
<td>VAL</td>
<td>POLT 1060</td>
</tr>
<tr>
<td>CUL</td>
<td>Any course coded for Culture</td>
</tr>
<tr>
<td>ART</td>
<td>ARHS 1050, MUSC 1050, MUSC 1070, THEA 1050 or any ARHS course</td>
</tr>
<tr>
<td>SCI</td>
<td>BIOL 1550/1551 Essentials of Biology w/ lab</td>
</tr>
<tr>
<td>MTH</td>
<td>MATH 1410, MATH 1420, or MATH 1430 (B- or better required)</td>
</tr>
</tbody>
</table>

**Additional Certification Requirements**

Second College level composition course  (B- or better required in at least one composition course)

EDUC 2110 Communication in Education

EDUC 3500 Methods of Secondary School Teaching

EDUC 4070 Methods of Teaching of Reading in the Content Areas

EDUC 4435 Inclusive Practices for General Educators

BIOL 1560/61 Essentials of Biology II w/ lab

CHEM 1100/01 General Chemistry I w/ lab

CHEM 1110/01 General Chemistry II w/ lab

PHIL 2330 Philosophy and Technology

PHYS 2030/31 University Physics I w/ lab

PHYS 2040/41 University Physics II w/ lab

SCIN 1100/01 Earth Science and the Environment w/ lab

SCIN 1520/21 Environmental Science w/ lab

SCIN 1600/01 Physical Geology w/ lab

SCIN 3060 Methods in Science Teaching

20 additional credits in Biology

4 credits of Education Technology classes (EDUC 3125/EDUC 3126 and one additional credit of either EDUC 3127 or EDUC 3128)

Additional elective coursework to total 128 credit hours

**Required General Education Courses in addition to Required Courses for all students seeking certification**

<table>
<thead>
<tr>
<th>CRI</th>
<th>EDUC 3150</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM</td>
<td>Any course with a WRIT prefix or EDUC 2140 Writing for Teachers</td>
</tr>
<tr>
<td>HST</td>
<td>HIST 1300, HIST 1310, or HIST 1320</td>
</tr>
<tr>
<td>HUM</td>
<td>Any course coded for Humanities</td>
</tr>
<tr>
<td>VAL</td>
<td>POLT 1060</td>
</tr>
<tr>
<td>CUL</td>
<td>Any course coded for Culture</td>
</tr>
<tr>
<td>ART</td>
<td>Any ARHS course listed below</td>
</tr>
<tr>
<td>SCI</td>
<td>Any Biology</td>
</tr>
<tr>
<td>MTH</td>
<td>MATH 1410, MATH 1420, or MATH 1430 (B- or better required)</td>
</tr>
</tbody>
</table>

**Additional Certification Requirements**

Second College level composition course  (B- or better required in at least one composition course)

EDUC 2110 Communication in Education

EDUC 3500 Methods of Secondary School Teaching

EDUC 4070 Methods of Teaching of Reading in the Content Areas

EDUC 4435 Inclusive Practices for General Educators

BIOL 1560/61 Essentials of Biology II w/ lab

CHEM 1100/01 General Chemistry I w/ lab

CHEM 1110/01 General Chemistry II w/ lab

PHIL 2330 Philosophy and Technology

PHYS 2030/31 University Physics I w/ lab

PHYS 2040/41 University Physics II w/ lab

SCIN 1100/01 Earth Science and the Environment w/ lab

SCIN 1520/21 Environmental Science w/ lab

SCIN 1600/01 Physical Geology w/ lab

SCIN 3060 Methods in Science Teaching

20 additional credits in Biology

4 credits of Education Technology classes (EDUC 3125/EDUC 3126 and one additional credit of either EDUC 3127 or EDUC 3128)

Additional elective coursework to total 128 credit hours
## Education with Certification in Foreign Language K-12 Education

### Required General Education Courses in addition to Required Courses for all students seeking certification

- **CRI**: EDUC 3150
- **COM**: Any course with a WRIT prefix or EDUC 2140 Writing for Teachers
- **HST**: HIST 1300, HIST 1310, or HIST 1320
- **HUM**: Any course coded for Humanities
- **VAL**: POLT 1060
- **CUL**: Any foreign language course
- **ART**: ARHS 1050, MUSC 1050, MUSC 1070, THEA 1050 or any ARHS course
- **SCI**: Any Biology
- **MTH**: MATH 1410, MATH 1420, or MATH 1430 (B- or better required)

### Additional Certification Requirements

- Second College level composition course (B- or better required in at least one composition course)
- Physical or Earth Science
- Science lab
- EDUC 2110 Communication in Education
- EDUC 3500 Methods of Secondary School Teaching
- EDUC 4070 Methods of Teaching of Reading in the Content Areas
- EDUC 4435 Inclusive Practices for General Educators
- ILC 4060 Methods in Teaching Languages
- 30 semester hours in French, German, or Spanish w/o grade below a C-
- 4 credits of Education Technology classes (EDUC 3125/EDUC 3126 and one additional credit of either EDUC 3127 or EDUC 3128)
- Additional elective coursework to total 128 credit hours

## Education with Certification in Choral Music K-12

### Required General Education Courses in addition to Required Courses for all students seeking certification

- **CRI**: EDUC 3150
- **COM**: Any course with a WRIT prefix or EDUC 2140 Writing for Teachers
- **HST**: HIST 1300, HIST 1310, or HIST 1320
- **HUM**: Any course coded for Humanities
- **VAL**: POLT 1060
- **CUL**: Any course coded for Culture
- **ART**: MUSC 2030 History of Music I
- **SCI**: Any Biology
- **MTH**: MATH 1410, MATH 1420, or MATH 1430 (B- or better required)

### Additional Certification Requirements

- Second College level composition course (B- or better required in at least one composition course)
- Physical or Earth Science
- Science lab
- EDUC 2110 Communication in Education
- EDUC 4070 Methods of Teaching of Reading in the Content Areas
- EDUC 4435 Inclusive Practices for General Educators
- MUSC 1010 Music Theory I
- MUSC 1020 Music Theory II
- MUSC 1030 Music Theory III
- MUSC 1040 Music Theory IV
- MUSC 1810 Musicianship I
- MUSC 1820 Musicianship II
- MUSC 2001 Applied Piano
- MUSC 2040 History of Music II
- MUSC 2125 Folk Instruments
- MUSC 3050 Music Software Applications
- MUSC 3210 Elementary School Music Methods
- MUSC 3230 Secondary Choral/General Music Methods
- MUSC 3410 Beginning Conducting
- MUSC 3420 Advanced Conducting
- MUSC 4002 Applied Voice
- MUSC 4070 Choral Arranging
- MUSC 4080 Choral Literature/Techniques
- One of the following:
  - MUSC 4900 Choral Ensemble
  - MUSC 4910
  - MUSC 4920
School of Education

Department of Teacher Education

MUSC 3050 Music Software Applications
MUSC 3070 Orchestration
MUSC 3210 Elementary School Music Methods
MUSC 3220 Instrumental Music Methods
MUSC 3410 Beginning Conducting
MUSC 3420 Advanced Conducting
MUSC 4320 Jazz Education Methods
Instrumental Ensemble
PSYC 1100 Introduction to Psychology

Education with Certification in Special Education

Required General Education Courses in addition to Required Courses for all students seeking certification
CRI EDUC 3150
COM Any course with a WRIT prefix or EDUC 2140
Writing for Teachers
HST HIST 1300, HIST 1310, or HIST 1320
HUM Any course coded for Humanities
VAL POLT 1060
CUL SOCI 1100 or ANTH 1100
ART ARHS 1050, MUSC 1050, MUSC 1070, THEA 1050 or any ARHS course
SCI Any Biology
MTH MTHT 1300, MTHT 1350, MATH 1410, or
MATH 1430 (B- or better required)

Additional Certification Requirements
Second College level composition course (B- or better required in at least one composition course)

Physical or Earth Science

Science lab

EDUC 2110 Communication in Education
EDUC 3520 Methods of Teaching of Elementary Reading (two of three reading courses must be taken in residence)
EDUC 3700 Methods of Teaching Strategic Reading and Writing or Methods of Teaching Reading in the Content Areas
EDUC 4330 Introduction to Students with Mild/Moderate Disabilities
EDUC 4440 Inclusion Strategies in the General Education Classroom
EDUC 4450 Psychoeducational Assessment
EDUC 4460 Methods of Teaching Students with Mild/Moderate Disabilities I
EDUC 4470 Methods of Teaching Students with Mild/Moderate Disabilities II
EDUC 4700 Analysis and Correction of Reading Disabilities
EDUC 4730 Language Development of Children with Disabilities
MTHT 4310 Methods and Materials for Teaching Elementary Math
MTHT 4320 Methods of Teaching Mathematics for the Disabled Learner
PSYC 2200 Child Psychology
PSYC 2250 Adolescent Psychology
PSYC 4250 Introduction to Counseling
4 credits of Education Technology classes (EDUC 3125/EDUC 3126 and INDZ Software Adaptations)
Additional elective coursework to total 128 credit hours

Educational Studies (without certification)

Degree Requirements
36 required credit hours
27 general education credit hours
65 elective credit hours

The educational studies major focuses on both the art and science of teaching across a broad range of contexts. The influence of philosophy, sociology and psychology are examined to understand their impact on education in today's world. This degree does not lead to teacher certification but focuses on a scholarly examination of learning and learning environments in P-12 classrooms as well as informal educational settings. This major is also appropriate for individuals interested in pursuing a double major in a related field.

Program 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

Required Courses
EDUC 2900 Education of Students with Exceptionalities 3 hours
EDUC 3100 Learning, Teaching and Assessment 3 hours
EDUC 3150 Education in a Diverse Society 3 hours
EDUC 3155 Early Diversity Practicum 1 hour
EDUC 4650 Senior Overview 3 hours
EDUC 4620 Educational Internship 3 hours
EDUC 4600 Educational Research 3 hours
PHIL 2050 Philosophy of Education 3 hours
One of the following:
EDUC 2070 Child Development 3 hours
EDUC 2080 Early Adolescent Development 3 hours
EDUC 2120 Adolescent Development 3 hours
PSYC 2200 Child Psychology 3 hours
PSYC 2250 Adolescent Psychology 3 hours
PSYC 2300 Human Development 3 hours
Professional elective courses:
EDUC courses at the 3000 level or higher to complete the 36 credits as determined with an advisor.

Special Requirements
The degree requires 128 hours. Transfer students must take at least 18 credit hours of education classes at Webster University in order to earn this degree. Courses completed with a grade below C- do not count toward fulfilling the specific course requirements of the major. A grade of B or better is required for EDUC 3150 and EDUC 3155. The pass/fail option is not available for courses that students wish to apply toward their major or toward their general education requirements. A GPA of 3.0 is required for courses in the major and an overall GPA of 2.5 is required.

Postbaccalaureate Certification
Students who already hold at least a bachelor's degree from an accredited institution may be able to pursue initial or additional certification through Webster University. Information regarding acceptance and requirements may be obtained from the Graduate catalog.
Webster University has established international campuses in Geneva; Leiden, The Netherlands; London; Vienna; and Hua Hin/Cha-am, Thailand. Each campus offers undergraduate and graduate programs that follow the American system of education, with instruction in English.

Approximately 2,000 students are enrolled at Webster University’s international campuses. The University’s student population overseas includes American citizens, host-country citizens, and students from more than 100 other countries. In addition to the campuses profiled below, Webster offers graduate programs in Chengdu, Shanghai, and Shen Zhen, China.

Geneva, Switzerland
Webster University opened its first international campus in Geneva in 1978. Geneva is the historic center of international cooperation. The United Nations, the World Health Organization, the International Labor Organization, the World Council of Churches, and many other international organizations are located there. The Geneva campus currently enrolls students from more than 100 nations.

**Undergraduate Degree Programs**
- BA European Studies
- BA History
- BA International Relations
- BA International Relations: Economics
- BA International Relations: Refugee Studies
- BA Management
- BA Media Communications
- BA Psychology
- BS Business Administration
- BS Computer Science
- BS Finance
- BS Information Management
- BS Information Systems
- Cert Marketing
- Cert Refugee Studies
- Cert Website Design
- Cert Website Development

**Graduate Programs**
- Cert Healthcare Leadership
- MA Counseling
- MA Health Care Management (French)
- MA Human Resources Management
- MA International Non-Governmental Organizations
- MA International Relations
- MA Management and Leadership
- Master of Business Administration (MBA)

**Hua Hin/Cha-am, Thailand**
Opened in 1999 near the resort towns of Cha-am and Hua Hin, this residential campus is on the border between Phetchaburi and Prachub Khiri Khan provinces, about 200 kilometers south of Bangkok. The campus attracts students from throughout Asia, in addition to Europeans and Americans. The faculty members are all Western trained. The student and faculty body is culturally diverse with over 40 nationalities represented. Undergraduate Degree Programs
- BA Advertising and Marketing
- BA International Relations
- BA Management
- BA Media Communications
- BA Psychology
- BA Public Relations
- BS Business Administration
- Gradute Programs at Bangkok campus
- MA International Relations
- MA Media Communications
- Master of Business Administration (MBA)

Leiden, The Netherlands
The Leiden campus opened in 1983. Leiden is just 30 minutes south of Amsterdam in the Randstad, the quadrangle formed by Holland’s largest cities—Amsterdam, The Hague, Rotterdam, and Utrecht. The headquarters of many European corporations and affiliates of many American companies are located in the Randstad. The Hague, governmental center of The Netherlands, also hosts offices of major international organizations and the embassies, consulates, and legations for the nations of the world. English is spoken everywhere in The Netherlands.

**Undergraduate Degree Programs**
- BA European Studies
- BA International Relations
- BA Management
- BA Management: International Business
- BA Management: Marketing
- BA Media Communications
- BA Psychology
- Bachelor of International Business and Management Studies
- Bachelor of Applied Behavioral and Social Sciences
- BA Art: Studio Art-Alternative Media
- BS Business Administration
- Cert Documentary Production
- Cert International Human Rights
- Cert Marketing
- Cert Website Design
- Cert Website Development

**Graduate Programs**
- MA Business and Organizational Security Management
- MA International Non-Governmental Organizations
- MA International Relations
- MA Management and Leadership
- MA Media Communications
- MA Procurement and Acquisitions Management
- Master of Business Administration (MBA)

London, England
The London campus was opened in 1986 and moved to Regent’s College in 1994 where it is situated on an 11-acre, full-service campus in beautiful Regent’s Park in the heart of the capital. The campus offers a cosmopolitan context for learning with a strong liberal arts curriculum, drawing on the cultural opportunities of London. One of the world’s largest financial centers, London is home to most major American and multinational corporations. From its historic role at the heart of the British Commonwealth, London is host to the world.

**Undergraduate Degree Programs**
- BA European Studies
- BA Film Studies
- BA History
- BA International Relations
- BA Management: International Business
- BA Management: Marketing
- BA Media Communications
- BA Political Science
- BA Psychology
- BA Public Relations
The International Campuses

Graduate Programs
- MA International Business
- MA International Relations
- MA Management and Leadership
- MA Marketing
- MA Media Communications
- Master of Business Administration (MBA)
- MS Finance

Vienna, Austria
Webster opened its Vienna campus in 1981. The campus has grown to include students from more than 70 countries. Vienna is not only one of the world’s greatest cultural centers, renowned for its music, opera, theatre, and art, but it is also a dynamic venue for international organizations and Central European headquarters for many international corporations. In Vienna, Webster is housed in an excellent modern facility near the UN-City. Student Council activities, guest lectures, career days, and culture forums are some of the activities that support the classroom experience. The internship program in Vienna offers placements at more than 25 companies.

Undergraduate Degree Programs
- BA Art: Visual Culture
- BA International Relations
- BA Management
- BA Management, Human Resource Management
- BA Management: International Business
- BA Management: Marketing
- BA Media Communications
- BA Psychology
- BS Business Administration
- Cert Marketing
- Cert Website Design

Graduate Programs
- MA Human Resources Management
- MA International Business
- MA International Relations
- MA Marketing
- MA Psychology with emphasis in Counseling Psychology
- Master of Business Administration (MBA)
- MS Finance

Graduate Program at Chengdu/Shanghai/Shenzhen, China
Master of Business Administration (MBA)

Note: In addition to the programs listed above, undergraduate courses in the arts, humanities, and social sciences are offered as electives. Minor fees are charged at each campus for application, graduation, laboratory use, special examinations, etc. A late registration fee may be charged. The tuition fees listed above do not include these secondary fees. The cost of books is not included in tuition.

Policies and Procedures
Operational policies and procedures at the international campuses normally follow those published in this catalog. However, local needs and conditions may cause the University to establish policies and procedures that are specific to a campus location.

Admission
Undergraduate students normally begin their studies at the international campuses in either late August, mid-January, or late May. Some students may elect to begin in either mid-October or mid-March. Application requirements can be found in this catalog under International Student Application. Contact the specific campus for additional information.

Tuition and Fees
The tuition for one undergraduate 3-credit-hour course at the international campuses for undergraduate students is listed below:
- Geneva—2,655 Swiss francs
- Hua Hin/Cha-am—32,145 baht per course
- Leiden—1,225 euros per class
- London—425 British pounds
- Vienna—1,500 euros

Full-time undergraduate students normally take five courses in each semester of enrollment. The approximate tuition costs for full-time study during the 2009-2010 academic year (late August through mid-May) are:
- Geneva—26,550 Swiss francs
- Hua Hin/Cha-am—404,280 baht (includes a general fee)
- Leiden—12,250 euros
- London—12,170 British pounds flat fee (up to 18 credit hours per semester)
- Vienna—15,000 euros

Scholarships
Each campus has limited scholarship assistance for new and/or returning degree-seeking undergraduate students. Students should contact the international campus in which they are interested for details.

Financial Aid
United States citizens and permanent residents who attend international campuses may be eligible for some federal and/or state financial aid programs. Additional information may be obtained from the Financial Aid Office.

Additional Information
Students who wish to pursue degree-seeking study outside the United States should request information by contacting the Admission Officer at the international campus they are interested in attending. Students who wish to study abroad for up to one academic year and/or summer term should request information from the Director for Webster University Study Abroad Programs on the St. Louis campus.
Austria

Vienna

Julia Aichinger-Skobeleva, Webster, 2007–

Mehdi Ali, Doctorate, University of Cambridge, 1975; Webster, 2005–

Markus Arpa, Magister, University of Vienna, 1992; Webster, 2001–

Nina Arzberger, Doctorate, University of Salzburg, 1976; Webster, 1983–

Donald Baillie, Magister, Vienna Economics University, 2000; Webster, 2006–

Gerlinde Berghofer, Magister, University of Vienna, 1989; Doctorate, University of Vienna, 1999; Webster, 2007–

Gürkan Birer, B.S., Bosphorus University, 1996; M.A., Yıldız Technical University, 2002; Webster, 2005–

Eugene Burns, B.S., University College Cork, Ireland, 1984; Fellow, Chartered Association of Certified Accountants, 1989; M.B.A., University of Minnesota, 2003; Webster, 1988–

Curtis Carlson, B.A., San Diego State University, 1971; Diploma, Guildhall University, London, 1996; Webster, 1991–

Elisabeth Cassels-Brown, B.A., Wesleyan University, 1983; M.A., Webster University, 2002; Webster, 1985–

Sarah Cormack, B.A., Bryn Mawr College, 1984; M.A., University of Wales, 1986; M.A., Yale University, 1989; Ph.D., Yale University, 1989; Webster, 2001–

Jennifer Daigle, B.Sc., University of Montreal, 1998; M.O., Université de Moncton, 2002; Webster, 2003–

Dejan Dimitrovski, B.A., Webster University, 2005; B.S., Webster University, 2005; B.A., Webster University, Webster, 2008; Webster, 2009–

Susan Doering, M.A., Oxford University, 1978; Doctorate, University of Vienna, 1984; Webster, 2007–

Prentiss Dunn, B.A., Baylor University, 1967; B.A., Indiana University, 1972; M.F.A., Seabury-Western Episcopal Theological Seminary, 1982; M.Div., Seabury-Western Episcopal Theological Seminary, 1982; Webster, 2001–

Claus Ebster, Magister, University of Vienna, 1989; M.A.B., Fordham University, 1991; M.S., Northwestern University, 1992; Doctorate, University of Vienna, 2000; Habilitation, University of Vienna, 2007; Webster, 2002–

Elisabeth Feit, Doctorate, University of Vienna, 1988; Webster, 2001–

Marcel Fink, Magister, University of Vienna, 1996; Doctorate, University of Vienna, 2002; Webster, 2007–

Michael Freund, B.A., University of Heidelberg, 1972; M.A., Columbia University, 1975; Ph.M., Columbia University, 1977; Ph.D., Columbia University, 1978; Webster, 1983–

Eric Frey, B.A., Princeton University, 1985; M.P.A., Princeton University, 1986; Doctorate, University of Vienna, 2001; Webster, 2003–

Martin Fritz, Magister, University of Vienna, 1986; Webster, 2006–

William Fulton, B.S., University of Redlands, 1966; Ph.D., University of Minnesota, 1971; Webster, 1982–

Samia Geldner, B.A., The American College of Switzerland, 1983; M.A., Stanford University, 1989; Webster, 1989–

Stefan Geyerhofer, Magister, University of Vienna; Webster, 1993–

Paul Gillingwater, M.B.A., Webster University, 2002; Webster, 1999–

Peter Goetzl, Diploma, Technical University of Vienna, 1983; Webster, 1993–

Peter Gumpel, A.B., Colgate University, 1977; Doctorate, Columbia University, 1981; Webster, 2008–

Nelson Gustavo, B.A., University of Arkansas, 1973; Webster, 2008–

Luba Habodasova, B.A., University of Economics, Bratislava, 1994; M.A., Central European University, Prague, 1995; ’, Webster, 2005–

Timothy Hadley, B.A., Colgate University, 1975; J.D., Boston College, 1980; Webster, 2008–

Arno Haslberger, Magister, Johannes-Kepler University Linz, Austria, 1984; M.S., Loyola University of Chicago, 1991; Magister, Johannes-Kepler University Linz, Austria, 1992; Doctorate, Johannes-Kepler University Linz, Austria, 1999; Webster, 2005–

Thomas Hippler, Ph.D., University of Limerick, 2005; Webster, 2010–

Hendrik Homan, Magister, University of Vienna, 1971; M.B.A., INSEAD, Fontainebleau, 1973; Webster, 2004–

Andrew Horsfield, M.A., Cambridge University, 1985; Webster, 1995–

Lonnie Johnson, B.A., St. Johns University, 1974; Doctorate, University of Vienna, 1983; Webster, 1994–

Anand Karunakaran, B.A., Iowa State University, 1988; M.B.A., Monash University, Australia, 1994; Webster, 2006–

Elisabeth Z. Knass, B.A., Webster University, 1992; M.A., Danube University, 2004; Webster, 2006–

udi. Knessesl, Magister, University of Vienna, 1987; Doctorate, University of Vienna, 1991; Webster, 2001–

Ulrich Koenigswieser, Magister, University of Vienna, 1999; Webster, 2004–

Dorothy Kopel, B.A., Northwestern University, 1987; M.A., Cornell University, 1996; Ph.D., Cornell University, 2000; Webster, 2002–

Christian Kreuzer, Magister, University of Vienna, 1988; Doctorate, University of Vienna, 1995; Webster, 1998–

Christopher Kummer, B.A., University of St. Gallen, 1997; M.B.A., University of Gallen, 1999; Ph.D., Technical University Berlin, 2004; Webster, 2004–

Sylvia Kummer, Magister, University of Vienna, 1993; Webster, 2005–

Charles La Fond, B.A., St. John’s University, 1978; M.B.A., American Graduate School of International Management, 1980; Webster, 1992–

Holger Lang, M.A., Donau University, Krems, 2004; Webster, 1999–

Brian Lewis, M.A., Webster University, 1983; Webster, 1984–

Anthony Löstedt, Magister, University of Vienna, 1986; Doctorate, University of Vienna, 1994; Webster, 1997–

Maria Madlberger, Magister, Vienna University of Economics and Business Administration, 1998; Doctorate, Vienna University of Economics and Business Administration, 2002; Habilitation, Vienna University of Economics and Business Administration, 2009; Webster, 2009–

Dardis McNamara, B.A., Bryn Mawr College, 1966; Webster, 2002–

Mason Meiring, B.A., Rutgers University, 2000; M.A.S., University of Vienna, 2001; D.E.A., Paris Institute of Political Science, France, 2003; Webster, 2007–

Christian Newman, B.S., Portland State University, 1994; M.S., Portland State University, 1996; Webster, 2000–

Thomas Oberlechner, Ed.M., Harvard University, 1989; Magister, University of Vienna, 1991; Doctorate, University of Vienna, 1997; Webster, 1992–

Antonija Pacek, B.S., Webster University, 1996; M.A., University of Cambridge; Webster, 2003–

Nenad Pacek, B.A., Webster University, 1993; M.A., Webster University, 1995; Webster, 1997–

David Pamphlett, B.A., University of Wales; M.A., Webster University, 1991; Fellow, Chartered Association of Certified Accountants; Webster, 1995–

Svetla Pehlivanova-Porenta, M.A., Sofia University, 1993; M.A., Sofia University, 1993; Webster, 2010–

Julia Pitters, M.A., University of Hamburg, 2004; Doctorate, University of Vienna, 2007; Webster, 2008–

Hanno Poeschl, B.A., Lycée Français de Vienne, 1986; M.B.A., Open University; Doctorate, University of Trier, 2010; Webster, 2004–
International Faculty

Johannes Pollak, Magister, University of Vienna, 1991; Doctorate, University of Vienna, 1996; M.Sc., London School of Economics and Political Science, 1997; Habilitation, Paris-Lodron University, Salzburg, 2006; Webster, 2002–

Johanna Posser, Magister, Vienna University, 1990; Webster, 2001–

Petra Purkarthefer, Magister, Vienna University, 1997; Webster, 2010–


Stephen Robb, B.Sc., Open University; Webster, 1998–

Krista Rothschild, B.A., Southern Oregon University, 1993; Magister, Vienna University, 2000; Certificate, Ministry of Health, Austria, 2002; Webster, 2001–

Klaus Rusch, Dipl. Ing., Vienna University of Technology, 1987; Webster, 2004–

Catherine Schmidt, Magister, University of Vienna, 1965; Ph.D., University of York, 1971; Webster, 2001–

Michael Schneider, Magister, Vienna Academy of Fine Arts, 1991; M.F.A., Tokyo National University of Fine Arts and Music, 1997; Webster, 2004–

Samuel Schubert, B.A., George Washington University, 1988; M.A., Webster University 2008; Ph.D., University of Vienna, 2010; Webster, 2007–

Monika Schürzler-Brodesser, Doctorate, University of Vienna, 1984; Webster, 1985–

A. Nicholas Simon, B.A., Haverford College, 1977; J.D., Boston University, 1980; Doctorate, University of Vienna, 1985; Webster, 1985–

Theodore Snydal, B.A., University of California, Berkeley, 1994; Webster, 2002–

Nisien Strasznickzy, Magister, University of Vienna, 2010; Webster, 2010–

Peter Sunley, Dipl. Kfm., University of Vienna, 1968; Webster, 1988–

Elnora ten Wolde, B.A., James Cook University, Australia, 2002; Magister, University of Vienna, 2009; Webster, 2009–

Guido Tiemann, M.A., Phillips University, Marburg, 1999; Ph.D., European University, Viadrina, 2005; Webster, 2010–

Barbara Trionfi, M.A., Webster University, 1998; Doctorate, Venice University, 1995; Webster, 2005–

Efstathia Tzemou, Doctorate, University of Birmingham, 2002; Webster, 2005–

Jean-Pascal Vachon, B.A., Universite Laval, Quebec, 1998; B.M., University of Montreal, 1990; M.A., University of Montreal, 1994; Webster, 2005–

Gordon van der Veen, B.Comm., Bangalore University, 1974; Diploma, St. Joseph’s College of Business Administration, 1977; M.A., Webster University, 1985; Webster, 1990–

Ioan S. Vlad, M.S., Polytechnic University of Bucharest, Romania, 1986; Webster, 2002–

Rudolf Vogl, Doctorate, University of Vienna, 1982; Webster, 1997–

Peter Walla, Magister, University of Vienna, 1993; Doctorate, University of Vienna, 1998; Webster, 2005–

Ibrahim Wazir, B.A., Haigazian College, 1973; M.A., Webster University, 1982; Webster, 1984–

Lydia Wazir-Staubmann, B.A., Lewis and Clark College, 1995; M.A., Webster University, 1998; Doctorate, University of Vienna, 2009; Webster, 2004–

Gregory Weeks, B.A., Butler University, 1991; M.A., Purdue University, 1993; Doctorate, University of Graz, 2003; Webster, 2004–

Claudia Wendrich, I.I.M., University of Manitoba, Canada, 1997; Ph.D., University of London, 2002; Webster, 2004–


Victoria Williams, M.A., New England Conservatory; Webster, 1995–

Kent Wilson, B.A., Harvard University, 1963; M.B.A., Harvard University, 1973; Webster, 1991–

Netherlands

Leiden Adjunct Faculty

(Includes all disciplines)

Machteld Aardse, M.F.A., Dutch Art Institute Enschede; Webster, 2010–

Jill E. Adler, B.A., Rutgers University, 1980; J.D., Georgetown University, 1984; Webster, 2007–

Nanci Adler, M.A., University of Amsterdam, 1991; Ph.D., University of Amsterdam, 1999; Webster, 2001–

Ivan Augsburger, M.A., Florida State University, 1969; Ph.D., Florida State University, 1973; Webster, 2001–

Gerrit Bonnema, M.B.A., Vienna University, Amsterdam; Webster, 2009–

Randy Bootland, B.Com., Carleton University, 1982; M.B.A., York University, 1988; Webster, 1988–

A. Bram Boxhoorn, Ph.D., University of Amsterdam, 1992; Webster, 2001–

Dara Colwell, M.A., University of California, 1999; Webster, 2011–

Anne de Graaf, B.A., Stanford University; M.A., Webster University, 2011; Webster, 2011–

Arthur De La Loza, Jr., B.S.L., Western State University College of Law, 1973; M.A., Pepperdine University, 1976; LL.M., Golden Gate University, 2003; J.D., Western State University College of Law, 1975; Webster, 1997–


Jim de Wilde, B.A., Webster University, 1991; M.I.E.M., Bocconi University, 1992; Webster, 1994–

Marcel Delijster, M.B.A., Webster University, 2003; Webster, 2004–

Tara DePorte, M.A., Columbia University; Webster, 2008–

Mavis Donner-Bonney, M.A., University of Malaya; Ph.D., Washington University, 1978; Webster, 1988–

Remi DraI, M.Sc., University of Nice, 1994; Ph.D., University of Nice, 1998; Webster, 2009–

Donna Driver-Zwartkruis, M.P.A., Texas Southern University, 1994; Webster, 1999–

Duco C. Duchateau, M.S., Leiden University, 2000; M.B.A., Webster University, 2002; Webster, 2002–

Carolyn Ducker, M.Sc., London School of Economics and Political Science, 1989; M.A., Johns Hopkins University, 1993; Webster, 2003–

Erik Eggink, M.A., University of Groningen, 1978; Webster, 1991–

Christine Fitzgerald, B.A., Pace University, 1980; M.A., Columbia University, 1982; Webster, 1985–

Stephen Foster, Ph.D., University of Illinois, 1969; Webster, 1990–

Andrew Fundingsland, M.A., Newcastle University; Webster, 2008–

Graeme Goldsworthy, B.A., University of Bradford, 1996; Webster, 2006–

Susan Harding, M.B.A., City University, 1993; Webster, 2006–

Henk Houweling, Drs., University of Leiden, 1971; Ph.D., University of Leiden, 1986; Webster, 1985–

Jacques Kaat, M.A., Free University of Amsterdam, 1981; Ph.D., University of Hull, 1988; Webster, 2001–

Jan Kooiman, M.A., University of Amsterdam, 1983; Webster, 2005–

Anne Ku, M.S., London School of Economics, 1987; Ph.D., London Business School, 1995; Webster, 2005–

Stephen Leinweber, B.A., Netherlands, 1973; Webster, 1991–

Nancy Leinweber, B.A., Webster University, 1992; Webster, 2001–

Mike Lee, Ph.D., Columbia University, 1981; Webster, 1985–

Jill E. Leivestad, M.S., Columbia University; Webster, 2009–

Donna Lemmon, B.A., Webster University, 1997; Webster, 2001–

Jody L. Lempert, M.A., Webster University, 1997; Webster, 2001–

Jodi Lewis, M.A., Webster University, 2001; Webster, 2001–

Randy McFarland, M.S., University of Wisconsin-Madison, 1985; Webster, 1997–

Elizabeth McLaughlin, M.A., Webster University, 1997; Webster, 2001–

Barbara McLaughlin, M.A., Webster University, 1997; Webster, 2001–

Virginia Meeks, B.A., Webster University, 2001; Webster, 2001–

Nancy Menard, M.S., University of Wisconsin-Madison, 1985; Webster, 1997–

Susan Menard, M.S., University of Wisconsin-Madison, 1985; Webster, 1997–

Kent Wilson, B.A., Harvard University, 1963; M.B.A., Harvard University, 1973; Webster, 1991–
Vanessa Lann, M.A., The Royal Conservatory of the Hague, 1993; Webster, 2002–
Beth Leembruggen-Kalb, M.A., Webster University, 2010; M.A., University of Maryland; Ed.D., Boston University; Webster, 2011–
Paul Manwaring, B.A., Pennsylvania State University, 1993; Webster, 2004–
Andrew Meyer, B.A., Webster University, 2005; M.A., University of Amsterdam; 2008; Webster, 2007–
Elizabeth Miller, B.F.A., Oregon State University, 2000; M.F.A., Ohio University, 2005; Webster, 2007–
Erika O’Donnell, B.Sc., Open University, 2003; M.Sc., Leiden University; Webster, 2007–
Fiona Passantino, B.A., Boston University, 1992; Webster, 2007–
Clare Proctor, B.A., New York University, 1972; Webster, 1995–
Simon Pummell, M.A., University of Oxford, 1986; M.A., Royal College of Art, 1986; Webster, 2007–
Julian Saff, M.A., University of California, 1997; M.F.A., Dutch Art Institute, 2006; Webster, 2008–
Roland Stelter, M.A., Free University, Berlin; Webster, 2011–
Leonard Suransky, B.A., Hebrew University, Jerusalem, 1965; M.Sc., London School of Economics, 1967; Ph.D., University of Michigan, 1980; Webster, 2001–
Jeffrey Swaging, M.A., Erasmus University, 1984; Webster, 2009–
Carolyn Tabak, B.Sc., London School of Economics, 1986; M.Sc., The Metanoia Institute, Middlesbrough, 1999; Webster, 2008–
Gerard van der Ree, M.A., Utrecht University, 1991; Ph.D., University of Leiden, 2007; Webster, 2002–
Annemarie van Geel, M.Phil., University of Cambridge; Webster, 2009–
Peter van Krieken, Ph.D., University of Groningen, 1976; Webster, 1995–
Juliette Van Krieken-Pieters, M.A., University of Groningen; Webster, 2002–
Cynthia von Bogendorf-Rupprecht, M.A., Northern Illinois University, 1978; M.A., University of Leiden, 1987; Ph.D., University of Leiden, 2006; Webster, 1999–
Katie-Lee Weille, M.S.W., Smith College School for Social Work, 1989; Webster, 1999–

Switzerland
Geneva
Houshang Ameri, B.A., University of Nebraska, 1961; M.Litt., Oxford University, 1978; Ph.D., University of Bonn, 1970; Webster, 1985–
Francesco Arose Visconti, Diploma, University of Florence, 1998; Webster, 2007–
Clive Armstrong, B.A., University of Cambridge, 1965; M.A., University of Cambridge, 1969; Webster, 2006–
Nicholas Bates, B.A., Sheffield University, 1973; M.Sc., University of Wales, 1974; Webster, 1995–
Midge Beguin-Austin, B.A., City University of New York, 1971; M.B.A., Webster University, 1993; Webster, 1995–
Ted Bikin-kita, M.A., University of Brazzaville, 1987; D.E.A., University of Brest, 1988; M.Phil., University of Brest, 1988; Diploma, ENA, 1995; Certificate, University of Cork, 2008; Webster, 2010–
Gary Bird, B.A., San Francisco State University, 1991; M.A., Hunter College, 1996; Webster, 2008–
Aytaç Boduroğlu, Certified Accountant, ACICA, 1991; M.B.A., University of Geneva, 1994; Webster, 1996–
International Faculty

Susan McCrorry, B.A., University of Kent, 1988; Diplome Droit Francais, University of Paris, Sud, 1987; M.A., ICADÉ, 1990; Webster, 2008–

Manuel Mejido, B.S., Spring Hill Jesuit College, 1994; M.P.P., University of Michigan, 1996; M.A., Jesuit School of Theology, 1998; Ph.D., Emory University, 2004; Webster, 2007–

Giancarlo Melloni, D.E.A., University of Venice, 1987; M.S., University of London, 2001; Webster, 2006–

Mina Michal, B.Sc., University of Neuchatel, 1968; M.Sc., University of Toronto, 1970; Ph.D., University of Cambridge, 1977; Webster, 1992–

Bruna Molina, L.L.M., University of California, 1972; J.D., University of San Salvador, 1966; Webster, 2001–


Michael O’Neil, B.S., Louisiana State University, 1968; M.B.A., University of New Orleans, 1977; Webster, 1997–

Peter Osterman, B.A., Concordia University, 1977; Diploma, McGill University, 1980; Webster, 1986–

Vincenzo Pallotta, M.Sc., University of Pisa, 1997; Ph.D., Swiss Federal Institute of Technology, 2002; Webster, 2008–

Michelle Passerman, B.A., Tel Aviv University, 1996; M.B.A., Tel Aviv University, 2000; Webster, 2007–

Megan Paterson-Brown, B.A., Colorado College, 1987; M.A., Pacifica Graduate Institute, 1994; Webster, 2002–

Nancy Pavanello, B.S., University of North Carolina, 1979; M.A., Webster University, 2002; Webster, 2005–

John Pirri, B.S., Emerson College, 1962; M.A., State University of New York, 1966; Ph.D., University of Wisconsin, 1971; Webster, 2002–

Berinda Pizurki-Awad, Licence, Graduate Institute of International Studies, Geneva, 1971; Webster, 1995–

Victor Polic, B.S., Webster University, 1993; M.A., Webster University, 1996; Webster, 2002–

Richard Randell, B.A., Flinders University of South Australia, 1982; M.S., University of Wisconsin, 1986; Ph.D., University of Wisconsin; Webster, 2004–

Michael Rarden, B.S., Idaho State University, 1961; J.D., George Washington University, 1964; Webster, 2004–


Tammy Rosso, B.A., University of Pittsburgh, 1990; M.A., University of Pittsburgh, 1992; Webster, 1999–


Michael Sakhani, L.L.B., Damascus University, 1962; Ph.D., New York University, 1970; Webster, 1981–

Deniz Saral, B.A., Robert College, 1968; M.B.A., University of Pittsburgh, 1969; Ph.D., University of Texas, 1975; Webster, 1992–

Daniel Schneider, Licence, University of Geneva, 1978; D.E.S., University of Geneva, 1983; Ph.D., University of Geneva, 1995; Webster, 2007–

Lara Srivastava, B.A., Queen’s University, 1999; M.A., University of Ottawa, 1992; L.I.B., University of Ottawa, 1995; M.Sc., University of Sussex, 1996; Ph.D., Alboor University, 2009; Webster, 2010–

Sarah Stauffer, B.A., West Virginia University, 1999; M.A., West Virginia University, 2002; Ed.S., Georgia State University, 2005; Ph.D., Georgia State University, 2007; Webster, 2008–

Keith Strandberg, B.A., Oberlin College, 1979; M.A., Antioch University, 1997; Webster, 2007–

Chitra Subrahmanian, B.A., St. Xavier’s College, 1984; M.S., Duquesne University, 1986; Ph.D., Purdue University, 1992; Webster, 2001–

Elizabeth Sumorok, B.Sc., University of Birmingham, 1969; Diploma, City of Westminster College, 1970; Certificate, Edinburgh College, 1983; Webster, 2007–

Paul Sutin, M.B.A., University of San Francisco, 1985; Ph.D., Union Graduate School, 1986; Webster, 1985–

Jeanette Tantillo, B.A., Rutgers State University, 1991; M.A., Rutgers State University, 1997; M.I.S., Institut des Hautes Etudes Internationales, 1999; Webster, 2008–

Roslyn Thomas, B.A., University of Stellenbosch, 1978; M.A., University of Witwatersrand, 1988; D.Phil., Oxford University, 2008; Webster, 1991–

Antoine Trad, M.Sc., University of Zagreb, 1995; Ph.D., University of Zagreb, 2002; Webster, 2008–

Alexandre Vautravers, Licence, University of Lyon 2, 1995; M.A., University of Lyon 2, 1996; D.E.A., University of Lyon 2, 1998; Ph.D., Geneva University, 2004; Webster, 2005–

David Veenhuys, Licence, University of Geneva, 1976; Webster, 1985–

Christian Viladent, Doctorate, University of Paris XI, 1985; M.I.B.A., Nova Southeastern University, 2004; Webster, 2008–

Davide Vite, B.A., University of Torino, 1989; Diploma, Music Conservatory of Torino, 1989; M.B.A., Webster University, 2002; Ph.D., Imperial College, University of London, 1996; Webster, 2003–

Lammert Vrielings, M.Sc., University of Groningen, 1993; Ph.D., University of Groningen, 1998; Webster, 2008–

Stuart Whitehurst, Certificate, University of London, 1966; B.Sc., University of London, 1971; Webster, 1984–

Wei Zhang, Diploma, University of Geneva, 1990; Ph.D., University of Geneva, 1994; Webster, 1996–

Thailand

Hua Hin/Cha-am

Roy Aveilla, B.A., University of Santo Tomas, Manila, 1982; Dip.I.R., University of the Philippines, 1996; M.I.R., University of Philippines, 1997; Webster, 2004–

Michael Benson, B.Ed., West Georgia University, 2003; Webster, 2005; M.B.A., Stamford International University, Thailand, 2005; Webster, 2006–

Jonathan Blaine, B.A., Kent State University, 1992; M.B.A., Chaminade University, 1994; Webster, 2010–

Luigi Bonna, B.S., University of Genoa, Italy, 1976; M.S., University of L.Bocconi di Milan, Italy, 1980; Ph.D., Wirtschafts University of Vienna, 1991; Webster, 2010–

Marc R. Bourget, B.A., University of Massachusetts, 2001; M.A., Tufts University, 2003; Webster, 2009–

Nisha R. Chaudhuri, B.A., Stamford International University, Thailand, 2005; M.B.A., Stamford International University, Thailand, 2007; Webster, 2011–

Claudio Cicuzza, M.A., University of Rome, Italy, 1993; Ph.D., University of Rome, Italy, 2000; Webster, 2008–

Hanrong Du, B.A., Beijing Language and Culture University South west Institute, 2006; Webster, 2009–

Gary L. Engelman, B.A., University of Nebraska, 1976; M.A., University of Nebraska, 1986; Webster, 2011–


Sasiphorn Getiam, B.Ed., Rajabhat Institute Phetchaburi, Thailand, 1982; Webster, 2006–
Thomas M. Groves, B.A., Webster University, 2007; M.A., Webster University, 2009; Webster, 2010–
Ng Hak Hong, B.F.A., King Mongkut’s University of Technology, Thailand, 2010; M.A., King Mongkut’s University of Technology, Thailand, 2011; Webster, 2011–
Jain V. James, B.Com., St. Xavier’s College, India, 1989; M.B.A., Assumption University, Thailand, 1995; Webster, 2007–
David Kiste, M.S., University of Illinois, 1971; Webster, 2003–
Andrew Klukowski, B.A., California State University, 1973; M.S., California State University, 1975; Webster, 2006–
Edward R. Krishnan, B.L.A., Spicer Memorial College, 1998; M.S., Institute for Psychotherapy and Management Sciences, India, 2003; M.A.Ed., Andrews University, 2000; Ph.D., Bundelkhand University, India, 2009; Webster, 2011–
Shanaree Laohaponphhan, B.A., Bangkok University International University, Thailand, 2002; M.A., Bangkok University, Thailand, 2009; Webster, 2011–
Dean P. Leslie, B.S., Curtin University of Technology, 1995; Webster, 2010–
Steven T. Mueller, B.S., Washington University, 1981; M.D.P., Washington University, 1986; Webster, 2010–
Jamal Munshi, B.S., San Jose State University, 1970; M.S., Colorado School of Mines, 1975; Ph.D., University of Arkansas, 1991; Webster, 2005–
Titima Opaswongkarn, M.B.A., California State University, 1983; Webster, 2007–
Ricardo L. Ortiz, B.A., Loyola Marymount University, 1993; M.A., University of Wisconsin, 2000; Webster, 2011–
Benjamin Pelletier, LL.B., University of Paris, 2001; M.P.S., Paris Institute of Political Studies, 2007; Webster, 2010–
Norris Smith, B.S., University of Illinois, 1989; M.A., State University of West Georgia, 1995; Ph.D., University of Tennessee, 2002; Webster, 2009–
David van Brecht, B.Com., University of Port Elizabeth, South Africa, 1996; M.S., University of London, 2005; Webster, 2009–
Maria B. Vergara, B.S., University of Santo Tomas, Philippines, 1985; M.S., De La Salle University, Philippines, 1991; Ph.D., De La Salle University, Philippines, 1995; Webster, 2008–
Chawarote Wallayamaytee, B.F.A., Chulalongkorn University, Thailand, 2002; M.A., Chulalongkorn University, Thailand 2007; Webster, 2010–
Donald Westerfield, B.B.A., University of Miami, 1959; M.A., University of Miami, 1960; Ph.D., Saint Louis University, 1984; Webster, 1984–

United Kingdom

London/Regent’s College

Tony Agathangelou, B.A., University of Wales, 1969; Ph.D., University of Sussex, 1972; Webster, 1992–
Daniel Aguire, B.A., University of Waterloo, Ontario, 2000; L.L.M., Irish Centre for Human Rights, Galway, Ireland, 2001; Ph.D., Irish Centre for Human Rights, Galway, Ireland, 2007; Webster, 2010–
Elizabeth Allen, B.A., University of Sussex, 1969; Certificate, University College, Cardiff, 1976; Ph.D., John Moore’s Liverpool, 2007; Webster, 1994–
Mark Allinson, B.A., University of Leeds, 1990; Ph.D., University of Leeds, 1995; Webster, 1994–
Neven Andjelic, B.A., University of Sarajevo, 1988; M.A., University of Sussex, 1995; Ph.D., University of Sussex, 2000; Webster, 2008–
Merim Baitimbetova, B.Sc., Kyrgyz State University, 2003; M.Sc., London South Bank University, 2006; Webster, 2009–
Fernando Barrio, B.A., University of Belgrano, Argentina, 1994; M.A., Nagoya University, Japan, 2000; Ph.D., Nagoya University, Japan, 2003; Webster, 2004–
Kit Barton, B.A., University of King’s College/Dalhousie University, 1995; M.A., University of Malta, 1997; Ph.D., University of Essex, 2002; Webster, 2011–
David Brady, B.A., Cambridge University, 1987; Webster, 2004–
Ian Brown, B.A., London University, 1962; M.A., London University, 1964; Ph.D., City University, London, 1973; Webster, 1994–
Nigel Brown, B.Sc., University of Aston, Birmingham, 1985; M.B.A., University of Bath, 1999; Webster, 2007–
James Cai, B.Sc., Shanghai University, 1982; M.Phil., Swansea University, 1986; Ph.D., Ulster University, 1992; Webster, 1995–
Maria Charalambous, program manager for business and management; B.A., Lancaster University; M.Phil., University of Central England; Webster, 2005–
Catherine Davidson, B.A., Harvard University, 1985; M.P.W., University of Southern California, 1992; Webster, 2010–
Timothy Destefano, B.A., University of Mount Union, 2004; M.Sc., University of Glasgow, 2009; Webster, 2010–
Lisa Doodson, B.Sc., De Montfort University, 1987; Ph.D., Thames Valley University, 2009; Webster, 2009–
Orit Gal, B.A., Tel-Aviv University; M.A., Tel-Aviv University; Ph.D., Hebrew University of Jerusalem; Webster, 2010–
Victoria Gardner, B.A., Newcastle University, 2001; M.Litt, Newcastle University, 2003; Ph.D., Oxford University, 2009; Webster, 2009–
Andy Greenhalgh, B.A., Gonville & Caius College, Cambridge, 1975; Webster, 2006–
Phil Grey, B.A., Polytechnic of Central London, 1984; Webster, 1996–
Agnes Grondin, B.A., Middlesex University, 2004; PG.Cert HE, Middlesex University, 2010; Webster, 2009–
Catharina Harby, B.A., Uppsala University; M.A., Uppsala University; Webster, 2006–
Mireille Hebing, B.Sc., London South Bank University, 2001; Ph.D., City University, London, 2009; Webster, 2008–
David Hudson, B.A., Keele University, 1974; B.A., Keele University, 1984; M.A., School of Psychotherapy and Counseling, 2001; Webster, 2006–
Olaf Jubin, M.A., Bochum, 1994; Ph.D., Bochum, 2003; Webster, 2004–
Valerie Kaneko Lucas, B.A., University of California, 1975; M.A., University of Essex, 1981; PG Diploma, University of Cardiff, 1987; Ph.D., University of Essex, 1991; Webster, 2003–
Maria Kotitsa, B.Sc., University of London; Ph.D., University of London; Webster, 2005–
Sophie Laws, program director for humanities; B.A., Oxford University, 1966; B.Litt., Oxford University, 1969; M.A., Oxford University, 1970; Webster, 1994–
Nigel Lipton, B.A., London University, 1982; Webster, 2010–
Barry McFadzean, M.A.A.T., Thames Valley University, 1985; Webster, 2003–
Lisa McNulty, B.A., Kent University, 2003; M.Phil., Keele University, 2005; Ph.D., Kent University, 2010; Webster, 2009–
Yossi Mekelberg, program director for social sciences and international relations; B.A., Tel Aviv University, 1981; M.A., Middlesex University, 2001; Webster, 1997–
Alvaro Mendez, B.A., University of Kentucky, 1997; M.A., University of Essex, 2000; M.Sc., London School of Economics, 2002; Ph.D., London School of Economics, 2011; Webster, 2010–
Keith Moline, B.A., Sheffield University, 1988; Webster, 2008–
International Faculty

Annette Norton, B.A., Essex University, 1994; Pg.Dip., Liverpool Community College, 1996; PGCE, University of Northampton, 2006; Webster, 2010–

Ruth Novaczek, B.A., St. Martin's School of Art; M.A., Central Saint Martins College of Arts and Design; Webster, 2006–

Simon O’Leary, B.Sc., University of Leeds, 1980; Ph.D., University of Manchester, 1984; M.B.A., Cranfield School of Management, 1990; PGCHE, University of Kent 2010; Webster, 2010–

Karen Oughton, B.A., University of York, 2000; Ph.D., University of Hull, 2010; Webster, 2009–

Jeff Papis, B.A., Universidade Anhembi Morumbi; M.Sc., Bournemouth University, 2005; Webster, 2008–

David Parrish, B.Sc., St. Andrew’s University, 1967; M.B.A., University of Pennsylvania, 1971; Diploma, Harvard University, 1984; Webster, 1996–

Geoffrey Paul, B.Sc., Aston University, 1983; M.B.A., City University; Ph.D., Southbank University; Webster, 2005–

Vishnu Prasad, B.A., Kerala University; I.L.B., Kerala University; LLM., London School of Economics; Webster, 2011–

Karen Roitman, B.A., Arizona State University, 2002; B.Sc., Arizona State University, 2002; M.Phil., University of Oxford, 2004; Ph.D., University of Oxford, 2008; Webster, 2010–

Bradley Saunders, B.A., Bradford University, 1979; PGCE UCNW, Bangor, 1982; M.Sc., Aston University, 1995; M.A., deMontford University, 2004; Webster, 2010–

Deborah Schultz, Ph.D., Oxford University, 1998; Webster, 2004–


Alan Stott, B.A., Leeds University, 1975; Webster, 1996–

Zoetanya Sujon, B.A., Carleton University, 2000; M.A., Carleton University, 2002; Ph.D., London School of Economics and Political Science, 2010; Webster, 2010–

Anna Sullivan, B.A., University of Kent, 1978; Webster, 1994–

Michael Talalay, B.S., Massachusetts Institute of Technology, 1969; M.A., York University, 1971; Ph.D., University College London, 1979; Webster, 2009–

Tristan Tull, B.A., Winchester University, 2003; M.A., Bournemouth University, 2004; Webster, 2009–

Àngels Trias I Valls, B.A., University of Barcelona, 1992; M.A., University of Barcelona, 1992; Ph.D., Queens University of Belfast, 1999; ;

Peter Verdon, B.Sc., Birkbeck College, 1996; Webster, 2003–

Tom Villis, M.A., University of Edinburgh, 1998; M.Phil., University of Cambridge, 2000; Ph.D., University of Cambridge, 2004; Webster, 2004–

Leslie Viney, B.A., University of Rochester, 1976; M.S.J., Medill School of Journalism, 1977; M.Sc., Surrey University, 1990; Webster, 1998–

Julia Weiner, Webster, 2007–

Sabrina White, B.M., Valdosta State University, 2007; M.A., Regent’s College, 2009; Webster, 2009–

Soraya Wilkins, B.A., Tehran University, 1974; M.Sc., Cardiff University, 1980; Ph.D., York University, 1988; Webster, 1996–

Kamil Zwolski, B.A., University of Zielona Gora, 2001; M.A., University of Zielona Gora, 2006; M.A., University of Maastricht, 2007; Ph.D., University of Salford, 2001; ;
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

Many adult students have already gained college-level learning through their work experiences and training on the job, volunteer activities, civic involvement, travel, or in other nonacademic settings. Webster University recognizes the value of such learning and offers students the opportunity to evaluate their learning for possible credit as part of a college degree program. This process is called prior learning assessment.

When the student’s prior learning is in one academic discipline and is likely to be evaluated for fewer than 12 credit hours, the appropriate department evaluates the learning. Students request assessments of such learning by contacting the appropriate department chair directly. Departments may petition the dean for permission to award more than 11 credit hours through the departmental credit-by-examination process.

When a student anticipates earning 12 or more credit hours for prior learning and the learning will be assessed in more than one department, he or she will work with the Coordinator of Experiential Learning. The eligible student will enroll in INDZ 1000 Educational Program Analysis (see course description) as the first step in the process. During INDZ 1000, the student completes a portfolio covering all of the learning to be assessed and submits it for assessment within one year. A maximum of 64 credit hours earned through the assessment process may be applied toward the degree. A special assessment fee structure is included in the Financial Information section. The student is charged according to the catalog of the academic year in which the portfolio is assessed.

Prospective Webster students interested in the prior learning assessment should contact the coordinator of transfer and adult admissions in the Office of Admissions. Current students should contact the Coordinator of Experiential Learning.

INDZ 1000 Educational Program Analysis (3)

How can we determine what we have learned through our experience? How do we persuade others that our experientially based knowledge is correct and applicable in broader contexts than our own lives? What is considered “college-level learning” and why? These are the key questions that students address in this course while they learn to identify, describe, and document their experientially based knowledge. Students demonstrate their understanding of portfolio preparation by completing a portfolio for several areas of study to be included in their entire portfolio. This course is offered on a pass/fail basis only.

Before registering for this course, a student must be accepted as a degree-seeking student at Webster University, must have completed at least one undergraduate course at Webster, and must have been accepted to the program by the Coordinator of Experiential Learning. Prerequisite: permission of the Coordinator of Experiential Learning.

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 (sometimes the faculty mentor, sometimes an 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 Course Description section for full descriptions)

INDZ 1500 University 101 (1)
INDZ 2000 Practicum (Freshmen or Sophomores) (1-12)
INDZ 2500 Independent Study (Freshmen or Sophomores) (1-12)
INDZ 2750 Student Leadership Development (1-12)
INDZ 3000 Practicum (Juniors or Seniors) (1-12)
INDZ 3500 Independent Study (Juniors or Seniors) (1-12)
INDZ 4000 Sabbatical (12-16)

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.

(See Course Description section for full descriptions)

INDZ 3750 Cooperative Education I (1-16)
INDZ 4750 Cooperative Education II (1-16)

Credit by Examination

Departmental Credit by Examination

Individual departments have policies and procedures for assessing prior college-level learning within their disciplines. Contact the appropriate department chair for specific information. Credit by examination may not duplicate credit earned previously through coursework or examination and is recorded on the student’s transcript as “pass;” no letter grades are assigned. Credit by examination does not apply toward the major unless approved by the department. Students seeking credit by examination in a particular discipline must submit a written request to the appropriate department. The request outlines the material to be covered in the examination and specifies the number of credit hours the student is seeking. Only degree-seeking students may apply for credit by examination for college-level learning.

Current students seeking credit by examination for prior learning that is multidisciplinary or is likely to be evaluated for more than 11 credit hours of college credit should contact the Coordinator of Experiential Learning for information regarding prior learning assessment through the portfolio process.

Prospective students should contact the coordinator of transfer and adult admissions in the Office of Admission.

External Credit by Examination

Webster University accepts certain standardized tests conducted external to Webster. See Transfer Credit section for details.
Interdisciplinary Programs

The Center for Interdisciplinary Studies (CIS) serves as an umbrella for Webster University’s diverse interdisciplinary programs. The Center’s primary mission is twofold: to promote, strengthen, and expand interdisciplinary learning opportunities for students and to provide a central location where students can get information about interdisciplinary courses, programs, and activities. It is located in Webster Hall, room 2001. For more information call the CIS, (314) 246-7703, or the College of Arts & Sciences, (314) 256-7160.

Webster University offers students the opportunity to study in areas that cut across disciplines by offering majors, minors, or certificates in Ancient Studies, Drama Studies, Environmental Studies, Ethics, European Studies, International Human Rights, International Studies, Latin American Studies, Multicultural Studies, and Women’s Studies. The CIS also offers an array of interdisciplinary courses unconnected to these programs and an opportunity for students to create a self-designed interdisciplinary major.

Center for Interdisciplinary Studies Committee

Committee Chair, Kate Parsons
Ancient Studies, Renata MacDougal
Drama Studies, Michael Erickson
Environmental Studies, Karla Armbruster (Fall 2011) & Don Conway-Long (2012)
Center for Ethics, Kate Parsons
European Studies, Warren Rosenblum
Freshman Seminars, Robin Assner
General Studies, John Watson
Human Rights, Lindsey Kingston
International Studies, Donna Campbell & Roy Tamashiro
Latin American Studies, Silvia Navia
Multicultural Studies, Kristen Anderson & Jong Bum Kwon
Self-Designed Interdisciplinary Major (SIM), Lori Diefenbacher
Women’s Studies, Danielle MacCartney

Ancient Studies Minor

The Minor in Ancient Studies allows comparative study of the history, literature, mythology, religion, philosophy, art, language, and culture of the ancient societies across the globe. Students are required to complete 18 course credits or six courses. One core course is required, a three-credit introductory History of the Ancient World course. This requirement may only be waived through approval of the Program Director(s) and through demonstration of mastery of an equivalent course, or significant field or research experience. Students are encouraged to pursue an area of concentration for their studies by completing six credits of electives from the approved course list. This focus or concentration may be geographic or thematic, with comparative studies encouraged. Within the minor, “ancient” will be defined generally as before the fifth century CE, although this parameter may vary within cultural and geographical boundaries.

Students, as advised, should choose no more than three courses at the 1000 level, which includes the core course. At least one upper level (3000/4000) course is strongly recommended as well. A student may enter the program for a minor in Ancient Studies at any time through the final semester if all requirements are met.

More than the required 18 credits may be taken in order to fulfill the demands of individual interest, a language concentration, or a change in area of concentration. Students are strongly encouraged to participate in an international study and/or field experience as well. Webster’s worldwide campus system is ideally suited for this kind of study, and other sites will be available in the future.

Requirements for the Minor

Completion of the core course (3 credit hours):

HIST 1120 The Ancient World 3 hours

Completion of five of the following courses (15 credit hours):

ANTH 1200 Human Origins 3 hours
ARHS 2210 Introduction to Western Art 3 hours
ARHS 2320 Introduction Asian Art 3 hours
B201* Greek Grammar 3 hours
B203* Hebrew Grammar 3 hours
B206* Latin Grammar 3 hours
B301 Greek Exegesis 3 hours
B303 Hebrew Exegesis 3 hours
B309 Latin Readings 1.5 hours
ENGL 3900 Myth and Classical Literature 3 hours
LATN 1090 Elementary Latin I 1-3 hours
LATN 1090 Elementary Latin II 1-3 hours
LATN 2090 Intermediate Latin 1-3 hours
LATN 2610 Intermediate Language: Readings 3 hours
PHIL 2510 Philosophical Classics: Ancient Greece and Rome 3 hours

*Offered as an intensive study course during the month of January at Eden Seminary (B course numbering).

The following courses also qualify, with appropriate content.

ANTH/SOCI 2000 Issues in Contemporary Anthropology/Sociology 1-4 hours
ANTH/SOCI 3000 Topics in Anthropology and Sociology 3 hours
ANTH/SOCI 3610 Independent Reading Course 1-5 hours
ANTH/SOCI 4610 Advanced Independent Reading Course 1-5 hours
ARHS Topics in Art History 3 hours
GNST Civilization and the Arts 2-4 hours
HIST 1010 Topics in History 3 hours
HIST 1100 World Civilization Before 1500 3 hours
HIST 2310 Encounters in History 3 hours

Undergraduate Program
Interdisciplinary Programs

St. Louis campus

Students may select up to two classes from the following courses in the English Department to count toward the minor in drama studies:

- ENGL 2170 Creative Writing: Playwriting (3 hours)
- ENGL 3050 Topics in Drama (3 hours)
- ENGL 3100 Modern Drama (3 hours)
- ENGL 3130 Contemporary Drama (3 hours)
- ENGL 3210 Tragic Themes (3 hours)
- ENGL 4150 Shakespeare I (St. Louis) (3 hours)
- ENGL 4160 Shakespeare II (St. Louis) (3 hours)

Students may select up to two classes from the following courses in the Theatre Department to count toward the minor:

- THEA 1030 Introduction to Theatre (2-3 hours)
- THEA 1050 Theatre Appreciation (3 hours)
- THEA 2030 History of the Theatre: Greeks to Restoration (3 hours)
- THEA 2040 History of the Theatre: Eighteenth Century to Modern (3 hours)
- THEA 3030 Topics in the Theatre (2-3 hours)
- THEA 3040 Topics in the Theatre (2-3 hours)
- MUTH 1030 History of American Musical Theatre (3 hours)

Environmental Studies Minor

The environmental studies minor is designed to give students in any major a significant understanding of the physical, cultural, political, and spiritual dimensions of human relationships with the environment. Multidisciplinary in nature, this minor will provide a basic foundation in ecological literacy while emphasizing the insights that the humanities and social sciences can offer into the complex interactions between human cultures and their natural surroundings.

Requirements for the Minor

- SCIN 1520 Environment (3 hours)
- SCIN 1521 Environment: Lab (1 hour)

15 credit hours (with at least 3 credit hours coming from the first three courses listed) from the following:

- GNST 1300 Technology, Science, and Society: Introduction to Environmental Studies (3 hours)
- HIST 1010 Topics in History: American Environmental History (3 hours)
- PHIL 2360 Environmental Ethics (3 hours)
- ANTH 1400 Introduction to Geography: World and Regional (3 hours)
- BIOL 1020 Biology of Animals and BIOL 1021 Biology of Animals: Lab (4 hours)
- BIOL 1030 Biology of Plants and BIOL 1031 Biology of Plants: Lab (4 hours)
- ENGL 3500 Contexts: Nature Writing in America (3 hours)
- GNST 1308 Technology, Science, and Society: When Rivers Run Wild (3 hours)
- HIST 2080 History of Disease and Medicine (3 hours)
- HRTS 3400 Human Rights and the Environment (3 hours)
- GNST 1310 Issues in Biology: Sustainable Ecologies (3 hours)
- JOUR 3750 Environmental Journalism (3 hours)
- POLT 2500 Interdisciplinary Approaches to Politics: Intl' Environmental Politics or Sex, Drugs, and Garbage (3 hours)
Interdisciplinary Programs

RELG 2430 Environment and Religion 3 hours
Students may substitute other environmentally oriented classes (such as topics classes, new classes, and classes that give credit for internships and other forms of experiential learning) into the second category with the approval of the environmental studies chair.

Environmental Studies Committee
Karla Armbruster, Chair, English
Don Conway-Long, Behavioral and Social Sciences
Jeff De Pew, Biological Sciences
Lori Diefenbacher, Education
Ted Green, Multidisciplinary Studies
Jih-Un Kim, History, Politics, and International Relations
Kim Kleinman, History, Politics, and International Relations
Danielle MacCartney, Behavioral and Social Sciences
Allan MacNeill, History, Politics, and International Relations
Paul Moriarty, Philosophy
Kate Parsons, Philosophy
Gerry Tierney, Behavioral and Social Sciences
David A. Wilson, General Studies

Students may substitute other environmentally oriented classes (such as topics classes, new classes, and classes that give credit for internships and other forms of experiential learning) with the approval of the Environmental Studies chair. See http://www.webster.edu/acadaffairs/environmental studies/ for lists of all the classes that count toward the minor in any given semester. Students interested in pursing environmental internships should contact the program chair. For more information, contact Karla Armbruster (English Department).

Center for Ethics
Certificate in Practical and Interdisciplinary Ethics
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 sharpen 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.

The certificate program is administered by the Director of the Center for Ethics and requires a 3-credit-hour core course, plus 15 credit hours chosen from the courses listed. A maximum of 12 credit hours may be taken within a departmental prefix. 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 4400 (Practicum in Philosophy). For more information, please contact Kate Parsons (Philosophy Department).

Requirements for the Certificate (18 credit hours)
Completion of the core course (3 credit hours):
PHIL 2320 Contemporary Moral Problems 3 hours
Completion of two courses from the following group (6 credit hours):
At least one of these must be at the 3000 level:
PHIL 2110 Introduction to Ethics 3 hours
POLT 1070/PHIL 2300 Intro to Political Theory/Social and Political Philosophy 3 hours
PHIL 3350 Philosophical Ethics 3 hours
POLT/PHIL 3590 Theories of Human Rights 3 hours
Completion of 9 credit hours from the following group:
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
MEDC 2200 Ethics in the Media 3 hours
PHIL 2340 Ethics, Health Care, and Technology 3 hours
PHIL 2360 Environmental Ethics 3 hours
PHIL 2390 Philosophy of Sex and Love 3 hours
PHIL 3360 Ethics for Cyberspace 3 hours
PHIL 3380 Ethics in Social Research 3 hours
BUSN 4300 Business Ethics 3 hours
NURS 4350 Ethical Dilemmas in Nursing Practice 2-3 hours
MNGT 5910 Ethical and Legal Issues in Management 3 hours
LEGL 3000 Legal Ethics 3 hours

Steering Committee of the Center for Ethics:
Kate Parsons, Director; Philosophy
Barrett Baebler, Management
Bill Barrett, Electronic and Photographic Media
James Evans, Management
Anne Geraghty-Rathert, Legal Studies
Michael Hulsizer, Behavioral and Social Sciences
Tom Janke, Academic Affairs
Don Morse, Philosophy
Bruce Umbaugh, Philosophy

Center for Ethics Courses
(See Course Description section for full description)

European Studies
European Studies Major
The European Studies major explores European society and culture from a multi-disciplinary perspective. Students will become familiar with Europe's distinctive history and politics, its commerce and media, and its contributions to the arts, literature, and ideas. Majors will demonstrate a solid grounding in at least one European language and will spend a term of study at one or more of Webster's European campuses.

Learning Objectives and Intended Outcomes for the European Studies Major:
Upon completion of the program, students should:
1) be proficient in at least one major European language^
2) be familiar with the geography of Europe
3) be familiar with major events and major literary, philosophic, and artistic movements in European history
4) understand overall periodization of European history, as well as some social, political, and economic facts about each period
5) be able to analyze, compare and contrast multiple interpretive frameworks for the study of European society and culture
6) be able to describe the outlines of religious beliefs and ideological belief systems like liberalism, feminism, and Marxism,
7) be able to draw connections between the study of European culture, history, and society

Degree Requirements
36 credit hours in European Studies, divided into the following distribution areas:
12 credits in European History and Politics
12 credits in European Commerce and Communications
12 credits in European Arts and Expression
ISTL 4510. European Studies Overview (may be taken for 0 or 1 credit)
27 general education credit hours
65 elective credit hours
Interdisciplinary Programs

Other Program Requirements
- Four advanced level courses (3000 or 4000) which cover all of the (three) distribution areas
- *Proficiency in one of the following languages: French, German, Italian, or Spanish
- Proficiency may be demonstrated either by a foreign language exam or by passing a course in one of these languages at the 3000 level.
- At least one term of study at Webster University’s campus in London, Leiden, Geneva, or Vienna (Students may, with the approval of the program director, also fulfill this requirement at a university in Europe that is outside the Webster network)

Distribution Areas
- An asterisk indicates that the course must have an appropriate subtitle to qualify toward the major or else must be approved by the program director as having relevant content. In many cases, appropriate courses under these sub-headings will only be offered on Webster’s European campuses.
- Courses not on this list may be substituted with the permission of the program director.

European History & Politics
HIST 1010: Topics in History*
HIST 2000 Social History*
HIST 2060 Gender and Family*
HIST 2080 History of Disease and Medicine
HIST 2200 History of Medieval Society
HIST 2210 Renaissance and Reformation
HIST 2310 Encounters with History: Ancient Greeks
HIST 2220 Modern Europe (may be repeated if topics differ)
HIST 2250 History of Russia
HIST 2280 History of England (may be repeated if topics differ)
HIST 2310 Encounters with History*
HIST 3060 History Roundtable* (may be repeated if topics differ)
HIST 4200 Advanced Studies in European History
HIST 4600 History Seminar* (may be repeated if topic differs)
POLT 2250 Politics in the Industrialized World
POLT 3400 Comparative Politics*
POLT 4100 Advanced Studies in International Politics*
POLT 4400 Advanced Studies in Comparative Politics*
POLT 4600 Political Science Seminar*

European Arts & Expression
ENGL 4150 Shakespeare I
ENGL 4160 Shakespeare II
ENGL 4220 Advanced Global Journalism
ENGL 4450 Shakespeare I
ENGL 4540 Shakespeare II
ENGL 4600 International Relations Seminar*

European Studies Minor
The European Studies minor explores European society and culture from multiple perspectives. Students will draw upon the tools of political science, business, communications, history, and the arts in order to understand Europe in its full dimensions.

18 credit hours in European Studies, divided into the following distribution areas:
- 6 credits in European History & Politics
- 6 credits in European Commerce & Communications
- 6 credits in European Arts & Expression

All courses for minors must be taken at Webster University.
Interdisciplinary Programs

Distribution Areas
- An asterisk indicates that the course must have an appropriate subtitle to qualify toward the minor or else must be approved by the program director as having relevant content.
- Courses not on this list may be substituted with the permission of the program director.

European History & Politics
HIST 1010: Topics in History*
HIST 2000 Social History*
HIST 2060 Gender and Family*
HIST 2080 History of Disease and Medicine
HIST 2200 History of Medieval Society
HIST 2210 Renaissance and Reformation
HIST 2310 Encounters with History: Ancient Greeks
HIST 2220 Modern Europe (may be repeated if topics differ)
HIST 2250 History of Russia
HIST 2280 History of England (may be repeated if topics differ)
HIST 2310 Encounters with History*
HIST 3060 History Roundtable* (may be repeated if topics differ)
HIST 4200 Advanced Studies in European History
HIST 4600 History Seminar* (may be repeated if topics differ)
POLT 2250 Politics in the Industrialized World
POLT 3400 Comparative Politics*
POLT 4100 Advanced Studies in International Politics*
POLT 4400 Advanced Studies in Comparative Politics*
POLT 4600 Political Science Seminar*

Commerce & Communications
BUSN 1200 Introduction to Business*
BUSN 4650 International Business
MNGT 3320 Business Law: International
MNGT 3400 Human Resource Management*
MNGT 3420 Labor & Management Relations*
MNGT 3450 Principles of Organizational Behavior*
MNGT 3500 Marketing*
MNGT 3510 Advertising*
MNGT 3600 Management and the Arts*
MNGT 4100 International Management
MNGT 4330 International Marketing
ECON 3100 Issues in Economics*
ECON 4600 Comparative Economic Systems
ECON 4720 International Trade and Finance
ECON 4900 History of Economic Thought
JOUR 3080 Global Journalism
JOUR 3120 Global Affairs Reporting
JOUR 3150 Topics in Modern Media*
JOUR 3190 Topic in International Journalism
JOUR 4220 Advanced Global Journalism
MEDC 3260 International Communications
ILC 2150 Topics in Culture*
ILC 3150 Culture and Civilization*
ILC 4150 Contemporary Issues*
ILC 4650 Advanced Topics*
LEGL 4600 Legal Studies Seminar*
HIST 3050 Economic History
HIST 3100 Diplomatic History
HIST 3150 International Affairs
INTL 2030 International Law
INTL 3700 International Organizations
INTL 4280 International Trade
INTL 4600 International Relations Seminar*

European Arts & Expression
ENGL 2020 Major British Writers I
ENGL 2030 Major British Writers II
ENGL 2035 Major British Writers II: 18th-19th century novelists
ENGL 2110 Perspectives*
ENGL 2210 Literature into Film*
ENGL 3500 Contexts*
ENGL 3900 Myth and Classical Literature (Homer, Virgil, and Dante)
ENGL 4020 Heroic Themes (Malory, Spenser, and Milton)
ENGL 4150 Shakespeare I
ENGL 4160 Shakespeare II
GNST 1400 Civilization and the Arts*
GNST 2000 Topics in the Liberal Arts*
ILC 3250 Introduction to Literature*
THEA 2030 History of the Theater: Greeks to Restoration
THEA 2040 History of the Theater: Eighteenth Century to Modern
ARHS 2210 Introduction to the History of Western Art
ARHS 2350 Introductory Topics in Art History*
ARHS 3340 History of Renaissance Art
ARHS 3350 Seventeenth and Eighteenth Century Art
ARHS 3360 History of Modern Art*
ARHS 4350 Topics in Art History*
MUSC 1050 Introduction to Music Appreciation
MUSC 1070 Topics in Music*
PHIL 2080 Topics in Philosophy*
PHIL 2390 Social and Political Philosophy*
PHIL 2510 Philosphic Classics: Ancient Greece and Rome
PHIL 2520 Philosphic Classics: Early Modern Europe
PHIL 3100 Literature and Philosophy*
PHIL 3120 Philosophy and Art*
PHIL 3320 Continental Philosophy
PHIL 3350 Philosophical Ethics*
PHIL 4050 Topics in the History of Philosophy*
RELG 2030 Contemporary Topics*
RELG 2080 Introduction to Western Religions
RELG 3180 Judaism
RELG 3190 Christianity
RELG 4040 Belief Systems*
RELG 4400 Spiritual Paths and Classics*
RELG 4550 Advanced Study in Religion*

General Studies
General studies courses are interdisciplinary in nature and are intended to provide a broad introduction to the liberal arts. They are taught by faculty from all departments and programs of the University. All general studies courses are designed to offer challenging and exciting perspectives on the interconnections of our knowledge and experience. One very important general studies program is the Freshman Seminars, which is required for all full-time, degree-seeking freshmen on the St. Louis campus.

General Studies Committee:
John Watson, Chair; Art
Paula Hannsen, International Languages and Cultures
Sally Howald, Communications and Journalism
Carol Hoyt, Learning and Communication Arts
Michael Salevours, History, Politics, and International Relations
Jeff DePew, Biological Sciences
Keith Welsh, Center for Interdisciplinary Studies
Robin Assner, Ex officio, Director of Freshman Seminar Program; Art Department
Lori Diefenbacher, Ex officio, Coordinator of Experiential Learning; School of Education

General Studies Courses
FRSH 1200 Freshman Seminar (3)
GNST 1300/1308 Technology, Science, and Society (2–4)
GNST 1400 Civilization and the Arts (2–4)
GNST 2200 Transfer Student Seminar (3)
GNST 2500 Honors Seminar (3)
International Human Rights

Why study human rights? Human rights, rarely discussed by political leaders as recently as 20 years ago, are today at the center of political debate from South America to South Africa, from East Timor to Eastern Europe. The truth is often horrifying. Leading human rights organizations regularly document alarming numbers of the most serious human rights violations: murder, disappearance, and torture. The number of refugees, at any given time, is three times the population of New York City.

The people whose rights are most commonly abused—refugees, political dissenters, women, children, members of religious, ethnic, and racial minorities—deserve full and secure enjoyment of their human rights. For those who want to be part of the solution, the truth can also be heartening. Every day, ordinary people perform acts of extraordinary value in the name of human rights.

Anyone can learn to identify need, understand internationally accepted standards, locate resources. Thousands have chosen to do so. And, every day, political prisoners are freed, children are fed, the sick are tended to, and people under threat of torture—or worse—find secure haven. For those who are concerned about others, interested in the world, and determined to make it a safer place, it makes sense to study human rights.

The International Human Rights program at Webster University seeks to encourage greater understanding of international human rights standards, problems, and solutions. It provides four organized curricular options for students interested in the study of human rights and/or interested in careers in human rights and humanitarian support, study, advocacy, and protection. These are: a major, a minor, a certificate program, and an emphasis within the International Studies major. For more information, please go to the Philosophy Department section for the Human Rights major, minor and certificate, or look under International Studies in this section for the International Studies major with an emphasis in human rights.

International Human Rights Major

This is the most comprehensive and focused option for a student with a keen interest in human rights. Especially appropriate for students who are strongly considering careers with human rights and human rights-related agencies, and/or graduate or professional school programs with strong human rights components. There are 37 required hours, 27 of those with an HRTS prefix (which includes 3 credit hours of International Human Rights Field Experience) plus intermediate foreign language competence. Offered only in St. Louis. See listings under Philosophy.

International Human Rights Minor

An organized introduction to human rights as a field of interest or study, 18 total credit hours; 6 required and 12 from a list of approved electives (with 9 of the elective hours at the 3000 level or above). See listings under Philosophy.

International Human Rights Certificate

More demanding than the International Human Rights minor but less demanding than the International Human Rights major, this option 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 and who have completed a BA or BS at another institution but who are not currently considering graduate or professional school.

Requirements

- 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 three following groups. Each group represents areas that have much to offer in understanding human rights. The courses have been chosen to introduce students to the contributions these disciplines offer.

History, Politics, and International Relations

- HIST 2420 History of Africa 3 hours
- HIST 2440 History of Latin America 3 hours
- HIST 2450 History of the Developing World 3 hours
- HRTS 2500 Current Problems in Human Rights 3 hours
- HRTS 3500 International Human Rights Law 3 hours
- POLT 1080 Introduction to Comparative Politics 3 hours
- POLT 2550 The Politics of the Developing World 3 hours
- INTL 1500 International Law 3 hours
- INTL 2030 International Law 3 hours
- INTL 3300 Governments and Politics of Eastern Europe 3 hours

Behavioral and Social Sciences

- ANTH 1100 Introduction to Cultural Anthropology 3 hours
- ANTH 4260 Nationalism and Transnationalism 3 hours
- ANTH 4330 Gender and Sex 3 hours
- SOCI 4475 Class, Status and Power 3 hours
- ANTH 3130 Race and Ethnicity 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

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
- MEDC 2800 Cultural Diversity in the Media 3 hours
- PHIL 2320 Contemporary Moral Problems: Emphasis in Human Rights Issues 3 hours
- RELG 2050 Religion and Human Values 3 hours

Demonstration of competence in a foreign language equivalent to two years of college-level study is also required. (See Philosophy Department for course descriptions.)

International Studies Major with an emphasis in International Human Rights

Best suited to those with a commitment to International Studies and strong interest in human rights. Comparing it to the International Human Rights major, this option should provide a more comprehensive background in human rights. For a detailed account of requirements, see International Studies catalog listings. (add link)
Interdisciplinary Programs

International Studies
Majors and Degrees Offered
International Studies (BA)
International Studies Certificate

About the Program
Why pursue International Studies? We live in an interdependent world. Daily headlines, national policies, and regional economics are shaped by people all around the globe. World forces affect our academic choices, career opportunities, and shopping lists—even the water we drink and the air we breathe. As more businesses and organizations expand globally, we as individuals are going global too, surfing the Web and e-mailing across the seas to pursue our personal and professional goals. Following this trend, International Studies provides a context for studying social and natural sciences, business and commerce, the humanities, fine arts, and foreign languages within a global context.

International Studies provides an interdisciplinary program designed to give students specialized and general global knowledge, second language skills, and significant international experience. Each student will complete the core courses, select a second language, and study abroad or complete an internship (as approved by the Director of the Center for International Education).

International Studies Committee
Donna Campbell, Co-Chair, International Studies Committee, Education
Roy Tamashiro, Co-Chair, International Studies Committee, Education
Tom Cornell, Education
Paula Hanssen, Arts & Sciences
Don Corrigan, Education
Quinn Shao, Math & Computer Science
Jef Awada, Fine Arts
Gloria Grenwald, Arts & Sciences
Chris Parr, Arts & Sciences
Deborah Trott Pierce, CIE Director

Resources
The Center for International Education (CIE)
The Center for International Education promotes international opportunities and activities for the University and wider communities. Along with housing the international studies major and certificate programs, the CIE serves as a resource for Webster faculty, staff, and students by providing information on various international fellowships, grants, internships, and other programs. The CIE also sponsors many programs, including the International Studies Symposium Series. Together with other Webster offices, the Center's activities enhance the international atmosphere at Webster.

Study Abroad
Webster's international network of campuses and programs in Europe, Asia, and Latin America allows students ease of mobility and numerous opportunities to study abroad. The Study Abroad Center assists students in their study abroad plans. Additionally, Webster's International Business Internship Exchange Program (in partnership with the state of Missouri) provides the opportunity for internships in Germany, Ghana, Japan, England, and Mexico, while the Department of International Languages and Cultures offers exchange programs in France and Argentina, as well as various short-term study trips.

International Studies (BA)
Degree Requirements
36 required credit hours
27 general education credit hours
65 elective credit hours

Program Requirements
• Students must choose a concentration in one of the following Areas of Emphasis: Asia, International Film Studies, Global Journalism, International Media Communications, International Business, International Human Rights, or Latin America.
• Student must attain language competency at the 3000 level or above.
• Student must participate in an approved Webster University study abroad experience or in an approved international internship.
• Student must complete all courses in the major with a grade of C or better.

Core Required Courses
ANTH 1400 Introduction to Geography: World and Regional 3 hours
HRTS 1100 Introduction to Human Rights 3 hours
INTL 1500 World Systems Since 1500 3 hours
ISTL 1000 Introduction to International Studies 3 hours
ISTL 4500 International Studies Senior Capstone Course 3 hours

Prerequisite: Junior standing

Culture and Communications Series: choose one course from the following:
ANTH 1100 Introduction to Cultural Anthropology 3 hours
ANTH 2030 Culture and Communication 3 hours
ILC 2150 Topics in Culture 1-3 hours
MEDC/INTL 3260 International Communications 3 hours

Science and Technology Series:
Choose one course from the following:
BIOL 3200 Ecology 3 hours
ISTL 2600 Natural Systems and Sustainable Ecologies 3 hours
PHIL 2360 Environmental Ethics 3 hours
SCIN 1520 Environment 3 hours

For an emphasis in Asia, International Film Studies, Global Journalism, International Media Communications, or International Business choose one course from either of the following categories:
• International Arts and Fine Arts
  ARHS 22xx International Art History 3 hours
  FLST 2060 Modern World Cinema 4 hours
  FLST 2070 History of Animation 3 hours
  MUSC 1070 Topics in Music 3 hours
  PHOT 2040 History of Photography 3 hours
  THEA 2030 History of Theatre 3 hours
• Global Civil Society
  HRTS 3500 International Human Rights Law 3 hours
  HRTS 3700 Human Rights and Business 3 hours
  INTL 2030 International Law 3 hours
  INTL 3700 International Organizations 3 hours
  INTL 2690 Multinational Corporations 3 hours
  INTL 3330 Int’l Economic Integration 3 hours
  POLT 1050 Intro to Int’l. Politics 3 hours
Interdisciplinary Programs

For International Human Rights Emphasis: students must choose one course from either of the following categories:

- **International Arts and Fine Arts**
  - HRTS 3160 Human Rights in Film—Documentary 3 hours
  - HRTS 3170 Human Rights in Film—Narrative 3 hours
- **Topics courses as appropriate and approved.**
- **Global Civil Society**
  - HRTS 1500 Current Problems in Human Rights 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
  - HRTS 3700 Human Rights and Business 3 hours

For an Emphasis in Latin America: students must choose one course from either of the following categories:

- **International Arts and Fine Art**
  - ENGL 4030 Literature of Latin America 3 hours
  - FLST 3160/ISTL 2660 Topics: (with Latin American content—e.g., Latin American Film, Brazilian Culture through Music & Film, etc.) 3 hours
  - PHOT 4000 Photo Workshop (with Latin American content) 3 hours
  - SPAN 4250 Topics in Literature (with Latin American content) 3 hours
  - SPAN 4650 Advanced Topics (with appropriate subtitle) 3 hours
- **Global Civil Society**
  - HIST 2440 History of Latin America 3 hours
  - HRTS 3200 Human Rights Area Studies 3 hours
  - ILC 4150 Contemporary Issues (with appropriate subtitle) 3 hours
  - ISTL 2450 Twentieth-Century Latin America 3 hours
  - POLT 2550 Politics of Development (with Latin American content) 3 hours
  - POLT 3400 Comparative Politics (with Latin American content) 3 hours
  - POLT 4400 Advanced Studies in Comparative Politics: Latin America (or subtitle with Latin American content) 3 hours

Students must earn 12 credit hours, of which 6 must be at the 3000 level or above, in one of the following approved areas of emphasis:

**Asia Emphasis**
- Students must attain competency of at least one Asian language at the 3000 level or above.
- Students must participate in an approved Webster University study abroad experience in Asia or in an approved international internship in Asia.
- Students’ senior projects in the capstone course (ISTL 4500) should focus on Asia.
- Students must earn 12 credit hours, of which 6 must be at the 3000 level or above, from the following:
  - RELG 2070 Introduction to Religions of the East 3 hours
  - ANTH 2500 Peoples and Cultures (with appropriate subtitle) 3 hours
  - ARHS 2320 Introduction to Asian Art 3 hours
  - HIST 2400 Modern Asia 3 hours
  - MNGT 3100 Issues in Management: Asian Culture and Business 3 hours
  - POLT 3400 Comparative Politics (with appropriate subtitle) 3 hours
  - ISTL 3550 Advanced Topics in Asian Studies (maximum 6 credits with prior approval by the International Studies Major advisor) 3 hours

**Europe Emphasis**
- **Required Course:**
  - HIST 2220, Modern Europe 3 hours
- **Two Courses from:** International Arts and Fine Arts (with European focus)
  - ENGL 2020 Major British Writers I 3 hours
  - ENGL 2030 Major British Writers II 3 hours
  - ENGL 3990 Myth and Classical Literature (Homer, Virgil, and Dante) 3 hours
  - ENGL 4020 Heroic Themes (Malory, Spenser, and Milton) 3 hours
  - ENGL 4150 Shakespeare I 3 hours
  - ENGL 4160 Shakespeare II 3 hours
  - ILC 2150 Topics in Culture 3 hours
  - ILC 3150 Culture and Civilization 3 hours
  - POLT 4150 Contemporary Issues 3 hours
  - ARHS 2320 Introduction to Asian Art 3 hours
  - ARHS 3350 Seventeenth and Eighteenth Century Art 3 hours
  - ARHS 4350 Topics in Art History 3 hours
  - MUSC 1050 Introduction to Music Appreciation 3 hours
  - MUSC 1070 Topics in Music (3) 3 hours
  - PHIL 2310 Philosophic Classics: Ancient Greece and Rome 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
  - HRTS 3160 Human Rights in Film—Documentary 3 hours
  - HRTS 3170 Human Rights in Film—Narrative 3 hours
  - HRTS 1500 Current Problems in Human Rights 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
  - HRTS 3700 Human Rights and Business 3 hours

**Global Journalism Emphasis**
- **Required Course:**
  - JOUR 3080 Global Journalism 3 hours
- **Three courses from the following:**
  - JOUR 3120 Global Affairs Reporting 3 hours
  - JOUR 3190 Topics in International Journalism 3 hours
  - JOUR 3750 Environmental Journalism and Communications 3 hours
  - JOUR 4220 Advanced Global Journalism 3 hours

**International Film Studies Emphasis**
- **Two courses from the following:**
  - FLST 2050 History of Film 3 hours
  - FLST 2060 Modern World Cinema 4 hours
  - FLST 2070 History of Animation 3 hours
  - FLST 3160 Topics in Film (two classes cross-listed with the Int’l. Studies program) Prerequisite: FLST 1080 or 2060
Interdisciplinary Programs

International Media Communications Emphasis
- MEDC 2800 Cultural Diversity in the Media 3 hours
- Three from the following:
  - JOUR 3190 Topics in International Journalism 3 hours
  - Prerequisite: JOUR 3080
  - MEDC 3150 Topics In Media Communication (w/Int'l content) 3 hours
  - MEDC 3700 Topics in International Communications (w/Int'l content) 3 hours
  - MEDC 3800 Topics in Cultural Diversity (with international content) 3 hours
  - ADVT 3910 International Advertising 3 hours

International Business Emphasis
- BUSN 4650 International Business 3 hours
  - Prerequisite: MNGT 2100
  - ECON 4720 International Trade and Finance 3 hours
  - Prerequisite: ECON 2030 and ECON 2020
  - MNGT 4100 International Management 3 hours
  - Prerequisite: MNGT 2100 and MNGT 3400
  - MNGT 4330 International Marketing 3 hours
  - Prerequisite: MNGT 3500

International Human Rights Emphasis
- 12 credit hours from among the following:
  (in addition to any courses selected in the above categories)
  - 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 3200 Human Rights Area Studies 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
  - HRTS 3700 Human Rights and Business 3 hours
  - HRTS 4500 International Field Experience 3 hours

Latin America Emphasis
Students should complete their international experience in a country relevant to Latin America and show proficiency at the 3000 level or above in a language also relevant to Latin America
- One from the following:
  - ISTL 1100 Introduction to Latin American Studies 3 hours
  - ILC 2150 Topics in Culture (with appropriate subtitle) 3 hours
  - SPAN 3150 Culture and Civilization of the Spanish Speaking World: Latin America 3 hours
- One from the following:
  - ISTL 2450 Twentieth-Century Latin America 3 hours
  - POLT 2550 The Politics of the Developing World (with appropriate subtitle) 3 hours
  - HIST 2440 History of Latin America 3 hours
- At least two additional courses with substantial Latin American content drawn from the above or from a list of courses available from the CIE or from the coordinator of Latin American Studies.

Up to 12 credit hours may, with approval, apply both to 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, or to other similarly related areas (such as international human rights or international business).

International Studies Certificate
The undergraduate International Studies certificate is designed to provide students from diverse academic majors and backgrounds an opportunity to participate in 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.

The certificate program is administered by the Center for International Education and has four requirements: a 3-credit-hour core course (ISTL 1000); foreign language competency at the intermediate level, equivalent to four semesters of university-level language study; minimum of 12 credit hours; study abroad for a minimum of 3 credit hours; and 12 credit hours of coursework with a strong international focus, to include at least one upper-division course.

In cases where study abroad is not possible, the committee may petition to approve an independent project or practicum in lieu of the study abroad requirement. All courses for the certificate must be completed with a C or better.

List of Qualifying Courses for the International Studies Certificate
Please see the course schedule for a listing of courses offered each semester. This list is updated as new courses are approved.
- ARHS 3390 Art and Art Cultures
- ANTH 1100 Introduction to Cultural Anthropology
- ANTH 2500 People and Cultures (with appropriate subtitle)
- ANTH 3730 Kinship and Family
- BUSN 4650 International Business
- ECON 3700 Economics of Development
- ECON 4600 Comparative Economic Systems
- JOUR 3080 Global Journalism
- JOUR 4220 Advanced Global Journalism
- FILM 2060 Modern World Cinema
- ENGL 2110 Perspectives: Utopias/Dystopias
- ENGL 3500 Contexts: Arab/Israelie Literature
- ENGL 4030 Literature of Latin America
- FREN 3150 French Civilization
- FREN 3250 Introduction to French Literature
- GRMN 3250 Introduction to Literature
- ILC 2150 Topics in Culture
- ILC 2610 Intermediate Language Readings
- ILC 4150 Contemporary Issues
- SPAN 3150 Culture and Civilization of the Spanish-Speaking World
- SPAN 3250 Introduction to Literature
- SPAN 4250 Topics in Literature
- HIST 1100 World Civilizations Before 1500
- HIST 2220 Modern Europe
- HIST 2250 History of Russia
- HIST 2280 History of England
- HIST 2400 Modern Asia
- HIST 2450 History of the Developing World
- HIST 3150 International Affairs
- HIST 4100 Advanced Studies in International Affairs
- HIST 4200 Advanced Studies in European History
- HIST 4400 Advanced Studies in Non-Western History
- INTL 1500 The World System Since 1500
- INTL 2030 International Law
- INTL 2600 International Organizations: Structure and Political Conflict
- INTL 2610 Advocacy, NGOs, and Civil Society
- INTL 2620 Ideological Influences in International Relations
- INTL 2630 New States in World Politics
- INTL 2650 The Politics of Peace
- INTL 2680 International Relations Theory
- INTL 2690 Multinational Corporations
- POLT 1050 Introduction to International Politics
POLT 1080 Introduction to Comparative Politics
POLT 2250 Politics in the Industrialized World
POLT 2550 The Politics of the Developing World
POLT 3400 Comparative Politics
POLT 4100 Advanced Studies in International Politics
POLT 4400 Advanced Studies in Comparative Politics
GNST 1400 Civilization and the Arts
GNST 1600 Understanding Human Rights
MNGT 3320 Business Law: International
MNGT 4330 International Marketing
MUTH 4040 T’ai Chi
RELG 1060 World Religions
RELG 2070 Introduction to Religions of the East
RELG 2150 Existence and Meaning: Victims and Perpetrators, Genocide War & Torture
RELG 2420 Religion and Culture
RELG 3030 Sociology of Religion
RELG 3100 Hinduism
RELG 3120 Buddhism
RELG 3130 Religions of China and Japan
RELG 3200 Islam
RELG 3210 African Religions
RELG 4550 Advanced Study in Religion

International Studies Courses
(See Course Description Section for full descriptions)
ISTL 1000 Introduction to International Studies (1-4)
ISTL 1050 Continuing Symposium Series (1)
ISTL 1100 Introduction to Latin American Studies (3)
ISTL 1492 Topics in Latin American Studies (3)
ISTL 2450 Twentieth-Century Latin America (3)
ISTL 2500 International Field Experience in International Studies (1-6)
ISTL 2550 Topics in International Studies (3)
ISTL 2600 Natural Systems and Sustainable Ecologies (3)
ISTL 3500 Advanced Topics in International Studies (3)
ISTL 4500 Seminar in International Studies (3)
ISTL 4510 European Studies Overview (0-1)
ISTL 4610 Reading Course (1-4)

Latin American Studies Minor
The minor in Latin American Studies (LAS) seeks to introduce students to a better understanding and awareness of the culture and civilization of Latin America. The curriculum of the LAS minor offers students the opportunity to acquire specialized knowledge of the region and its language, 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.

Requirements
• 18 credit hours taken at Webster University as specified below
• 3 credit hours must be at the 3000 level or above
• All courses for the minor must be completed with a grade of C- or better
• Language competence (preferably Spanish though other pertinent languages may be considered); four semesters of university language study with a minimum of 12 credit hours, or equivalent to high intermediate according to established Webster foreign language level standards.

Center for Interdisciplinary Studies

Interdisciplinary Programs

Required Courses
ISTL 1100 Introduction to Latin American Studies
OR ILC 2150 Topics in Culture (with appropriate subtitle)
OR SPAN 3150 Culture & Civilization of the Spanish Speaking World: Latin America
ISTL 2450 Twentieth-Century Latin America
OR POLT 2550 Politics of Development (with appropriate subtitle)
OR HIST 2450 History of the Developing World (with appropriate subtitle)

At least four additional courses with substantial Latin American content drawn from the above or from a list of courses (updated on a semester basis) available from the CIE or from the coordinator of Latin American Studies.

List of qualifying courses:
ENG 4030 Literature of Latin America 3 hours
FILM 3160 Topics in Film Studies (with appropriate subtitle) 3 hours
ILC 2000 Study Abroad: Intermediate 1-8 hours
(in appropriate country & appropriate content courses) 3 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 1-8 hours
(in appropriate country & appropriate content courses) 3 hours
ILC 4050 Translation (with appropriate subtitle) 3 hours
ILC 4150 Contemporary Issues (with appropriate subtitle) 1-3 hours
GNST 2000 Topics in the Liberal Arts: Brazilian Culture and Film 3 hours
HRTS 3200 Human Rights Area Studies (with appropriate subtitle) 3 hours
ISTL 1492 Topics in Latin American Studies 3 hours
ISTL 2500 Int’l. Field Experience in Int’l. Studies 1-6 hours
(with appropriate subtitle) 3 hours
ISTL 2550 Topics in Int’l. Studies (with appropriate subtitle) 3 hours
ISTL 2600 Natural Systems and Sustainable Ecologies 3 hours
ISTL 3500 Advanced Topics in Int’l. Studies (with appropriate subtitle) 3 hours
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 Amer. (or appropriate subtitle) 2-4 hours
PHOT 2870 International Photjournalism (with content relevant to Latin America) 1-3 hours
PHOT 4000 Photo Workshop (with appropriate subtitle) 3 hours
SPAN 3150 Culture & Civilization of the Spanish Speaking World: Latin American 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
WOMN 2000 Issues in Women’s Studies (with appropriate subtitle) 3 hours

Reading courses with appropriate content, approved in advance, may also count towards this minor.

Note: Courses with appropriate content but not listed above may be counted towards this minor with permission of the advisor.

Latin American Studies Committee:
Graciela Corvalán, International Languages and Cultures
Daniel Hellinger, History, Politics, and International Relations
Silvia Navia, International Languages and Cultures
Jorge Oliver, Electronic and Photographic Media
Multicultural Studies
Multicultural studies provide a complement to a student’s overall educational experience by encompassing a wide range of perspectives on the cultural experience in the United States. By exploring the varying identities and communities that form the United States, students will gain a better understanding of both other cultures and their own. Coursework in multicultural studies will provide students with the background and tools necessary for effective and responsible citizenship in our multicultural society. Students may elect either a minor in Multicultural Studies or a Certificate in Diversity and Identity in the U.S.

Minor in Multicultural Studies
Requirements consist of 18 credit hours taken at Webster University that are designated as multicultural studies courses. MULC 1100 and MULC 4650 are required. Of the remaining 12 hours, 6 must be at the 3000 level or above.

A list of courses appropriate for the multicultural studies minor will be published in the course schedule each semester. In addition to the courses below, students may use MULC 2000 to complete the requirements of the minor. Other courses that fulfill the multicultural studies minor requirements will be included in the current semester’s published list. 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.

Multicultural Studies Courses
(See Course Description Section for full descriptions)
MULC 1100 Introduction to Multicultural Studies (3)
MULC 2000 Topics in Multicultural Studies (3)
MULC 4650 Seminar in Multicultural Studies (3)
MULC 4900 Independent Research Project (3)

List of Qualifying Courses
The following list of courses qualifies for the multicultural studies minor. Please see the course schedule book for a listing of any new or topics courses which fulfill the minor. Other relevant courses may be substituted upon petition to and approval by the Multicultural Studies Committee.

ANTH 1100 Introduction to Cultural Anthropology 3 hours
ANTH 1200 Human Origins 3 hours
ANTH 2300 Culture and Communication 3 hours
ANTH 2500 People and Cultures (with appropriate subtitle) 3 hours
ANTH 3130 Race and Ethnicity 3 hours
ANTH 3730 Kinship and Family 3 hours
ANTH 4330 Gender and Sex 3 hours
ANTH 4330 Gender and Sex 3 hours
ARHS 3390 Art and Art Cultures 3 hours
EDUC 2900 The Exceptional Individual 3 hours
EDUC 4440 Inclusion Strategies in the Regular Classroom 3 hours
ENGL 1060 Protest Literature 3 hours
HIST 1500 American Studies: Native Americans 3 hours
HIST 2320 African-American History 3 hours
HLSC 3100 Diversity in Health 3 hours
MATH 4320 Mathematics Methods for Disabled Learners 3 hours
MEDC 2800 Cultural Diversity in the Media 3 hours
MEDC 3800 Studies in Cultural Diversity 3 hours
PHIL 2540 American Philosophy 3 hours
POLC 2070 Politics of Race and Ethnicity 3 hours
PSYC 2475/SOCI 2100 Topics in Sex and Gender 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

SOCI 1100 Introduction to Sociology 3 hours
SOCI 2175 Social Movements 3 hours
SOCI 2375 Social Problems 3 hours
SOCI 4475 Class, Status, and Power 3 hours

Certificate in Diversity and Identity in the U.S.
The program in Multicultural Studies offers a Certificate in 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 their particular area of interest with the discipline. Students will complete six credit 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 the certificate.

Requirements
Completion of the Certificate requires 21 credit hours which include a 3-credit hour independent research project, distributed in the following manner:

Three core courses
MULC 1100 Introduction to Multicultural Studies 3 hours
MULC 4650 Seminar in Multicultural Studies 3 hours
MULC 4900 Independent Research Project 3 hours

Two courses from Category One: Broad Study in Multiculturalism
ANTH 3130 Race and Ethnicity 3 hours
EDUC 3150 Education in a Diverse Society 3 hours
ENGL 2086 Contemporary Multietnic Literature of the U.S. 3 hours
HLSC 3100 Diversity in Health 3 hours
MEDC 2800 Cultural Diversity in the Media 3 hours
MEDC 3800 Studies in Cultural Diversity 3 hours
NURS 4370 Cultural Care Nursing 3 hours
POLC 2070 Politics of Race and Ethnicity 3 hours
PSYC 3650 Prejudice and Discrimination 3 hours
RELG 2420 Religion and Culture 3 hours
SOCI 4475 Class, Status, and Power 3 hours

Two courses from Category Two: Analysis of Particular Subcultures
ANTH 2500 People and Cultures (with appropriate subtitle) 3 hours
ANTH 4330 Gender and Sex 3 hours
EDUC 2900 The Exceptional Individual 3 hours
HIST 2320 African American History 3 hours
HIST 3060 History Roundtable: The Life and Legacy of Malcolm X 3 hours
MATH 4320 Mathematics Methods for Disabled Learners 3 hours
MUSC 3170 Jazz History I 3 hours
MUSC 3180 Jazz History II 3 hours
PHIL 3370 Philosophy and Women 3 hours
RELG 2500 Gender, Culture, and Religion 3 hours
WOMN 1010 Studying Women Across the Disciplines 3 hours

These lists 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.
Self-Designed Interdisciplinary Major (SIM)

BA, College of Arts and Sciences

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. A SIM proposal must be reviewed and approved by the General Studies Committee. The SIM student receives their BA from the College of Arts & Sciences.

Self-designed interdisciplinary majors include:

- 36 to 64 hours of coursework with a minimum of 12 credits completed at the 3000 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.

Students must meet all Webster University graduation requirements, including 27 credit hours of general education 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 S.I.M.

Interested students must submit a SIM proposal by the beginning of their senior year. For forms and more information, contact the Coordinator of Experiential Learning, 314-246-8054.

Women's Studies Minor and Certificate

“Man” is commonly used as a generic term considered to be representative of all of humankind. This linguistic choice reflects our tendency to view men as central actors, thereby ignoring half of the world population. Women's Studies redresses this tendency. Feminist analysis focuses attention on the importance of gender, and thus provides a lens through which to examine a wide range of topics and academic disciplines. It raises crucial questions about what is studied and how research is conducted and how the data that have been collected are analyzed and used. Students may elect either a minor or a certificate in Women’s Studies.

Requirements

18 credit hours taken at Webster University and designated as part of Women's Studies. Although the courses WOMN 1010 Studying Women Across the Disciplines, WOMN 2010 Feminist and Gender Theory, and WOMN 4650 Seminar in Women's Studies are strongly recommended, they are not requirements for the minor in Women's Studies. Of these 18 credit hours, 9 credit hours must be at the 3000 level or above.

Women's Studies Courses

(See Course Description Section for full descriptions)

- WOMN 1010 Studying Women Across the Disciplines (3)
- WOMN 2000 Topics in Women's Studies (3)
- WOMN 2010 Feminist and Gender Theory (3)
- WOMN 3000 Topics in Women's Studies (3)
- WOMN 4650 Seminar in Women's Studies (3)

These courses are also Women’s Studies classes:

ANTH/PSYC/SOCI 2000 Issues in Contemporary Anthropology/Psychology/Sociology: 3 hours
- Gender and Globalization
- Men and Masculinities
- Sexual Identity: LBG Issues
- Understanding Gender Differences in Film
- Women in the U.S. Economy

ANTH/PSYC/SOCI 3000 Topics in Anthropology/Psychology/Sociology: 3 hours
- Cultural Constructions of Masculinities
- Violence Against Women

ANTH 3730 Kinship and Family 3 hours

ANTH 4330 Gender and Sex 3 hours

ENGL 3140 Women Create Women in Literature 3 hours

ENGL 3150 Men Create Women in Literature 3 hours

HIST 2060 Gender and Family 3 hours

HLSC 3200 Issues in Women’s Health 3 hours

LEGL 2080 Topics in Law: International Human Rights Law 3 hours

MEDC 3800 Studies in Cultural Diversity 3 hours

WRIT 4000 Topics in Professional Writing: Women in Film 1940-present 3 hours

MNGT 3470 Women in Management 3 hours

MUSC 1070 Topics in Music: Women and Song 3 hours

NURS 3500 Issues in Women’s Health 3 hours

NURS 3600 Topics In Nursing: The Practice of Mothering 3 hours

PHIL 3370 Philosophy and Women 3 hours

POLT 2060 Politics and Gender 3 hours

PSYC 2700 Psychology and Women 3 hours

RELG 2500 Gender, Culture, and Religion 3 hours

Women Create Women in Literature 3 hours

Antithetical Organization during the last 30 credit hours of study at Webster. This women’s studies and/or a participant action research project within a feminist organization during the last 30 credit hours of study at Webster. This

Women's Studies Certificate

The certificate in women's studies provides students from diverse academic backgrounds the opportunity to identify women's studies as a particular area of interest and to integrate their academic knowledge with first-hand research and/or activities related to issues of gender. Classes taken as part of a student's undergraduate major or minor may be used toward the certificate.

Certificate Requirements

Completion of the certificate requires 18 credit hours including the following:

- Two required courses designed for the certificate:
  - WOMN 1010 Studying Women Across the Disciplines 3 hours
  - WOMN 3000 Topics in Women's Studies 3 hours
  - OR
  - WOMN 4650 Seminar in Women's Studies 3 hours

- Completion of an independent library research project in the field of women's studies and/or a participant action research project within a feminist organization during the last 30 credit hours of study at Webster. This
Interdisciplinary Programs

requirement can be fulfilled through WOMN 4650 Seminar in Women's Studies or through a research class where the instructor agrees to work with the student in a project approved by the Women's Studies Advisory Committee.

At least three courses from at least two of the following groups. Each group represents important domains of study connected to women's experience.

**GROUP 1:**
- ANTH 4330 Gender and Sex 3 hours
- PSYC 2700 Psychology and Women 3 hours
- ANTH 3730 Kinship and Family 3 hours

**GROUP 2:**
- HIST 2060 Gender and Family 3 hours
- POLT 2060 Politics and Gender 3 hours
- HLSC 3200 or NURS 3500 Issues in Women's Health 3 hours
- MNGT 3470 Women in Management 3 hours

**GROUP 3:**
- RELG 2500 Gender, Culture, and Religion 3 hours
- PHIL 3370 Philosophy and Women 3 hours
- ENGL 3140 Women Create Women 3 hours
- ENGL 3150 Men Create Women in Literature 3 hours

One additional elective chosen from those courses designated as part of the women's studies minor (see minor above).

**Women's Studies Advisory Committee:**
Danielle MacCartney, Chair, Behavioral and Social Sciences
Diane Cooper, Education
Anne Geraghty-Rathert, Legal Studies
Susan Heady, Nursing
Heather Mitchell, Behavior and Social Sciences
Amanda Rosen, History, Politics & International Relations
Xiayuan Suo, Math & Computer Science
Beckah Reed, Theatre and Dance
Noriko Yuasa, Art

**Other Members:**
Maxine Bauermeister, Education
Jenny Broeder, Nursing
Linda H. Collins, History, Politics, and International Relations
Don Conway-Long, Behavioral and Social Sciences
Darlaire Gardetto, Behavioral and Social Sciences
Laurel Hayes, Religious Studies
Jong Bum Kwon, Behavioral & Social Sciences
Renata MacDougals, Religious Studies
Anne McIlhaney, English
Andrea Miller, Human Rights
Monica Moore, Behavioral and Social Sciences
Kate Parsons, Philosophy
Britt-Marie Schiller, Philosophy
Meg Sempreora, English
Quinn Shao, Math & Computer Science
Annie Stevens, Religious Studies
Emily Thompson, International Languages & Cultures
Gerry Tierney, Behavioral and Social Sciences
Karen Trinkle, Music
Gwyneth Williams, History, Politics, and International Relations
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 are offered in pre-architecture, pre-chiropractic, pre-dentistry, pre-medicine, pre-veterinary, pre-engineering, pre-law, and pre-occupational therapy.

Pre-Architecture
Webster University offers a Three-Four cooperative program with the School of Architecture at Washington University. This dual degree program (B.A. plus master of architecture) allows students to pursue undergraduate education at a liberal arts institution and gain an early start on their graduate professional education in architecture. By taking advantage of the overlap between the two components of the program, students are able to reduce their time commitment by a semester or more. Students complete three years (96 credit hours) at Webster University in a major of their choice. During the senior year, students begin studies at Washington University in architectural studies. On successful completion of the required 32 credit hours, students transfer their work from the professional school back to Webster University to complete their baccalaureate degree. On acceptance, the remaining semesters are spent at the graduate level in the School of Architecture.

The following courses are taken at Webster University as requisites for the pre-architecture program:

- MATH 1610 Calculus I: 5 hours
- PHYS 2030 University Physics I and Lab: 5 hours
- GNST 1400 Civilization and the Arts, and/or HIST 1100 World Civilizations before 1500, and/or ARHS 2320 Introduction to Asian Art: 6 hours
- ART 1210, 1220 Design: 2-D and 3-D: 6 hours

Two of the following:
- ART 2250 Design: Color, or
- ART 2270 Introduction to Graphic Design, or
- ART 2280 Graphic Design Applications: 6 hours

Total required hours: 28 hours

Pre-Athletic Training Education Program
Webster University offers a cooperative 3-2 program with Saint Louis University for a program in athletic training. This dual degree program enables the students to complete a Bachelor of Science degree with Webster University and a B.A. in athletic training with Saint Louis University within a five year period. Students complete three years at Webster University and two years at Saint Louis University. Students must maintain a 3.25 cumulative grade point average on all college course work; complete all prerequisite courses by the end of the spring semester prior to enrollment at SLU, and satisfy Athletic Training Education Program admission requirements.

Pre-Chiropractic
Webster University offers a cooperative program with Logan College of Chiropractic. Students who complete the following course of study at Webster University may expect to receive preferred admission status to Logan College of Chiropractic. Students who are admitted to Logan may earn their doctor of chiropractic after three years and four months of continuous (year-round) enrollment. In addition to the following 68-credit-hour requirement, students must earn a cumulative grade point average of at least 2.25, with no grade below C in required science courses. Grades below C will not transfer.

Pre-Professional Programs

Requirements

Science
- BIOL 1550, 1560 Essentials of Biology I, II (including lab), or BIOL 3010, 3020 Anatomy and Physiology I, II (including lab): 8 hours
- CHEM 1100, 1110 General Chemistry I, II (including lab): 8 hours
- PHYS 2030, 2100 Organic Chemistry I, II (including lab): 8 hours
- PSYC 1100 Introduction to Psychology: 3 hours

English or communications
- 6 hours
  (Courses may be chosen from composition, literature, speech, mass communications, media writing, or foreign languages.)

Humanities/social sciences
- 15 hours
  (Courses may be chosen from the behavioral and social sciences, history, political science, international relations, philosophy, religious studies, or general studies.)

Residency electives
- 12 hours

Total required hours
- 68 hours

Pre-Dentistry, Pre-Medicine, Pre-Veterinary
Webster University offers a number of pre-professional programs designed to meet the needs of the pre-dental, pre-medical, and pre-veterinary student. Most dental and medical schools accept a B.A. or B.S. 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 and applied sciences with the University of Missouri-Columbia and a dual degree program in engineering with Washington University. These programs lead to a B.A. or B.S. in one of Webster's departments and a B.S. in engineering and applied science from the University of Missouri-Columbia or a B.S. in engineering from Washington University. Students in either program combine a high-quality professional engineering education with a strong background in the humanities, mathematics, and the natural and social sciences. Programs at Columbia include chemical engineering, civil engineering, computer science, electrical engineering, engineering and public policy, mechanical engineering, systems science, and mathematics. The professional degrees offered in each area are accredited by the Accreditation Board for Engineering and Technology, Inc. (ABET).

Admission Requirements
Candidates for the dual degree program must be degree-seeking students at Webster University. They must maintain a cumulative grade point average of 3.25 or above, both overall and in science and mathematics courses; complete all courses described as “Continuance Requirements” prior to entering the University of Missouri-Columbia or Washington University; and be recommended by the academic dean.

Continuance Requirements

University of Missouri-Columbia Program
To complete the B.S. degree in engineering at the University of Missouri-Columbia within a two-year period, students must have completed at least 90 credit hours, including all coursework for their major and minor while at Webster University. Grades below C do not transfer. Within the 90 credit hours, the following courses must be included:

Center for Interdisciplinary Studies

Webster University 2011–2012 151
Pre-Professional Programs

Composition: one semester of intensive writing
WRIT 1010 Composition 3 hours

Mathematics: calculus sequence, plus differential equations
MATH 1610, 1620, 3000 Calculus I-III 15 hours
MATH 3040 Differential Equations 3 hours

Physics: one-year sequence, calculus-based, including lab
PHYS 2030, 2040 University Physics I, II 10 hours

Chemistry: one-year sequence including laboratory chemistry
CHEM 1100, 1110 General Chemistry I, II 8 hours

Computer: one course in computer programming
COSC 1550 Computer Programming I 3 hours

Liberal arts: 16 credit hours in humanities and social sciences, of which three courses shall be in one major, including one upper-level course

Continuance Requirements
Washington University Program
To complete the B.S. degree in engineering and applied science within a two-year period, students must have completed the following courses while at Webster University:
Total coursework: at least 60 credit hours of transferable college credit (Courses with grades below C do not transfer.)
Mathematics: calculus sequence, plus differential equations
MATH 1610, 1620, 3000 Calculus I-III 15 hours
MATH 3040 Differential Equations 3 hours
Physics: one-year sequence, calculus-based, including lab
PHYS 2030, 2040 University Physics I, II 10 hours
Chemistry: one-semester including lab
CHEM 1100 General Chemistry I 4 hours
For Chemical Engineering majors only:
Second semester of general chemistry,
One-year sequence in organic chemistry, including lab
CHEM 2100, 2110 Organic Chemistry I, II 8 hours
Computer programming: one course
COSC 1550 or equivalent 3 hours
For Computer Science and Computer Engineering
Second computer programming course 3 hours

English composition: one course, acceptable examination score, or college certification of proficiency

Humanities and social sciences: At least 18 credit hours in approved areas. This sequence must include six semester hours in Humanities and six semester hours in Social Sciences, with at least three credits at the 3000- or 4000-level course.

For Biomedical Engineering: One-year biology sequence and second semester of general chemistry with lab.

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. While many pre-law students traditionally major in history or political science, 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. This dual degree program enables students to complete a Biology (BA), Biology (BS), or a Psychology (BA) from Webster University and a Master of Science in Occupational Therapy (MSOT) from Washington University within a five-year period. To take advantage of this program, students need to:
- Complete three years (98 credit hours) at Webster University and two years at Washington University.
- Complete the Webster University general education program and the requirements for their undergraduate major at Webster (Biology BA, Biology BS, or Psychology BA).
- Apply to the Washington University School of Medicine Occupational Therapy Program (http://www.ot.wustl.edu);
  - Complete (grade of B- or better) a set of prerequisite courses prior to admission to the occupational therapy program (See below).
  - Complete at least 30 hours of observation, work or volunteering with a population similar to those served by occupational therapists.
  - File an application through the OTCAS (centralized application system)
  - Send your official GRE scores (completed within the last five years)
  - 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).

The MSOT prerequisite courses include:
BIOL 1550/1551 Essentials of Biology I (w/lab) 5 hours
BIOL 3010/3011 Anatomy and Physiology I 4 hours
BIOL 3020/3021 Anatomy and Physiology II 4 hours
CHEM 1100/1101 General Chemistry I 4 hours
E elective, BIOL 2120 or above 3 hours
PSYC 1100 Introduction to Psychology 3 hours
PSYC 2300 Lifespan Development 3 hours
PSYC 2750 Introduction to Measurement and Statistics 3 hours
PSYC 3125 Abnormal Psychology 3 hours
Social science elective ( ANTH, ECON, POLT, PSYC, SOCI) 3 hours

Total Required Hours: 35 hours
Study Abroad at the International Campuses

Webster University undergraduates may choose to spend a term or more studying abroad at one of the international campuses, normally without interrupting their progress toward an undergraduate degree at Webster. Students interested in more than one international study experience are encouraged to study for two or more terms at a combination of the international campuses.

All Webster University students enrolled at a United States campus must contact the Office of Study Abroad for study abroad admission information. 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 University students who wish to study abroad at another institution or participate in a credit-bearing program not associated with Webster are also required to obtain approval from 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:

- initiated Webster University enrollment at a campus in the United States.
- earned at least 15 credit hours at Webster University in the United States.
- 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.
- good academic standing.
- good financial standing being current in all accounts with the Business Office.
- compliant with Webster University’s student conduct policy.
- proficient in English; if an English as a Second Language student, be officially released from ESL at the time of international travel and completed at least one semester after release.

Through the Webster University International Study Program, students currently attending other colleges and universities in the United States may complete up to five terms of study (full academic year) at Webster’s international campuses. On completion of their international study experience, these students transfer credits earned at Webster back to their parent 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 section titled The International Campuses for additional information on the international campuses and the academic programs that are offered at each location.

Students who wish to study at one of Webster’s international campuses should contact the Office of Study Abroad, Loretto Hall #165, 470 East Lockwood Ave., St. Louis, Missouri 63119-3194 U.S.A. Phone: 314-968-6988 or 1-800-984-6857; Fax: 314-963-6019; e-mail: worldview@webster.edu.

Study Abroad Advising, Registration, and Tuition

Degree-seeking undergraduates at Webster University in the United States who wish to study abroad must meet with their study abroad advisor and with their academic advisor to register for international campus coursework through the St. Louis campus. Students from other colleges and universities who wish to participate in Webster’s International Study Program should contact the Study Abroad Coordinator at Webster University’s Office of Study Abroad.

Degree-seeking undergraduates at Webster University in the United States who meet the approval criteria for study abroad will pay St. Louis campus tuition rates while studying at Webster’s international campuses: per credit tuition during the summer term and flat-fee tuition if attending fall and/or spring term(s). This special tuition option is limited to study abroad for a maximum of five eight-week terms (full academic year).

Students who plan to study at Webster’s international campuses for more than five eight-week terms must notify the director of Webster University’s Office 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 information 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 is available from the director for Webster University’s Office of Study Abroad.

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 including a handbook and a guide, pre-departure and on-site orientation, 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

Student needing to withdraw from an international program are encouraged to contact the Office of Study Abroad as soon as possible about program withdrawal and pertinent policies.

Early Withdrawal

If a student is thinking about leaving a program, the Office of Study Abroad would like to help him/her weigh options and make sure that the student understands the academic and financial implications. The date of a decision to withdraw is determined by e-mail, fax, or written notification from the student to the Office of Study Abroad, or a representative responsible for the student is unable to communicate on his/her own behalf.

Refund Schedule for Webster University Study Abroad Students

The study abroad deposit for Webster-administered programs is nonrefundable. With notification of withdrawal prior to the start date of the program, tuition and related fees for all Webster-administered programs will be refunded 100%, minus the deposit. Refunds after the start date of the program will be based on the policy specific to such matter. Air travel, insurance, and visa application expenses are usually not covered by program refund policies. We suggest students work with their travel agent for purchase of airline tickets and any traveler’s insurance.

Late Withdrawal

Withdrawal more than a very few weeks after the start of the Webster University semester will likely be too late for a student to return to the United States and register for the semester, although the Office of Study Abroad will do everything possible to support communication with his or her college and faculty advisor.
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 a student's family.

ROTC
Webster University offers academic credit for Reserve Officer Training Corps (ROTC) programs through the military science programs at 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 towards completion of a graduate degree. Regular tuition rates apply toward ROTC coursework. Students process ROTC course registrations with the Office of Academic Affairs.

For information on ROTC programs, interested students should contact the respective ROTC program:
- Army: 314-935-5537 or http://www.rotc.wustl.edu
- Air Force: 314-977-8227 or http://www.sl.edu/organizations/afrotc

Academic Resource Center (ARC)
Webster University makes a wide variety of academic resources available to its students at no extra cost. The Academic Resource Center, located in Loretto Hall, houses many of the extracurricular programs, personnel, and materials that students need to meet their educational goals successfully. The Writing Center provides trained coaches willing to discuss ideas and to provide feedback on student papers and other written assignments.

The Peer Tutoring Program offers students an opportunity for one-on-one instruction by trained peers whom faculty have selected for their ability to communicate ideas to others as well as for their expertise in the field.

The Testing Center gives students a place to make up missed course exams, take Webster placement tests, test for college credit through the CLEP or DSST programs, and receive test-related disability accommodations. Academic and instructional counseling services are also available through the Academic Resource Center, along with a variety of assistive technologies and study aids.

Services for Students with Disabilities
Webster University considers admission, financial aid, program, and activity applications without regard to nondisqualifying disability. The director of the Academic Resource Center acts as Webster's ADA Coordinator, helping students with documented physical, emotional, or learning disabilities obtain the accommodations they need to have equal access to information and equal opportunity for program success.

While Webster University does not provide diagnostic learning disability testing, faculty who suspect a student may have a learning disability may refer that student to the director of the Academic Resource Center for screening. Students who are concerned that they may have a learning disability may also make arrangements to be screened. Students with short-term disabilities (e.g., a broken leg) can also arrange temporary accommodations by contacting the director of the Academic Resource Center. Other students may gain information about their learning styles and suggestions for improving their classroom and test performance.

The 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. WebsterLEADS will assist students in developing such skills as communication, critical thinking, decision making, group process, and sensitivity to diverse perspectives.

WebsterLEADS provides a self-paced, co-curricular leadership experience with multiple components. Students complete certificate requirements at their own pace with the guidance of leadership advisors and veteran WebsterLEADS participants.

The certificate is awarded to students who complete all five following program areas: a 3-credit leadership course, a 1-credit ethics in leadership course, 1 leadership retreat, 4 workshops, a service learning project, and a practical leadership experience.

In addition, certificate seekers must also complete an additional two experiences. These additional two experiences could be a combination of participation in a second leadership retreat, completing additional service learning projects, participating in another practical leadership experience, attending another series of four workshops, or attending off-campus leadership conferences.

Program Components
ETHC 1000 Ethics and Leadership on Campus (1)
Taught by Ted Hoef and John Buck or Niki Femmer and Jennifer Violet
The Ethics and Leadership class is traditionally offered during the Fall II and Spring II terms, and is an 8-week course offered for one credit.

This course in applied ethics is designed to explore the moral issues and dilemmas relevant to student leadership on campus. Elements of the course will stimulate critical analysis and reflections upon the norms that influence student life and the roles of student leaders.

We will examine ethics issues related to leadership through case studies about leaders in a variety of contexts and cultures. The class will increase student awareness of ethical issues and develop critical thinking skills that can improve a leader's functioning on campus, and post-graduation, as a leader in organizations and the community.

INDZ 2750 Student Leadership (3)
Taught by John Buck
The leadership class is traditionally offered during the spring and fall semesters, and is a 16-week course offered for three credits. Students are required to complete reflection papers, interview a leader, participate in a community service experience, generate a personal mission statement, and work on a group leadership project.

Student Leadership, the Challenge of Leading. This course will provide students with a theoretical and conceptual foundation for personal leadership development. The course is designed to be interactive and thought-provoking, while encouraging knowledge and skill development on such topics as: personal self-assessment, interpersonal communication, teamwork and collaboration, leadership in a diverse community, organizational dynamics, ethical decision-making, goal-setting, and motivation. The course may be taken as part of the Student Leadership Certificate Program or separately.

Leadership Retreats
Two leadership retreats are offered during the academic year for students. The Advanced Leaders Retreat is offered for students who are experienced in leadership on the Webster campus through student organizations, employment experiences, and/or participation in leadership workshops. The Emerging Leaders Retreat is offered for students new to leadership at Webster. No more than two retreats can be
Special Study Opportunities

Leadership Workshops
A series of workshops sponsored by Career Services are offered throughout the academic year for students. Student employees, student organization leaders, certificate participants, and any other interested students are invited to attend these series. A student may not count training attendance for workshop credit if that training experience is through their Practical Leadership Experience requirement. Certificate participants must attend at least four workshops to complete this particular requirement.

Service Learning Project
The community service component of the certificate requires students to complete 40 hours of on-going off-campus service. Authorization is needed from the WebsterLEADS office prior to a student beginning a service project. Students write a reflection paper upon completion of their service project. With successful completion of the experience, forms, and reflection paper, students receive credit towards the certificate.

Practical Leadership Experience
Students are required to complete a semester-long practical experience in a position of leadership, preferably but not necessarily, on the Webster campus. Examples include Resident Assistant, Orientation Leader, Student Organization Officer, Student Government Association senator, Career Specialist, and Student Building Manager. Students are asked to attend a leadership retreat or enroll in the leadership class before completing the practical experience component. After a semester of this practical experience, students must complete a reflection paper about their experience to receive credit towards the leadership certificate.

Special Note:
Achieving the Leadership Certificate requires completion of a process we call the "5+2 System", in which scholars complete five core areas above and repeat any two of them.

For more information, contact the WebsterLEADS desk in West Hall at 314-246-LEAD (5323).

Combined Degrees Program
In cooperation with the graduate school, the undergraduate schools/colleges offer the combined, accelerated bachelor of arts/master of arts (B.A./M.A.), bachelor of business administration/master of arts (B.B.A., M.A.), bachelor of science/master of arts (B.S./M.A.), the bachelor of music/master of music (B.M./M.M.), and the bachelor of science in nursing/master of science in nursing (B.S.N./M.S.N.) programs to those undergraduates with outstanding academic records. The combined degrees program is offered only at the St. Louis area locations with one exception.

Students pursuing a sequential degree in computer science (B.S.) in St. Louis and in Orlando may apply for admission to a sequential combined B.S./M.S. degree program in computer science. Students who have accumulated between 64 and 98 credit hours and have maintained a 3.3 GPA in previous college work are eligible to apply for the program. For more information, see the Combined Degrees section of this catalog.

Speech and Debate Program
Webster University offers all students the opportunity to enhance their speaking, thinking, and reasoning abilities through participation in debate. Any student can be part of the forensic program, regardless of previous experience. Students may enroll in SPCM 2000—Practicum in 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 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. Interested individuals can contact Director of Forensics, Scott Jensen, at jensensc@webster.edu.
Special Study Opportunities

Dutch-Accredited Degrees

Dutch-accredited International Business and Management Studies Degree (IBMS)
(Leiden Campus Only)

Program Description:
This program provides an opportunity for students to concurrently obtain a Dutch University of Applied Sciences degree and an American bachelor degree from Webster University. The program follows the Webster University undergraduate requirements for the management and business curricula with special additional requirements added for Dutch Accreditation purposes.

The Dutch accredited International Business and Management Studies (IBMS) degree program is only offered at the Leiden campus and leads to the Dutch HBO Bachelor in International Business and Management Studies, with a study specialization (afstudeerrichting) in either International Business, or Marketing Management, or General Management, or Business Administration.

Enrollment in the Dutch IBMS program is only possible in conjunction with Webster University's Bachelor of Science in Business Administration, Bachelor of Arts in Management without Emphasis, Bachelor of Arts in Management with Emphasis in International Business, or Bachelor of Arts in Management with Emphasis in Marketing programs.

Program Acceptance
Any student already accepted to Webster University and in academic and financial good standing can enter the Dutch accredited IBMS degree program. The student must declare this degree program through the Leiden campus.

Program Dutch Authority Registration:
1st year applicants/students who wish to apply for Dutch Financial Aid are required to register with the Dutch Central Register for Higher Education (DUO-IB Groep). Details from the Leiden campus.

Program Residency Requirements:
Students in this Dutch-accredited IBMS degree program have a residency requirement of 30 Webster credits at the Webster Leiden campus. Fifteen of these credits must be from the last 18 credits completed prior to graduation (including the capstone course and portfolio requirements).

Program Academic Policies:
1. Students must follow all Webster University Academic Policies and Information contained in the IBMS handbook (available from the Leiden campus website).
2. No more than one course (3 credit hours) completed with a grade of D may count toward fulfilling the specific requirements of the degree program.
3. At least one course of 3 credit hours must be completed, with a grade of C- or higher, in each of the nine General Education categories.
4. Probation and Dismissal for this Dutch IBMS degree program have been modified in the following manner:
   • A student who does not earn a minimum of 15 credits in their first year will be dismissed from this degree program.
   • A student may be placed on academic probation only after completing the 3rd term of study at Webster University.
   • A student on academic probation may be dismissed only after completing the 5th term of study at Webster University.

Special Program Academic Requirements and Information:
Students declaring the Dutch accredited IBMS degree program as their major are required to do a 6 credit internship (MNGT 4950 or BUSN 4950), which may also be completed at other Webster campuses. Furthermore, the IBMS program requires students to complete a portfolio which is built around a sequence of three 2-credit courses and concluded with a portfolio review and presentation. The portfolio functions as an overview of the major and is presented before a panel of peers and faculty, including the Head of Department. The portfolio serves multiple objectives: it asks the student to reflect on his/her choice of courses (electives, general education courses, possible minors), it connects the student's research and academic development with his/her professional development, and embeds the notion of the liberal arts firmly into the program. The student's career orientation is further enhanced by attending a "capita selecta" of career and special events, guest lectures, and library readings organized in Leiden. The student is asked to submit a c.v., include three of his/her best papers from different years plus the final paper of the capstone course, and include the internship report. The portfolio also allows for personal integrated career path coaching.

IBMS Degree Programs:
For the Bachelor in International Business and Management Studies, Specialization International Business:
Students need to take, in addition to Webster University's General Education and Management with Emphasis in International Business requirements:
BUSN 2100 Business Communications
BUSN 2750 Introduction to Measurement and Statistics
BUSN 3700 Introduction to Entrepreneurship and Small Business Management
BUSN 4300 Business Ethics
ILC 1091 Workshop
INTL 2030 International Law
MATH 1430 College Algebra
MNGT 2340 History of US Business and Management (or HIST 2550 History of Consumer Society)
MNGT 3100 Issues: Project Management
MNGT 3440 Stress Management
MNGT 3450 Principles of Organizational Behavior
MNGT 4570 Marketing Research
MNGT 4950 Internship (6 credits)
Portfolio requirement

Required General Education Courses:
FRSH Great Thinkers Seminar
PHIL 1010 Critical Thinking
SPCM 1040 Public Speaking
WRIT 2000 Advanced Composition

For the Bachelor in International Business and Management Studies, Specialization Marketing Management:
Students need to take, in addition to Webster University's General Education and Management with Emphasis in Marketing requirements:
ADVT 1940 Introduction to Marketing Communications
BUSN 2100 Business Communications
BUSN 2750 Introduction to Measurement and Statistics
BUSN 3700 Introduction to Entrepreneurship and Small Business Management
BUSN 4300 Business Ethics
BUSN 4650 International Business
Special Study Opportunities

Dutch-Accredited Degrees

Portfolio requirement
Required General Education Courses:
FRSH 1200 Freshman Seminar
PHIL 1010 Critical Thinking
SPCM 1040 Public Speaking
WRIT 2000 Advanced Composition

Dutch-accredited Applied Behavioral and Social Sciences (ABSS)
(Leiden Campus Only)

Program Description:
This program provides an opportunity for students to concurrently obtain a Dutch University of Applied Sciences degree and an American bachelor degree from Webster University. The program follows the Webster University undergraduate requirements for the psychology or sociology curricula with special additional requirements added for Dutch Accreditation purposes.

The Dutch accredited Applied Behavioral and Social Sciences (ABSS) degree program is only offered at the Leiden campus and leads to the Dutch HBO Bachelor in Applied Behavioral and Social Sciences, with a study specialization ("afstudeerrichting") in either psychology or sociology.

Enrollment in the Dutch ABSS program is only possible in conjunction with Webster University's Bachelor of Arts in Psychology or Bachelor of Arts in Sociology programs.

Program Acceptance
Any student already accepted to Webster University and in academic and financial good standing can enter the Dutch accredited ABSS degree program. The student must declare this degree program through the Leiden campus.

Program Dutch Authority Registration
1st year applicants/students who wish to apply for Dutch Financial Aid are required to register with the Dutch Central Register for Higher Education (DUO-IB Groep). Details from the Leiden campus.

Program Residency Requirements
Students in this Dutch-accredited ABSS degree program have a residency requirement of 30 Webster University credits at the Webster Leiden campus. Fifteen of these credits must be from the last 18 credits completed prior to graduation (including the capstone course and portfolio requirements).

Program Academic Policies
Students must follow all Webster University Academic Policies and Information contained in the ABSS handbook (available from the Leiden campus website).

No more than one course (3 credit hours) completed with a grade of D may count toward fulfilling the specific requirements of the degree program.

At least one course of 3 credit hours must be completed, with a grade of C- or higher, in each of the nine General Education categories.

Probation and Dismissal for this Dutch ABSS degree program have been modified in the following manner:
A student who does not earn a minimum of 15 credits in their first year will be dismissed from this degree program.
A student may be placed on academic probation only after completing the 3rd term of study at Webster University.
A student on academic probation may be dismissed only after completing the 5th term of study at Webster University.
Special Study Opportunities

Special Program Academic Requirements and Information

Students declaring the Dutch accredited ABSS degree program as their major are required to do a 6 credit internship (PSYC 2900 or SOCI 2900), which may also be completed at other Webster campuses. Furthermore, the ABSS program requires students to complete a portfolio which is built around a sequence of three 2-credit courses and concluded with a portfolio review and presentation. The portfolio functions as an overview of the major and is presented before a panel of peers and faculty, including the Head of Department. The portfolio serves multiple objectives: it asks the student to reflect on his/her choice of courses (electives, general education courses, possible minors), it connects the student’s research and academic development with his/her professional development, and embeds the notion of the liberal arts firmly into the program. The student's career orientation is further enhanced by attending a “capita selecta” of career and special events, guest lectures, and library readings organized in Leiden. The student is asked to submit a c.v., include three of his/her best papers from different years plus the final paper of the capstone course, and include the internship report. The portfolio also allows for personal integrated career path coaching.

ABSS Degree Programs

For the Bachelor in Applied Behavioral and Social Studies, Specialization Psychology:

Students need to take, in addition to Webster University’s General Education and Psychology requirements:

- MEDC 1010 Introduction to Mass Communication
- COAP 1020 Introduction to Computer Applications
- SOCI 1100 Introduction to Sociology
- ANTH 1070 Introduction to Cultural Anthropology
- SOCI 2000 Issues in Contemporary Society
- MATH 1580 Formal Logic
- MNGT 2100 Management Theory and Practice
- MNGT 3100 Project Management
- PSYC 3000 Stress Management
- PSYC 4375, PSYC 4750, and PSYC 4825 are also required courses in the ABSS Psychology.

Required General Education Courses:

FRSH 1200 Freshman Seminar
PHIL 1010 Critical Thinking
SPCM 1040 Public Speaking
WRIT 2000 Advanced Composition

For the Bachelor in Applied Behavioral and Social Studies, Specialization Sociology:

Students need to take, in addition to Webster University’s General Education and Sociology requirements:

- MEDC 1010 Introduction to Mass Communication
- COAP 1020 Introduction to Computer Applications
- MATH 1580 Formal Logic
- MNGT 2100 Management Theory and Practice
- MNGT 3100 Project Management
- PSYC 1100 Introduction to Psychology
- ANTH 1070, SOCI 2000, SOCI 4750 and SOCI 4825 are also required courses in the ABSS Sociology.

Required General Education Courses:

FRSH 1200 Freshman Seminar
PHIL 1010 Critical Thinking
SPCM 1040 Public Speaking
WRIT 2000 Advanced Composition
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 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 Webster’s European campuses. Students seeking the BSN/MSN combination may complete this program in either St. Louis OR Kansas City. Also, students pursuing a sequential combined degree in computer science (BS) in St. Louis may apply for a sequential combined BS/MS degree program in computer science.

Acceptance and Advancement to Candidacy
The letter of acceptance to the combined degrees program serves as the letter of acceptance required for the master’s degree program. 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.

Academic Performance
The degree-seeking student must maintain an A OR B grade average to remain in the combined degrees program. Students must maintain a current GPA of at least 3.0.

An undergraduate student who receives 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. A graduate student who receives one grade of C OR one grade of F will be dismissed from the combined degrees program.

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

Continuous Enrollment
Students in the accelerated 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.

Because of the special accelerated nature of this program, no coursework will be permitted to be transferred into the graduate component of the program. Transfer courses may be used only to meet undergraduate requisite course requirements, and then only if taken before acceptance into the program.

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 acceptance/advancement to candidacy, academic performance, 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 the acceptance/advancement to candidacy, academic performance, and continuous enrollment requirements detailed in this section.

BA/MA OR BS/MA Combinations
Admission
Students seeking combined degrees must submit an application for the combined program along with a signed letter of agreement.

General Requirements
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.

- MA in Advertising and Marketing Communications
- MA in Gerontology
- MA in Human Resources Development
- MA in International Relations
- MA in Legal Studies
- MA in Management and Leadership
- MA in Marketing
- MA in Media Communications
- MA in Music
- MA in Public Relations

Graduate course descriptions are included in the MA and MBA Majors/Emphasis and Course Descriptions section of the current Graduate Studies Catalog. For undergraduate course descriptions, please refer to the appropriate sections of the Undergraduate Studies Catalog.

MA in Advertising and Marketing Communications
Undergraduate Requisite Courses
MEDC 1010 Introduction to Mass Communications
EPMD 1000 Introduction to Media Production
OR EPMD 1010 Introduction to Media Production for Journalism
MEDC 1050 Introduction to Media Writing
ADVT 2910 Writing for Advertising
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
MEDC 4100 The Law and the Media
ADVT 4040 Advertising Production (Print, Television, Radio OR Internet)
MEDC 5000 Media Communications (Requisite Course)
MKRT 5940 Promotional Management

Graduate Courses
ADVT 5321 Advertising Decision-Making
Two Courses from the ADVT 5301-ADVT 5305 Marketing Communications sequence
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.
Other Programs

Combined Degrees

MA in Gerontology

Undergraduate Requisite Courses
- MULC 2010 Introduction to Diversity and Identity in the U.S.
- MNGT 2100 Management Theory and Practices
- PHIL 2340 Ethics, Health Care, and Technology
  OR RELG 2450 Death and Dying
- PSYC 2300 Lifespan Development

Transition Courses
- PSYC 3575 Industrial/Organizational Psychology
  OR MNGT 3400 Human Resource Management
- PSYC 4250 Introduction to Counseling, MNGT 3500 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.

MA in Human Resources Development

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.

MA in International Relations *

Undergraduate Requisite Courses
- POLT 1050 Introduction to International Politics
- POLT 1080 Introduction to Comparative Politics
  OR POLT 2250 Politics in the Industrialized World
  OR POLT 2550 The Politics of Development
- INTL 1500 The World System Since 1500
- HIST 3100 Diplomatic History
  OR HIST 3150 International Affairs

Graduate Courses
- Two courses from the Comparative Politics cluster
- Three additional courses from International Politics cluster
- INTL 6000 International Relations: Theory and Practice

Elective Courses
The combined degree in international relations requires two graduate international relations elective courses in addition to the courses listed
OR pre-approved courses (non-INTL) related to international relations.

* This program is not recommended for evening students.

MA in Legal Studies

Undergraduate Requisite Courses
- LEGL 2080 Topics in Law
  OR LEGL 4800 Advanced Topics in Law
- MNGT 2100 Management Theory and Practices
  OR POLT 2400 Introduction to Law
- LEGL 4490 Advanced Paralegal Procedures
- LEGL 4810 Torts

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.

MA in Management and Leadership

Undergraduate Requisite Courses
- ECON 2030 Principles of Macroeconomics
- ACCT 2010 Financial Accounting
- MNGT 2100 Management Theory and Practices
- MNGT 3400 Human Resource Management
- MNGT 3500 Marketing

Undergraduate Program
Combined Degrees

Other Programs

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.

MA in Marketing
Undergraduate Requisite Courses
ECON 2030 Principles of Macroeconomics
MNGT 2100 Management Theory and Practices
MNGT 3500 Marketing
MNGT 3510 Advertising

Transition Courses
MNGT 4330 International Marketing
MNGT 4920 Marketing Strategies*
MRKT 5890 Marketing Statistics OR MRKT 5800 Sales Management
MRKT 5970 Marketing Research

Graduate Courses
MRKT 5920 Marketing Channel Management
MRKT 5940 Promotional Management
MRKT 5960 Marketing Management
MRKT 6000 Integrated Studies in Marketing

Elective Courses
The combined degree in marketing requires four elective graduate courses in addition to the courses listed.

MA in Media Communications
Students majoring in an undergraduate discipline other than media communications must earn 18 credit hours in undergraduate media communications 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
MEDC 1010 Introduction to Mass Communications
EPMD 1000 Introduction to Media Production OR EPMD 1010 Introduction to Media Production for Journalism
MEDC 1050 Introduction to Media Writing
OR JOUR 1030 Fundamentals of Reporting
MEDC 2200 Ethics in the Media

Transition Courses
MEDC 4100 The Law and the Media
MEDC 5200 Organizational Communications
MEDC 5342 Writing for Public Relations

Graduate Courses
MEDC 5310 Media and Culture
MEDC 5400 Media Production Management
PBRL 5323 Organizational Communications
PBRL 5342 Writing for Public Relations
MEDC 6000 Seminar in Media Communications

Elective Courses
Students are required to choose three courses 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.

MA in Music
The BA in music may be combined with the MA in music. The MA in music is offered without an official area of specialization, although any one OR more of several fields within music may be emphasized through elective courses that meet individual needs and career goals. The area of emphasis will be determined in consultation with the graduate committee and the director of graduate studies in music. Suggested emphases include music history, jazz history, pedagogy, music theory, composition, conducting, Orff teaching methods, and others as approved.

Admission
The student seeking combined degrees in music must submit OR complete the following:
• an application for graduate studies in music;
• a signed letter of agreement;
• three letters of recommendation, two of which should be from current OR recent music teachers;
• an audition approval from the director of graduate studies in music;
• official transcripts of all previous college coursework;
• a current résumé;
• a satisfactory audition/interview (as appropriate to the area of emphasis) before an appointed faculty committee.

General Requirements
To be admitted to the combined BA/MA program in music, the student must have:
• completed at least 64 credit hours and no more than 98 credit hours;
Combined Degrees

- completed MUSC 2020, MUSC 2040, and MUSC 2820;
- maintained a 3.3 GPA;
- successfully completed the Department of Music Candidacy Exam, which officially admits the student into a professional BA program. The Candidacy Exam is normally taken during the student’s fourth semester. Transfer students with more than 31 credit hours must take the examination no later than their second semester of study at Webster.
- Students planning to work toward the MA in music are expected to have completed a broad range of upper-division courses in music performance, history, theory, and also several courses in related fields (such as the history of art, philosophy, literature, an international language).

Departmental Standards and Policies
Students should consult the Academic Warning, Probation, and Dismissal sections of the Graduate Studies Catalog for further information. In addition, the Department of Music Student Handbook, available from the Music Office, includes departmental policies on admission to candidacy, degree recitals, theses, applied music, and ensembles, as well as other areas that pertain to MM and MA students. This departmental policy manual constitutes an extension of the Webster University Undergraduate and Graduate Studies Catalog.

Undergraduate Requisite Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1010, 1020, 2010, 2020 Music Theory I-IV</td>
<td>12</td>
</tr>
<tr>
<td>MUSC 2030, 2040 Survey of Music History I, II</td>
<td>6</td>
</tr>
<tr>
<td>Courses in the area of emphasis (2000-3000 level)</td>
<td>6</td>
</tr>
<tr>
<td>Major ensemble</td>
<td>2</td>
</tr>
</tbody>
</table>

Transition Courses (to be determined according to the area of emphasis)
Courses selected from the following: 12 hours
- Applied Music
- OR independent study in Advanced Conducting
- MUSC 3010 Composition
- MUSC 4030 Eighteenth-Century Counterpoint
- MUSC 4040 Music of the Twentieth Century
- MUSC 4260 Piano Pedagogy I
- MUSC 4340 Jazz Scoring and Arranging I

Graduate Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 5100, 5110 Analytical Techniques I, II</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 5120, 5130 Seminar in Music Literature I, II</td>
<td>6</td>
</tr>
<tr>
<td>Major ensemble-two semesters</td>
<td>2</td>
</tr>
<tr>
<td>Oral examination</td>
<td>0</td>
</tr>
<tr>
<td>Final project</td>
<td>0</td>
</tr>
</tbody>
</table>

BS in Accounting/MS in Finance Combination

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 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 5880 Advanced Corporate Finance

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 6290 Financial Strategies
Plus 3 credit hours of graduate electives

BS/MS in Computer Science Combination

Program Description
The MS in computer science (COSC) program builds on the strong technical foundation in the BS in computer science program. The combined program allows students to enhance and further develop their technical skills in this profession.

Admission
Students seeking combined degrees in computer science must submit an application to the Academic Advising Center in St. Louis.
Combined Degrees

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 15 credit hours of required 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 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 general education requirements, completed all 24 credit hours of the required undergraduate COSC courses, and completed the four COSC courses in the set of transition courses. Students may then continue completing the requirement for the MS degree.

Sequential BS/MS Requirements
The sequential BS/MS combined degree program in computer science is recommended for students who wish to change fields and earn a master's degree in computer science.

For the sequential BS/MS combined degree, students should hold a bachelor's degree from an accredited institution with an overall lifetime 3.3 GPA. They should have successfully completed at least 15 credit hours of the required undergraduate 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 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 sequential degree and before completing the requirements for the MS degree. For the BS degree, they should have a total of 36 credit hours, completed all 24 credit hours of the required undergraduate COSC courses, and completed the four COSC courses in the set of transition courses. Students may then continue completing the requirements for the MS degree.

All courses must be taken at Webster University for the sequential degree and before completing the requirements for the MS degree. Students may receive the BS degree after completing all of the requirements for the sequential degree and before completing the requirements for the MS degree.

Undergraduate Requisite Courses
COSC 1550 Computer Programming I
COSC 1560 Computer Programming II
COSC 1570 Mathematics for Computer Science
COSC 2670 Telecommunications
COSC 2610 Operating Systems
COSC 2810 Systems Analysis and Design
COSC 3050 Data Structures I
COSC 3100 Data Structures II

Transition Courses
COSC 4250 Object-Oriented Analysis and Design
COSC 4260 Object-Oriented Programming
COSC 5000 Distributed Systems
COSC 5110 Network Architecture

Graduate Courses
COSC 5030 Agile Software Development
COSC 5040 Distributed Database Design
COSC 5050 Distributed Database Application
COSC 5060 Systems Concepts
COSC 5120 Data Communication
COSC 5130 Computer Security and Reliability
COSC 5150 Distributed Application Development
COSC 5060 Distributed Systems Project

BSN/MSN Combination

Admission
Requirements for admission to the combined BSN/MSN program are:
• completion and submission of an application to the combined BSN/MSN program;
• completion and submission of a signed letter of agreement;
• completion of all admission requirements for the MSN program with the additions and exceptions noted in this section.

General Requirements
Students must apply to the program, and undergraduate courses must be completed prior to enrollment in the four core courses. Students should consult the appropriate sections of the Undergraduate Studies Catalog for undergraduate course descriptions.

Undergraduate Requisite Courses
PSYC 2750 Introduction to Measurement and Statistics
NURS 3410 Leadership in Nursing
NURS 3420 Introduction to Nursing Research
COAP 3030 Informatics for Nursing

Transition Courses
NURS 4240 Nursing Leadership and Management (4 credit hours)
NURS 4250 Community Health Nursing (5 credit hours)
NURS 5000 Theoretical Foundations of Advanced Nursing
NURS 5050 Policy and Politics in Nursing

Graduate Courses
NURS 5550 Advanced Nursing Research
NURS 5800 Family Systems Nursing
NURS 5810 Families in Transition
NURS 5820 Families Experiencing Illness
NURS 6000 Integrated Studies in Nursing

In addition, the degree-seeking student must complete one of the following options:

Educator Focus
Students selecting this option must complete the following courses:
NURS 5210 Instructional Methods in Nursing
NURS 5220 Curriculum Development and Evaluation
NURS 5230 Teaching Practicum in Nursing I
NURS 5240 Teaching Practicum in Nursing II

Leader Focus
Students selecting this option must complete the following courses:
NURS 5410 Leadership in Nursing
NURS 5420 Financial Issues for Nurse Leaders
NURS 5430 Legal Issues for Nurse Leaders
NURS 5440 Leadership in Nursing Practicum I
NURS 5450 Leadership in Nursing Practicum II
Combined Degrees

**BM/MM Combinations**
The BM may be combined with the following graduate programs, provided the requisite courses for the graduate programs have been met.

- MM in composition
- MM in jazz studies
- MM in orchestral performance
- MM in performance with emphases in piano, organ
- MM in performance with an emphasis in voice
- MM in performance with an emphasis in guitar

Graduate course descriptions are included in the Music section of this catalog. For a complete listing of undergraduate course descriptions, please refer to the appropriate sections of the current Undergraduate Studies Catalog.

**Admission**
The student seeking a combined degree in music must submit OR complete the following:

- an application for the combined degrees program;
- a signed letter of agreement;
- three letters of recommendation, two of which should be from current OR recent music teachers;
- an audition approval from the director of graduate studies in music;
- a satisfactory audition/interview before an appointed faculty committee;
- official transcripts of previous college coursework;
- a current résumé.

**General Requirements**
To be admitted to the combined BM/MM program, the student must have:

- completed at least 64 and no more than 98 credit hours;
- completed MUSC 2020, MUSC 2040, and either MUSC 2310 and MUSC 2380 OR MUSC 2820;
- a 3.3 GPA; and
- successfully completed the Department of Music Candidacy Examination, which officially admits the student into a professional BM program. The Candidacy Examination is normally taken during the student's fourth semester. Transfer students with more than 31 credit hours must take the Candidacy Examination no later than their second semester of study at Webster.

Students planning to work toward the MM in jazz studies, the MM in orchestral performance OR the MM in performance with an emphasis in piano, organ, voice OR guitar must have completed a minimum of four semesters of applied music at the 3000 OR 4000 level (including transfer credit) prior to admission to the combined degrees program.

Students planning to work toward the MM in composition must have completed MUSC 3010 and MUSC 3020, Compositions courses, prior to admission to the combined degrees program.

**Departmental Standards and Policies**
Students should consult the Academic Warning, Probation, and Dismissal sections of the Graduate Studies Catalog for further information. In addition, the Department of Music Student Handbook, available from the Music Office (and online), includes departmental policies on admissions to candidacy, degree recitals, theses, applied music, and ensembles, as well as other areas that pertain to MM students. This departmental policy manual constitutes an extension of the Webster University Undergraduate and Graduate Studies Catalog.

**Ensemble Requirements for Graduate Students in Music**
All graduate students in music are required to complete two semesters in a major ensemble. Jazz studies majors may fulfill this requirement through the various jazz ensembles. Composition majors will participate in the New Music Ensemble for one term, with a second term in Wind Ensemble, Orchestra OR a specified choral ensemble. Majors in other areas will choose Choir, Orchestra OR Wind Ensemble. Additional performing groups (such as Opera Studio OR Jazz Singers) may be chosen for elective credit.

**MM in Composition**
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 such as the Webster New Music Ensemble.

**Undergraduate Requisite Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1810</td>
<td>1820, 2810, 2820 Musicanship I-IV</td>
<td>8</td>
</tr>
<tr>
<td>MUSC 2030</td>
<td>2040 Survey of Music History I, II</td>
<td>6</td>
</tr>
<tr>
<td>MUSC 3010</td>
<td>3020 Composition (two semesters)</td>
<td>6</td>
</tr>
<tr>
<td>MUSC 4001</td>
<td>4005 Applied Music</td>
<td>12</td>
</tr>
</tbody>
</table>

**Transition Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 4010</td>
<td>Composition</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 4030</td>
<td>Eighteenth-Century Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 4040</td>
<td>Music of the Twentieth Century</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4000-level MUSC electives</td>
<td>3</td>
</tr>
</tbody>
</table>

**Graduate Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 4360</td>
<td>Survey of Music Business</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 4950</td>
<td>Webster New Music Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 4920</td>
<td>Webster University Choral Society</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 4940</td>
<td>Webster University Symphony Orchestra</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 4980</td>
<td>Webster University Wind Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 5010</td>
<td>Composition (four semesters)</td>
<td>8</td>
</tr>
<tr>
<td>MUSC 5100</td>
<td>5110 Analytical Techniques I, II</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 5120</td>
<td>5130 Seminar in Music Literature I, II</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Final project</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Oral examination</td>
<td>0</td>
</tr>
</tbody>
</table>

The student must submit a major composition project (thesis) and present a recital of works completed while a graduate student at Webster University of at least 45 minutes in length. A recording of the recital must accompany the submitted manuscript.

**MM in Jazz Studies**
The Webster jazz studies program is based around the small group performing experiences. The MM in jazz studies allows for students to emphasize composition OR performance. Students who elect to emphasize jazz history may pursue the master of arts in music. Students work directly with a faculty mentor on various graduate jazz studies projects.

**Undergraduate Requisite Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1370</td>
<td>1380, 2370, 2380 Jazz Theory I-IV</td>
<td>12</td>
</tr>
<tr>
<td>MUSC 2030</td>
<td>2040 Survey of Music History I, II</td>
<td>6</td>
</tr>
<tr>
<td>MUSC 3003</td>
<td>3004 OR 4003 Applied Music</td>
<td>12</td>
</tr>
<tr>
<td>MUSC 2300</td>
<td>2310, 3300, 3310 Jazz Improvisation I-IV</td>
<td>12</td>
</tr>
</tbody>
</table>

One approved recital on major instrument
### Combined Degrees

#### Transition Courses
- MUSC 5000 Applied Music (Major Instrument) 3 hours
- MUSC 4340 Jazz Scoring and Arranging I 3 hours
- MUSC 5200 Independent Study: Advanced Arranging 3 hours
- MUSC 5800 Advanced Studies in Music: Jazz Pedagogy 2 hours

#### Graduate Courses
- MUSC 5000 Applied Music (Major Instrument) 5 hours
- MUSC 5100, 5110 Analytical Techniques I, II 4 hours
- MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
- MUSC 5800 Advanced Studies in Music: Jazz Pedagogy 3 hours
- Major Ensemble--2 semesters 2 hours
  - MUSC 4960 Jazz Ensemble
  - MUSC 4950 Vocal Jazz Ensemble
  - MUSC 4970 Webster University Big Band
  - Final project, recital
    - OR major arranging project OR
    - one major history document 0 hours
  - Oral examination 0 hours

### MM in Orchestral Performance
Those who anticipate careers as orchestral performers may pursue the MM in orchestral performance. This degree program permits a combination of solo, chamber, and orchestral training. Private instruction is provided by full-time and adjunct faculty artists and by members of the Saint Louis Symphony Orchestra.

#### Undergraduate Requisite Courses
- MUSC 1010, 1020, 2010, 2020 Music Theory I-IV 12 hours
- MUSC 1810, 1820, 2810, 2820 Music History I, II 8 hours
- MUSC 2030, 2040 Survey of Music History I, II 6 hours
- MUSC 4004 Applied Music: Instrumental Studies 26 hours

#### Transition Courses
- MUSC 4030 Eighteenth-Century Counterpoint 3 hours
- MUSC 4040 Music of the Twentieth Century 3 hours
- MUSC 5000 Applied Music (Major Instrument) 3 hours
- MUSC 4000-level electives 3 hours

#### Graduate Courses
- MUSC 4190 Orchestral Literature 3 hours
- MUSC 4940 Webster University Symphony Orchestra 2 hours
- MUSC 5000 Applied Music (Major Instrument) 8 hours
- MUSC 5100, 5110 Analytical Techniques I, II 4 hours
- MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
- MUSC 4360 Survey of Music Business 3 hours
  - Two public recitals 0 hours
  - Oral examination 0 hours

### MM in Performance: Piano, Organ
The MM in performance provides an intensive curriculum in solo and ensemble experiences culminating in two public recitals.

#### Undergraduate Requisite Courses
- MUSC 1010, 1020, 2010, 2020 Music Theory I-IV 12 hours
- MUSC 1810, 1820, 2810, 2820 Music History I-IV 8 hours
- MUSC 2030, 2040 Survey of Music History I, II 6 hours
- MUSC 4001 Applied Music: Piano, Organ 26 hours
  - One approved recital

#### Transition Courses
- MUSC 4170, 4180 Piano Literature I, II 6 hours
- MUSC 4260, 4270 Piano Pedagogy I, II 4 hours
- MUSC 5000 Applied Music: Piano, Organ 2 hours

### MM in Performance: Voice

#### Undergraduate Requisite Courses
- MUSC 1010, 1020, 2010, 2020 Music Theory I-IV 12 hours
- MUSC 1810, 1820, 2810, 2820 Music History I-IV 8 hours
- MUSC 2030, 2040 Survey of Music History I, II 6 hours
- MUSC 4004 Applied Music: Voice 26 hours

#### Graduate Courses
- MUSC 5000 Applied Music: Voice 7 hours
- MUSC 5100, 5110 Analytical Techniques I, II 4 hours
- MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours

- **Major ensemble--two semesters selected from the following list:**
  - MUSC 4910 Webster University Choral Society 1 hour
  - MUSC 4920 Webster University Choral Society 1 hour
  - Two public recitals 0 hours
  - Oral examination 0 hours

### MM in Performance: Guitar

#### Undergraduate Requisite Courses
- MUSC 1010, 1020, 2010, 2020 Music Theory I-IV 12 hours
- MUSC 1810, 1820, 2810, 2820 Music History I-IV 8 hours
- MUSC 2030, 2040 Survey of Music History I, II 6 hours
- MUSC 4004 Applied Music: Guitar 26 hours
  - One approved recital

#### Transition Courses
- MUSC 4030 Eighteenth-Century Counterpoint 3 hours
- MUSC 4040 Music of the Twentieth Century 3 hours
- MUSC 4900 Webster University Orchestra 3 hours
- MUSC 4950 Webster University Wind Ensemble 3 hours
- MUSC 4970 Webster University Big Band 3 hours

#### Graduate Courses
- MUSC 5000 Applied Music: Guitar 8 hours
- MUSC 5100, 5110 Analytical Techniques I, II 4 hours
- MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours

- **Major ensemble--2 semesters**
  - MUSC 4920 Webster University Choral Society
  - MUSC 4940 Webster University Symphony Orchestra
  - MUSC 4980 Webster University Wind Ensemble

#### Other Programs

- Two public recitals 0 hours
- Oral examination 0 hours

---

**Webster University 2011–2012**
Other Programs

Graduate Programs

Webster University's graduate programs allow students to achieve the best education for their particular talents, interests, and goals. Webster provides a wide range of master's degree disciplines in all five colleges and schools of the University. Academic disciplines include liberal arts, fine arts, communications, business and management, and several specialized programs of study. Graduate programs stress the educational value of joining theory and experience in the classroom. To this end the curriculum is taught by a combination of professional practitioners and professional educators to ensure that the student's education is a successful blend of both theory and practice.

The University offers the following graduate degrees:

- Master of Science (MS)
- Master of Science in Nursing (MSN)
- Master of Public Administration (MPA)
- Master of Music (MM)
- Master of Health Administration (MHA)
- Master of Fine Arts (MFA)
- Master of Education Technology (MET)
- Master of Arts (MA)
- Global Master of Arts (GMA)
- Education Specialist (EdS)
- Doctor of Management (DMgt)

Combined Degrees (see Combined Degree section for approved combinations)

Students should consult the current Graduate Studies Catalog to determine locations where Webster University offers degree programs, the majors offered, detailed academic requirements, and the academic calendar.

Master of Arts

The MA program begins with the conviction that many professional people require educational programs with built-in flexibility to meet individual needs. These individuals seek a graduate program that will enable them to attain competence in a specific area and provide them with an opportunity to incorporate into their educational experiences an exposure to other areas in the social and behavioral sciences.

The following majors are offered:

- Advertising & Marketing Communications
- Art
- Business & Organizational Security Management
- Communications Management
- Counseling
- Gerontology
- Global MA in International Relations
- Health Care Management
- Human Resources Management
- Information Technology Management
- International Business
- International Nongovernmental Organizations
- International Relations
- Legal Studies
- Management & Leadership
- Marketing
- Mathematics for Educators
- Media Communications
- Media Literacy
- Music
- Procurement and Acquisitions Management
- Psychology with Emphasis in Counseling Psychology
- Public Relations

Master of Business Administration

The MBA is designed for students who want a quantitative orientation in their graduate degree program. The degree requires satisfactory completion of 27 credit hours within the MBA curriculum, and 9 credit hours of graduate electives for a total of 36 credit hours, or with an emphasis for a total of no less than 48 credit hours. Students who require prerequisite courses may have to complete more than 36 or 48 credit hours to receive the MBA.

The MBA is offered online and at selected Webster campuses. Students should consult the Locations, Degrees, and Majors and the MA and MBA Majors/Emphasis and Course Descriptions sections of the current Graduate Studies Catalog for a list of majors offered at a particular location.

Global MBA Program:

The Webster University Global MBA program provides full-time graduate students the opportunity to live, learn and study for one term each at five of Webster University’s campuses in Europe and Asia. For more information, see the Global MBA program in this catalog. You may also visit the website at www.webster.edu/globalmba.

School of Education (MAT/MA/MET/EdS)

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

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

The MAT program in St. Louis, Missouri offers majors in the following areas:

- Early Childhood Education
- Elementary Education
- Middle School Education
- Mild/Moderate Disabilities
- Secondary School Education

Master of Arts in Teaching

- English as a Second Language
- Literature
- Mathematics
- Science
- Social Studies
- Special Education
- World Languages

Master of Arts (MA)

- Applied Educational Psychology
- Communication Arts
- Early Childhood Education
- Education and Innovation
- Reading
- Social Science Education
- Special Education
- Teaching English as a Second Language

Master of Educational Technology (MET)

- The master of educational technology (MET) degree enables professional educators and corporate trainers to develop multiple literacies and to foster creative thinking using technologies
graduate programs

Education Specialist (EdS)
The EdS degree is designed for individuals who seek knowledge and skills beyond the master’s level. Coursework, action research, and internship experiences enable students to develop and demonstrate competencies required to move from a specific focus in teaching, curriculum, or support services in schools to the broader view of the educational leader in the community. Emphasis areas:
- Educational Leadership
- School Systems, Superintendence and Leadership
- Technology Leadership

Master of Fine Arts in Arts Management and Leadership
The MFA in arts management and leadership is designed to develop professional, enlightened, and imaginative leadership for visual and performing arts institutions. Students will acquire an understanding of the theories of business management and techniques with special emphasis on the application of these skills to the arts. Internships and professional residencies will afford the students with practical and meaningful experiences in the field.

Master of Health Administration
The MHA is designed to equip the student with those skills necessary for effective management or administration in the health field. This is a non-clinical course of study. Students are introduced to those types of health delivery systems, the implications for managing diverse systems, and the principles for developing health administration strategy.

Master of Music
The MM degree requires completion of coursework and private study within the Department of Music. Majors include composition, jazz studies, performance, orchestral performance, music education, and church music. Performance is emphasized, and graduate students are expected to achieve a high degree of proficiency in a selected area. These achievements will be demonstrated through public performance and other designated forums. The MM program conforms to guidelines approved by the National Association of Schools of Music.

Graduates of the MM program will be trained to further their careers in private studio teaching, private school music teaching, or public performance as soloist, ensemble member, conductor, or composer. The emphasis for each student’s training will be determined by individual consultation with the advisor and the committee for graduate studies in music.

Graduate credits toward the MM should be completed at Webster University. Exceptions to this policy must be approved by the department chair.

Applicants are required to complete entrance examinations in music theory and music history. Remedial studies that fulfill the need of the student will be prescribed for students who have deficiencies in either of these areas. These remedial courses will be for credit only and will not apply toward the graduate degree.

Master of Public Administration
The MPA is designed to provide a developmental framework for those interested in leadership and management in the public service. It examines the public and non-profit sectors of society, with an analysis of management techniques and the leadership experience used in applying these techniques to public policy decision-making. The curriculum seeks to examine in depth the nature of public servants, the tools at their disposal, and various roles in public organizations.
Other Programs

Graduate Programs

Graduate Certificates
A graduate certificate normally consists of specified coursework with a defined focus.

Current Graduate Certificates
• Computer Science/Distributed Systems
• Decision Support Systems
• Gerontology
• Government Contracting
• Healthcare Leader
• Intellectual Property Paralegal Studies
• Nonprofit Management
• Nurse Educator
• Nurse Leader
• Online Teaching and Learning
• Paralegal Studies
• Pedagogical Coordination in the Reggio Emilia Approach
• Teacher Leadership
• Teaching English as a Foreign Language
• Web Services

Criteria
• Students seeking a graduate certificate must have a bachelor's degree or its equivalent.
• Graduate certificates will have a minimum of 18 credit hours. Additional requirements may apply.
• Transfer credits and course substitutions are not applicable to graduate certificates.
• The grading policy for the MA and the MBA at Webster University applies to the graduate certificate in related curricula.
• Courses fulfilling requirements of one graduate certificate may not be applied toward another certificate.
• Courses fulfilling the requirements for a graduate certificate may satisfy partial requirements of a degree program.

Students seeking the graduate certificate should consult the Academic Policies and Procedures section of the current Graduate Studies Catalog for information regarding application, admission, registration, and academic policies.
ACCT – Accounting

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 3045 Intermediate Accounting III (3)
Continues study of theoretical foundations of accounting, including investments, revenue recognition, income taxes, pensions, leases, cash flows, and full disclosure in financial reporting. Prerequisite: ACCT 3040.

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 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. Prerequisites: ACCT 2010 and ACCT 2025. May be repeated for credit if content differs.

ACCT 3120 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 3125 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 3130 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 3135 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 3140 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 3145 Intermediate Accounting III (3)
Continues study of theoretical foundations of accounting, including investments, revenue recognition, income taxes, pensions, leases, cash flows, and full disclosure in financial reporting. Prerequisite: ACCT 3040.

ACCT 3150 International Tax Accounting (3)
Studies the systems, concepts, and methods utilized in international tax accounting. Prerequisites: ACCT 2010 and ACCT 2025.

ACCT 3175 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 3180 Federal Tax Accounting: Corporate (3)
Continues study of federal income liabilities for partnerships, corporations, and estates and trusts. Prerequisite: ACCT 3075.

ACCT 3190 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. Prerequisites: ACCT 2010 and ACCT 2025. May be repeated for credit if content differs.

ACCT 3200 Business Law for Accountants (3)
A study of selected legal topics of importance to accountants and managers, with special emphasis on the technique of analyzing law problems and cases. Topics include legal responsibility, business organizations, contracts, debtor-creditor relations, and government regulation. Emphasis is given to the Uniform Commercial Code’s provisions regarding sales, commercial paper, and transactions involving security interests. The course also covers employment law, personal property, bankruptcy, estates and trusts, and environmental regulation.

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. Prerequisites: ACCT 3025 and ACCT 3040.

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. Prerequisites: ACCT 3040 and 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 4100.

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.
Course Descriptions

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 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.

ADVT – Advertising and Marketing Communications

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 utilized - both traditional approaches and emerging technologies.

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. Prerequisite: MNGT 3510 or ADVT 1940, AND MEDC 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 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 utilize 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.

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 and/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. Prerequisites vary with the topic. May be repeated for credit if content differs.

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. Prerequisites vary.

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 utilizing the principles and practices mastered throughout the course. Prerequisite: MNGT 3510 Advertising or ADVT 5321 Advertising Decision-Making for graduate students.

ADVT 4200 Media Planning, Buying, and Selling (3)
Prerequisites: media major, junior standing, permission of the instructor, and filing of official form. May be repeated for credit with instructor’s permission if content differs.

ADVT 4620 Senior Overview (3-6)
Seniors demonstrate their proficiency in advertising/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, and permission of instructor.

ADVT 4700 Professional Development in Advertising/Marketing Communications (3)
Students prepare for careers in the field of advertising/marketing communications by developing their personal portfolios, attending professional organizations’ meetings, fine-tuning interviewing skills, and preparing their resumes. Prerequisites: advertising/marketing communications major and senior standing.

ADVT 4910 Advertising Campaign Production (3-6)
This course serves as the culmination of the advertising 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. Prerequisites: 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. May be repeated once for credit (up to a total of 6 hours)

**ANIM – Animation**

**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 (5)**
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 and ART 1110.

**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 and ART 1110.

**ANIM 2010 Experimental Animation**
Students learn the potential of animation as a fine art medium. Experimentation is encouraged, utilizing a wide range of techniques towards producing individual and group projects. Current and past works are screened and discussed in class.

**ANIM 2030 Introduction to 3-D Animation (3)**
Students apply and incorporate the principles and techniques of animation in a comprehensive exploration of current 3-D software applications. Students learn how to integrate 3D animation into storytelling contexts and practical applications. Prerequisites: ANIM 1010 and ANIM 2000 for majors OR VIDE 1810 and INTM 2200 for non-majors OR permission of the instructor.

**ANIM 3010 Voicing Your Creation (3)**
Students learn the art of the voiceover 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. Prerequisites: ANIM 2000, OR permission of the instructor.

**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. Prerequisites: ANIM 2000 OR permission of the instructor.

**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: ART 1110 and ANIM 3020, OR permission of the instructor.

**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. Prerequisites: ART 1110 OR permission of the instructor. May be repeated if content varies.

**ANIM 3150 Special Topics in Animation (1-3)**
This course is designed to periodically offer 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 Intermediate 3-D Animation (3)**
This class continues the subject matter introduced in ANIM 2030. Students will be exposed to the more advanced tools and techniques used in 3D animation production for Film, Video, and Games. Prerequisites: ANIM 2030.

**ANIM 3550 Compositing (3)**
Students learn advanced skills in presentation of information in interactive contexts, including the use of 2-D animation, 3-D animation, and more advanced media display. Prerequisite: INTM 2200 OR permission of the instructor.

**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. Prerequisites: ART 2010, OR permission of the instructor.

**ANIM 4020 Storyboarding (3)**
Scene blocking, visual character development, and an overall aesthetic to the animation 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 animation. Prerequisite: ART 1110, ANIM 3030, OR permission of the instructor.

**ANIM 4200 Advanced 3-D Animation (3)**
This class expands upon the advanced tools and techniques introduced in ANIM 3200. Prerequisites: ANIM 3200.

**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 2-D or 3-D 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 class. Current work will be compiled, tweaked and polished. Prerequisites: junior standing.

**ANTH –Cultural Anthropology**

**ANTH 1100 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.

**ANTH 1200 Human Origins (3)**
Explores the evolution of humanity and culture: concepts and mecha-
Course Descriptions

ANTH 1300 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.

ANTH 1400 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. May be repeated for credit if content differs.

ANTH 2000 Issues in Contemporary Anthropology (1–4)
Acquaints the student with the various social and cultural issues of 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. Topics vary each semester. May be repeated for credit if content differs.

ANTH 2100 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.). ANTH 1300 is recommended but not required prior to enrollment. May be repeated for credit if content differs.

ANTH 2300 Culture and Communication (3)
Begins with the concept of culture as a means of communicating with others, not only language but with manners, etiquette, dress, rituals and ceremonial, 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.

ANTH 2500 Peoples and Cultures (3)
An introduction to 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.

ANTH 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 explore the following questions: How does culture affect decisions about what is appropriate for consumption and what is not? What are the production, distribution and consumption costs of harvesting certain foods? We will delve into a variety of social issues and food/environment related topics such as: colonial power and manipulation/control of indigenous peoples, food preferences among different ethnic groups, cooking methods, and the connection between food, class and disease. Prerequisite: ANTH 1100 or permission of instructor.

ANTH 2760 Urban Anthropology (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 class, gender, race, ethnicity, and the “maker.” 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. Prerequisite: ANTH 1100 or permission of instructor.

ANTH 2825 Qualitative Research Methods (3)
Qualitative research is at the heart of anthropology. This course will cover the basics of qualitative research design. In addition, students will be provided with the means to critically analyze and assess the ethics of research design, process and findings. Lastly, students will be given the opportunity to collect data and analyze the results. Prerequisite: ANTH 1100 or permission of the instructor.

ANTH 2890 Culture and Disease (3)
In this course we will explore the relationship between cultural factors and disease. With a focus on infectious diseases, we will examine the ways in which cultural behaviors encourage the growth and spread of disease. The course will cover the reasons for negative public sentiment against certain populations and the diseases they acquire. We will ask questions such as: what social forces contribute to the spread of disease and what are the political factors involved in whether or not a population receives medical treatment? Prerequisite: ANTH 1100 or permission of the instructor.

ANTH 2900 Community Practicum (3)
Students engage in volunteer work at a community agency and have an opportunity to experience firsthand the agency operations. A variety of field placements are available, depending on the student’s background and interests. Classroom component will include discussion of placement experiences and issues. Prerequisites: sophomore standing, permission of the instructor, and approval of placement proposal. May be repeated for credit if content differs. Prerequisites: ANTH 1100, sophomore standing, permission of the instructor, and approval of placement proposal.

ANTH 3000 Topics in Anthropology (3)
An advanced, in-depth analysis of issues and topics in anthropology. Topics vary with the semester. May be repeated for credit if content differs. Prerequisites: ANTH 1100 and 6 credit hours of anthropology, or permission of the instructor.

ANTH 3130 Race and Ethnicity (3)
Examines the anthropological contributions to the idea of race. Compares the problems and issues surrounding racial or ethnic group status in various areas of the world. Explores the historical perspective of present issues confronting the United States and other countries. Prerequisites: ANTH 1100 and 9 credit hours of anthropology; or permission of the instructor.

ANTH 3250 Applied Social Science (3)
Introduces applied anthropology or sociology and employs a comparative perspective to investigate the importance of utilizing anthropological and sociological concepts in dealing with current social and cultural issues. Prerequisites: ANTH 1100, ANTH 2825, and 6 credit hours of anthropology; or permission of the instructor.

ANTH 3360 Indigenous Peoples, Culture and Globalization (3)
This course will examine the realities facing the indigenous peoples of the planet. We will address the rights to land, to ways of life, to religions, and to other aspects of cultural systems. Can people reject
anthropology; or permission of the instructor.

**ANTH 3490 Environmental Anthropology (3)**

How has the environment shaped various human populations socially, culturally, and economically? What does the history of human/environmental interaction tell us about the choices we have to make in the twenty-first century? In this course, we will examine human ecology from a cross-cultural perspective, seeking to understand the different ways societies throughout human history have perceived and interacted with the natural world. Prerequisites: ANTH 1100 and 9 credit hours of anthropology; or permission of the instructor.

**ANTH 3550 Anthropological History and Theory (3)**

This course will examine the history of anthropological theory, reading works of ethnography, significant arguments in theory, central definitions of culture, perspectives on fieldwork, and seek to discover the ways “new” ethnography, post-modernity, transnationalism, and global movements for integration and distinctiveness are transforming the discipline today. Prerequisites: ANTH 1100 and 9 credits of anthropology; or permission of the instructor.

**ANTH 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. Prerequisites: junior standing in anthropology and permission of the department. May be repeated for credit if content differs. Prerequisites: Junior standing in anthropology and permission of the department.

**ANTH 3730 Kinship and Family (3)**

Examines patterns of family life in the context of the larger society. Organized around major questions, such as: What are the universal functions of the family and kinship in society? How do families differ in various societies? Prerequisites: ANTH 1100 and 9 credit hours of anthropology; or permission of the instructor.

**ANTH 3775 Anthropology Lab (1-3)**

Lab is designed to complement a 3000-level core course allowing the instructor and student to work collaboratively towards the development of a course related project. May be repeated for credit if content differs. Prerequisites: ANTH 1100 and 9 credit hours of anthropology; or permission of the instructor.

**ANTH 4000 Advanced Studies in Anthropology (3)**

Designed for in-depth study of a specific area or issue in anthropology. May be repeated for credit if content differs. Prerequisites: ANTH 1100 and 12 credit hours in anthropology; or permission of the instructor.

**ANTH 4260 Nationalism and Transnationalism (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. Prerequisites: ANTH 1100, ANTH 2825, and 9 credit hours in anthropology; or permission of the instructor.

**ANTH 4330 Gender and Sex (3)**

Explores assigned gender practices of women and men from cross-cultural and historical perspectives. Among the enduring issues to be examined are the varied cultural concepts of masculinity and femininity, gender acculturation, sexual practices, and the connections among sex/gender ideologies, the organization of work and family, unequal sex statuses. Prerequisite: ANTH 1100, ANTH 2825, and 9 credit hours in anthropology; or permission of the instructor.

**ANTH 4610 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. Prerequisites: senior standing in anthropology and permission of the department.

**ANTH 4825 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 knowledge: comprehension and application of relevant theories; appreciation of the diverse body of anthropological work done on chosen topic; and capacity to critique the methodological choices, representational strategies, and ethical implications of anthropological research. May be repeated for credit if content differs. Prerequisite: ANTH 1100, ANTH 2825, ANTH 3550, 6 credit hours in anthropology, and senior status in anthropology; or permission of instructor.

**ANTH 4875 Advanced Anthropology Lab (1-3)**

Lab is designed to complement a 4000-level core course allowing the instructor and student to work collaboratively towards the development of a course related project. May be repeated for credit if content differs. Prerequisite: ANTH 1100 and 12 credit hours of anthropology; or permission of the instructor.

**ARHS – Art History**

**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.

**ARHS 2000 Art Forum (1)**

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 linear 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.

**ARHS 2210 Introduction to the History of Western Art (3)**

This course is a broad survey of the major historical periods and styles of the arts of the West from the Greco-Roman world through the nineteenth century. As this is a humanistic study, students will be
Course Descriptions

introduced to the social, literary, and religious ideas and events that are interrelated with the creation of visual art. These interrelations of art and culture will be studied in terms of the basic art historical concepts of style, iconography, and context. The primary technical and formal innovations of artistic production also will be addressed.

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.

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.

ARHS 3340 History of Renaissance Art (3)
Emphasizes the major artists and trends in the arts of Italy and Northern Europe, from the first awakening of the Renaissance in the thirteenth century to the art of manerism in the sixteenth century. Prerequisites: ARHS 2200 and ARHS 2210.

ARHS 3350 Seventeenth- and Eighteenth-Century Art (3)
Introduces concepts of the High Baroque and surveys the changing moods and sensibilities of seventeenth- and eighteenth-century European societies in relation to the stylistic characteristics that emerged. Emphasizes the style of the Academy and the development of the artist as a reformist/conformist. Prerequisites: ARHS 2200 and ARHS 2210.

ARHS 3360 History of Modern Art (3)
Surveys art created in Europe and America in the nineteenth century and introduces the early modern period, especially concentrating on the developments in early twentieth-century art related to the important political forces of the day, the Russian Revolution and World War I. Prerequisites: ARHS 2200 and ARHS 2210.

ARHS 3370 Art Since 1945 (3)
Covers the visual arts from the pre-World War II migration of European artists until the present. Concentrates on Social Realism, WPA, and the Harlem Renaissance as determinants of developing trends in the second half of the twentieth century. Topics include abstract expressionism, pop, minimalism, and immediately contemporary art. Prerequisites: ARHS 2200 and ARHS 2210.

ARHS 3390 Art and Art Cultures (3)
Surveys the arts of non-Western cultures; topics may include the arts of Africa, Oceania or the pre-Columbian Americas. This course considers cultural context as the primary means of aesthetic awareness. Prerequisites: ARHS 2200, ARHS 2210, and ARHS 2320. May be repeated for credit if content differs.

ARHS 3400 History of Architecture (3)
Buildings are the most public physical exponents of the visual arts. The creation of architecture is a social act in terms of building methods, place, and purpose. This course surveys the history of architecture as the culmination of the aesthetic, economic, and technological aspects of structures in various cultures and historical periods. Prerequisites: ARHS 2200 and ARHS 2210.

ARHS 3410 Cultural Organizations: Structure and Theory (3)
This course studies the environment, principles, and practices of cultural organizations. The class will discuss cultural policy issues and be introduced to the structure of museums and non-profit organizations. Students will formulate a theoretical rationale and “found” their own organizations.

ARHS 4350 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., women artists; performance art; printmaking; history, appreciation, and collecting; Chinese landscape painting; the Japanese garden; Mughal architecture; the art in the current decade. Prerequisites: ARHS 2200 and ARHS 2210. May be repeated for credit if content differs.

ART – Art

ART 1000 Introduction to Studio Art (3)
For those students 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.

ART 1010 Creative Strategies (3)
This required art course explores the creative strategies of artists past and present through studio assignments in a variety of media and approaches, selected readings, writing assignments, and seminar-style discussions. An emphasis is placed on self-assessment by the incoming art student at Webster, and the development of critical awareness of one's own working methodology as it relates to the art program at Webster and the history of art. Prerequisite: acceptance to program via portfolio interview

ART 1110 Introduction to Drawing (3)
Gears compositional exercises and structural processes to form-making. Personal development emerges through subject sources, the figure, and out-of-studio projects. Various materials and routines are employed.

ART 1120 Principles of Drawing (3)
Presents drawing problems that allow the student to explore line, form, and subject matter concepts in producing visual imagery. Stresses production of unusual compositions, involving the use of line, mass, and volume, and the application of a broad selection of drawing media. Prerequisites: ART 1110. 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. Prerequisite: ART 1110 or permission of the instructor. For theatre majors only. May be repeated for credit.

**ART 1210 Design: 2-D (3)**
Explores the structural relationship between form in nature and human perception. Studies basic ordering, growth processes, rhythm, and proportion in the visual dimension. Applies and elaborates on two-dimensional fabrications in a variety of materials and techniques.

**ART 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.

**ART 1700 Photo I (3)**
Prerequisites: ART 1010 and ART 1210/MEDC 1010 and MEDC 1000 or permission of instructor. Students without portfolio admission to the department with permission of the chair.

**ART 2010 Anatomy Studies (3)**
Gives students a basic knowledge of human anatomy, with emphasis on skeletal structure, supplemented by muscle study. Uses contour line approach to construct anterior, lateral, and posterior views of the skeleton. Prerequisites: ART 1110. Students without portfolio admission to the department with permission of the chair.

**ART 2020 Studio Seminar (1-3)**
This seminar course for art majors and non-majors examines the contemporary context in which today's student of art creates. This seminar will include readings from diverse sources that examine the transition from Modernism to Postmodernism, the effects of media on art, issues of censorship in art, the structure of creativity, as well as the art and methodology of contemporary artists. Written and oral assignments are designed to encourage critical inquiry by each student regarding his or her art practice as it relates to issues of politics, gender, technology, etc., raised by the readings. Topics will vary, so this course may be repeated for credit. Prerequisite: Students without portfolio admission to the department with permission of the chair.

**ART 2110 Figure Drawing (3)**
Extends compositional initiative through the figure and a variety of source material. Prerequisites: ART 1120. Students without portfolio admission to the department with permission of the chair.

**ART 2120 Intermediate Drawing (3)**
Includes individualized instruction in a variety of situations and problems, with emphasis on individual growth and achievement. Prerequisites: ART 2110. Students without portfolio admission to the department with permission of the chair.

**ART 2220 Art, Business, and Visual Culture (3)**
This course 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 2250 Design: Color (3)**
Studies color as a fundamental element in pictorial organization. Covers color systems, color contrast, tonality, color temperature, expressive use of color, color as a space-forming element, and the history and theoretical development of color. Prerequisites: ART 1110, ART 1120, and ART 1210. Students without portfolio admission to the department with permission of the chair.

**ART 2270 Digital Applications (3)**
Stresses the importance of experimentation and flexibility in developing conceptual designs relative to product and audience requirement. Assignments encourage continuity of design and creative solutions to complex two-dimensional communication problems. Projects include booklets, catalogs, visuals for multipart advertising campaigns, and corporate identity design. Presents the steps in preparation for print reproduction. Prerequisites: ART 1120 and ART 1220. Students without portfolio admission to the department with permission of the chair.

**ART 2280 Introduction to Graphic Design (3)**
Introduces students to the tools, materials, and techniques used by professional designers to render comprehensive layouts. Projects provide the opportunity to explore conceptual development of content, ingenuity and control of design, and competence in the techniques and media used to render comprehensive layouts. Presents all steps in preparation for printing reproduction. Prerequisites: ART 2280. Students without portfolio admission to the department with permission of the chair.

**ART 2360 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.

**ART 2410 Painting I (3)**
Stresses familiarization with fundamental problems of pictorial organization: color organization, value, shape relationship, and composition. Most work is done as a series of exercises graded to develop both recognition of these formal principles and development of skill in using them. Initial work is executed in transparent watercolor technique with graduation of acrylic media. Prerequisites: ART 1120, ART 1210, and ART 1220. Students without portfolio admission to the department with permission of the chair.

**ART 2420 Painting II (3)**
Covers color and spatial organization in acrylic and oil media. Emphasizes expressive aspects of painting. Prerequisites: ART 1120, ART 1210, and ART 2410. Students without portfolio admission to the department with permission of the chair.

**ART 2510 Sculpture I (3)**
Investigates traditional and contemporary materials, concepts, and techniques. Familiarizes students with materials in order to use them as a vocabulary for ideas. Prerequisites: ART 1220. Students without portfolio admission to the department with permission of the chair.

**ART 2520 Sculpture II (3)**
Continues Sculpture I. Prerequisites: ART 2510. Prerequisite: Students without portfolio admission to the department with permission of the chair.

**ART 2530 Ceramics I (3)**
Involves students in the process of mixing, forming, embellishing, and firing clay and rock, and develops an awareness of form through this interaction. Prerequisites: ART 1120 or ART 1220. Prerequisite: Students without portfolio admission to the department with permission of the chair.

**ART 2540 Ceramics II (3)**
Investigates glaze formulation and use and rudimentary kiln construction. Prerequisites: ART 2530. Prerequisite: Students without portfolio admission to the department with permission of the chair.

**ART 2610 Printmaking: Introductory (3)**
Includes relief, intaglio, and planographic. Stressess familiarity with printmaking tools, materials, techniques, and the work of important printmakers. Prerequisites: ART 1120, ART 1210, and ART 1220.
Course Descriptions

Students without portfolio admission to the department with permission of the chair.

ART 2700 Concepts and Theory of Design (3)
An introduction to systems and theories of signs and visual communications. Semiology and cultural artifacts: magazines, advertising, packages, and corporate and group identities. Prerequisite: Students without portfolio admission to the department with permission of the chair.

ART 2720 Photo II (3)
Continuation of study of fundamentals of photographic processes. Emphasis is placed on the technical refinement and a broad comprehension of the inherent qualities of photographic imagery. Expands range of materials and processes. Prerequisites: ART 1700 or PHOT 1000. Students without portfolio admission to the department with permission of the chair.

ART 2900 Art Major Acceptance Review (0)
Becoming an art major with a studio emphasis is achieved by passing a faculty review of the student's studio coursework. A student must have completed 45 credit hours of study, including a minimum of 18 credit hours of studio coursework. Transfer students with these qualifications must participate their second semester in the Art Department.

ART 3000 Graphics and Layout for Publication (3)
Presents the concepts and techniques in modern layout, pasteup, and graphics for publication. Covers production exercises using graphics materials to produce photo layouts, brochures, and ad layouts. Studies aesthetic and psychological effects of these techniques and applies these in critiques of student projects. Prerequisite: MEDC 1010.

ART 3110 Conceptual Drawing (3)
Continuation of ART 2120. Prerequisites: ART 2120. Students without portfolio admission to the department with permission of the chair.

ART 3120 Advanced Figure Drawing (3)
Continuation of ART 2110. Prerequisites: ART 2110. Students without portfolio admission to the department with permission of the chair.

ART 3200 Art Therapy: Introduction (3)
An overview of the principles and practices of art therapy. A study of related theories and practices. Students will engage in class experiences. Prerequisites: 18 credit hours of studio art and 6 credit hours of psychology.

ART 3270 Graphic Design Systems: Typography (3)
Emphasizes display advertising and three-dimensional design projects. Includes projects on packaging, point-of-purchase display, and corporate module display. Prerequisites: ART 2280. Students without portfolio admission to the department with permission of the chair. May be repeated for credit.

ART 3280 Graphic Design Products (3)
This course is an introduction to three-dimensional/structural packaging and product design. Course will focus on product development. Emphasis is on the application of graphic design elements to various types of products. In conjunction with design assignments, manufacturing processes, environmental issues, and techniques for presentations will be presented. Prerequisites: ART 3270. Students without portfolio admission to the department with permission of the chair.

ART 3310 Architectural Design (3)
An introduction to the basic concepts in designing architecture. Students explore these concepts through the completion of small projects which deal with the composition of space. Historical precedents both traditional and modern will be discussed as evident ways of organizing space and objects in space. Specific architectural drawing and modeling techniques will be introduced as a means to communicate these ideas.

Prerequisites: ART 1010, ART 1120, ART 1220 and ARHS 2200. Students without portfolio admission to the department with permission of the chair.

ART 3410 Painting III (3)
Continues Painting III. Prerequisites: ART 3410. Students without portfolio admission to the department with permission of the chair.

ART 3510 Sculpture III (3)
Continues Sculpture III. Prerequisites: ART 3510. Students without portfolio admission to the department with permission of the chair.

ART 3520 Sculpture IV (3)
Continues Sculpture IV. Prerequisites: ART 3520. Students without portfolio admission to the department with permission of the chair.

ART 3530 Ceramics III (3)
Continues Ceramics III: personal growth or form concepts and technical ability. Prerequisites: ART 3530. Students without portfolio admission to the department with permission of the chair.

ART 3540 Ceramics IV (3)
Continues Ceramics IV: personal growth or form concepts and technical ability. Prerequisites: ART 3540. Students without portfolio admission to the department with permission of the chair.

ART 3550 Sculpture Workshop (3)
Includes wood carpentry, steam bending of wood, wood carving, gas and electric welding of steel, steel forging, and hand tool building. Prerequisites: two previous studio courses. Students without portfolio admission to the department with permission of the chair.

ART 3560 Alternative Photography (3)
Alternative Photography investigates the relationship between critical concepts and alternative processes. 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 mixed media. The ability to craft images using these techniques falls in line with a contemporary trend, visible in museums and galleries across the country, to reinvestigate early photographic methods. These antique processes, often combine with modern photographic materials and digital imaging, are inspiring new ways to make images. Students will employ many techniques to create negatives for contact printing including shooting with pinhole cameras, operating a 4x5 camera, enlarging smaller format negatives onto Ortho film, and digital printing onto transparency film. This class will address contemporary issues and photographic theories as they relate to studio practices. Emphasis will be placed upon developing advanced concepts while promoting experimental strategies for creating and manipulating images.

ART 3610 Printmaking: Silkscreen (3)
Explores traditional and new techniques, including photo silkscreen. Prerequisites: ART 1120, and ART 1210. Students without portfolio admission to the department with permission of the chair.

ART 3620 Printmaking: Etching (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 impor-
Course Descriptions

**ART 2700-ART 4200**

**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. Prerequisite: Students without portfolio admission to the department with permission of the chair. May be repeated for credit.

**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. Prerequisites: one semester of printmaking. Students without portfolio admission to the department with permission of the chair. May be repeated for up to 9 credit hours.

**ART 3670 Color Photographics (3)**
Color Photographics is a class designed to provide 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. This class will help students develop both their color technique and sensibilities in the darkroom and in the digital lab. We will incorporate ideas of composition and review basic technical skills. Slide presentations will provide and overview of the history of color photography and explore the work of several individual photographers for whom color plays an essential part in the photographic medium. Through work/review sessions, students will be encouraged to evaluate their own ideas and judgments in 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 3700 Professional Practice (3)**
Examines issues and practices that relate to managing an art studio and a career as an artist. Content includes writing, photographing work, publicity, self-promotion, and legal issues. Prerequisite: 18 credit hours of studio art or 6 credit hours of art history. Students without portfolio admission to the department with permission of the chair.

**ART 3810 Conceptual Art (3)**
Explores some of the basic propositions of the artistic development identified variously as conceptual art, idea art, or process art. Directs aesthetic activity toward setting up situations in which assumptions that inform perception and the relationship between art and life are questioned. Prerequisites: ART 2120 and permission of the instructor. Students without portfolio admission to the department with permission of the chair. May be repeated for credit.

**ART 3820 Performance Art (3)**
Examines the history of 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. Prerequisites: junior status and permission of the instructor. May be repeated for credit.

**ART 3830 Alternative Media (3)**
Examines the history, concepts, and processes involved in alternative and interdisciplinary approaches to art making. Study will include lectures, reading, and student production in several alternative media. Evaluation based on level of participation, critiques, and exams based on readings. Prerequisites: junior standing. Students without portfolio admission to the department with permission of the chair. May be repeated for credit.

**ART 3850 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. Prerequisite: Students without portfolio admission to the department with permission of the chair. May be repeated for credit.

**ART 3900 B.F.A. Review (0)**
Becoming a bachelor of fine arts (BFA) major is achieved by presenting a selected display of work in the intended studio specialization. Students must register for this course in the Fall semester prior to their 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, EDUC 3150, EDUC 3155, and acceptance to the Teacher Certification Program or permission of the director of teacher certification and field experiences.

**ART 4000 Fine Arts Seminar (3)**
The culminating seminar for the fine arts minor. The class is in a weekly seminar format to discuss various issues pertinent to each of the arts areas. Each student presents a project/paper/portfolio that represents an integration of experiences in the minor.

**ART 4020 Visual Arts Seminar (3)**
This seminar course will investigate 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 4110 Drawing: Advanced (3-6)**
Includes figure drawing composition, gesture techniques, and chiaroscuro long drawing. Additional work for 6 credit hours includes chiaroscuro figures and interior forms, landscape composition, and individualized concepts. Prerequisites: ART 2120. Students without portfolio admission to the department with permission of the chair. May be repeated for credit.

**ART 4120 Drawing: Advanced (3-6)**
Includes figure drawing composition, gesture techniques, contour techniques, and chiaroscuro long drawing. In addition, work for 6 credit hours includes: chiaroscuro figures and interior forms, landscape composition, and individualized concepts. Prerequisites: ART 4110. Students without portfolio admission to the department with permission of the chair. May be repeated for credit.

**ART 4200 Art Therapy: History and Theory (3)**
Covers historical roots and major theoretical bases of art therapy. Additional study will include the professional development of art therapy.
Course Descriptions

Readings, a process journal, and a formal paper are required. Prerequisites: 18 credit hours of studio art and 6 credit hours of psychology.

ART 4270 Advanced Graphic Design (3)
Students develop their portfolio by completing a series of complex projects at a level of excellence appropriate to entering the professional world. Projects involve research and planning, concept proposals in rough and detailed form, and concern for budgetary restrictions. Emphasis is on visual communication of ideas. Prerequisites: ART 3270 and ART 3280. Students without portfolio admission to the department with permission of the chair.

ART 4280 Graphic Design Studio (3)
Studio work includes advanced practical exploration of design concepts. Students will participate in a simulated design studio, which will engage with actual clients both on and off campus. Research will engage considerations of client audience and communications theory. Prerequisite: admission to BFA in graphic design program.

ART 4410 Painting V (3)
Prerequisites: ART 3420. Students without portfolio admission to the department with permission of the chair. May be repeated for credit.

ART 4420 Painting VI (3)
Prerequisite: ART 4410. Students without portfolio admission to the department with permission of the chair. May be repeated for credit.

ART 4510 Sculpture V (3)
Students pursue individual directions in sculpture while developing a professional working attitude. Prerequisites: ART 3520. Students without portfolio admission to the department with permission of the chair. May be repeated for credit.

ART 4520 Sculpture VI (3)
Continues Sculpture V. Prerequisites: ART 4510. Students without portfolio admission to the department with permission of the chair. May be repeated for credit.

ART 4530 Ceramics V: Advanced (3)
Emphasizes personal development and ability to function independently in technical matters. Prerequisites: ART 3540. Students without portfolio admission to the department with permission of the chair. May be repeated for credit.

ART 4540 Ceramics VI: Advanced (3)
Continues Ceramics V. Prerequisites: ART 4530. Students without portfolio admission to the department with permission of the chair. May be repeated for credit.

ART 4610 Reading Course (1-4)
Prerequisites: permission of the instructor and filing of official form. May be repeated for credit.

ART 4630 Printmaking: Advanced (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. Prerequisites: 6 credit hours of printmaking. Students without portfolio admission to the department with permission of the chair. May be repeated for credit.

ART 4640 Printmaking: Advanced (3)
Continues ART 4630. Prerequisites: 6 credit hours of printmaking. Students without portfolio admission to the department with permission of the chair. May be repeated for credit.

ART 4710 Photography V (3)
Conducted on an independent basis for advanced-level photography students, particularly those working toward the BFA with an emphasis in photography. 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. May be repeated for credit.

ART 4720 Photography VI (3)
Continues ART 4710. Prerequisites: ART 4710 and permission of the instructor. Students without portfolio admission to the department with permission of the chair. May be repeated for credit.

ART 4800 Apprenticeships in Art (1-6)
Practical professional experiences in art under the supervision of a practicing professional or within a functioning studio. Prerequisites: advanced standing art majors and permission of instructor.

ART 4810 Professional Internship in Art Therapy (3)
Practical professional experiences in art therapy under the supervision of a practicing professional. Prerequisite: ART 2900 and approval of the instructor.

ART 4900 Graphic Design Portfolio Exam (3)
Students design and lay out their portfolios for final presentation and marketing techniques. As the program overview, the final exam will consist of a successful professional presentation of the student's portfolio to the Art Department faculty and members of the professional design community. Prerequisite: ART 3900.

ART 4910 BA Senior Overview/Exhibition (0)
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: application for teacher certification, ART 2900, EDUC 3150 and EDUC 3155, ART 3910, permission of the instructor, and acceptance to the Teacher Certification Program.

ART 4950 BFA Senior Thesis (3)
All students pursuing the BFA must complete the following requirements: A written document in thesis form presented to the faculty of the Art Department that is evaluated in terms of content-supporting work accomplished in the student’s major area of emphasis. The candidate assumes personal responsibility for making all necessary arrangements for this exhibition. A public exhibition of thesis works arranged by the BFA candidates. Required for graduation. Prerequisites: completion of program requirements.

AUDI – Audio Production

AUDI 1000 Audio Production I for Non-Majors (3)
Intended for students who will not pursue any further courses in
Course Descriptions

AUDI 1100 Audio Production I for Majors (3)
Intended for Audio Production majors, Audio Production minors, and any student who intends to take AUDI 2000 or other more advanced audio classes. Students learn the basics of audio recording, tape editing, sound mixing, selection and mixing of music, and special effects of audio production. Students are expected to work independently in the audio studio. Pre-requisites: MEDC 1010 and EPM1 1000 OR permission of instructor.

AUDI 1200 Introduction to MIDI (3)
Students learn the basic principles of the interfacing of musical instruments, computers, and recording studio technology. The course focuses on MIDI message structure and basic MIDI applications, including sequencing, mixing, and effects processing.

AUDI 2000 Audio Production II (3)
Continues and expands the concepts and techniques presented in Audio Production I. Students learn advanced stereo audio production, both in the studio and on location. To be taken concurrently with AUDI 2050. Prerequisite: AUDI 1100 and current enrollment in AUDI 2050.

AUDI 2050 Audio Production II Lab (3)
Continues and expands techniques presented in Audio Production I, with an emphasis on advanced stereo audio production in the studio. Students are expected to work independently and in small groups. To be taken concurrently with AUDI 2000. Prerequisite: AUDI 1100 and current enrollment in AUDI 2000.

AUDI 2100 Radio Production (3)
Students learn the theoretical and practical elements of radio production and radio station operation. Topics include basic announcing, interviewing, tape and digital editing, news reading, and production of station promos and commercials. Technical skills include operation of broadcast console, audio tape recorder, cartridge recorder, digital audio tape recorder, mini disc recorder and Adobe Audition editing software. Students are expected to work independently in the radio studio. Prerequisite: AUDI 1000 OR AUDI 1100 OR permission of the instructor.

AUDI 2300 Protocols (3)
Students learn the basic principles of this industry standard DAW and its uses in recording studio technology. The course focuses on Pro Tools software and its various applications including post-production, mixing, and effects processing. Prerequisite: AUDI 2000.

AUDI 3000 Multitrack Recording (3)
Students learn multitrack audio-recording strategies and techniques. Topics include: studio session procedures, theory and operation of multitrack tape recorder and audio console, and multitrack recording techniques for speech and music. Prerequisite: AUDI 2000 and AUDI 2050.

AUDI 3100 Audio Field Production for Visual Media
Students enrolled in this course will learn the basics of recording audio on location for visual media. This includes sound for film, video and interactive media. The course will consist of both theory and hands-on assignments. Students will work on actual projects. Prerequisite: AUDI 2000.

AUDI 3150 Topics (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 3200 Applied Audio Maintenance (3)
Students learn basic electronics and the use of electronic test equipment for the diagnosis and repair of professional audio equipment. Students learn to trace problems as well as read schematics and flow charts. Students will be expected to become familiar with the following audio concepts and applications: distortion, phase, equalization, white noise, VU meters, DB meters, and signal flow in a chain of audio equipment. Prerequisite: AUDI 2000.

AUDI 3300 Sound System Operation and Design (3)
Students learn the principles and applications of sound system design and operation. Topics include: basic acoustics, loud-speaker coverage and alignment, power amplifiers, system interconnection, troubleshooting, and operation of sound reinforcement systems. The class examines both permanent and portable systems. Students apply sound system design theory by mixing the "house sound" for specific events on campus. Prerequisite: AUDI 2000.

AUDI 3400 Location Recording (3)
Students learn to record a wide variety of concerts outside the recording studio: on campus, including faculty and student performances of jazz, classical music, and opera. Students work individually and in teams. May be repeated for credit as content varies. Prerequisite: AUDI 3000.

AUDI 3500 Digital Audio (3)
Students learn strategies and techniques for audio production on computer platforms, including advanced editing and basic automation. Prerequisite: Completion of or current enrollment in AUDI 3000 OR permission of instructor.

AUDI 3600 MIDI Applications: Sequencing (3)
Students learn the use of the computer in composing and performing music. Emphasizes understanding of MIDI, orchestration of synthesizer sounds, event list editing, and use of outboard effects. Includes some composition. Prerequisite: AUDI 1200 OR permission of the instructor.

AUDI 3800 Professional Level Audio Production (3)
Students learn advanced studio procedures, creative sonic presentation, and how to work with clients in a professional environment. Prerequisite: AUDI 3000.

AUDI 3900 Audio Aesthetics (3)
Students learn recording techniques and production philosophies to determine what is "great sound" and what are the elements of a "hit" record. A survey of recordings, both past and present, is used to help students define creative goals and to develop more critical listening and production skills. Prerequisite: AUDI 1100.

AUDI 4000 Music Recording (3)
Students learn the strategies and techniques used for recording various types of music. Topics include planning a music recording session; the role of the recording engineer; microphone techniques; and recording and mixing. Recordings are in the studio and on location, using both the multitrack and two-track recorders. Some class projects require meeting on Monday and Tuesday evenings. Prerequisite: AUDI 3000.

AUDI 4100 Advanced Audio Mixing (3)
Students learn the strategies and techniques used for mixing various types of music and learn which elements comprise the mix, both from the standpoint of well-recorded tracks and fixing errors made in other parts of the recording process. Prerequisite: AUDI 3000.

AUDI 4200 Jingles (3)
With a focus on the achievement of a common goal through collaboration between different media, audio, advertising and marketing communications, public relations, and composition students learn to put together a hands-on and ears open examination of creating, recording, and mixing music for PR and advertising/marketing communications.
Course Descriptions

BIOL – Biology

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. Includes lab. Offered in fall semester.

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. BIOL 1020 and BIOL 1021 must be taken concurrently. Intended for non-majors. Offered in fall semester.

BIOL 1030 Biology of Plants (3)
BIOL 1031 Biology of Plants: Lab (1)
Examines plant growth and development, from seed to flower. Plant diversity, ancient and modern uses will be studied, along with care of common garden and household plants. Laboratory required. BIOL 1030 and BIOL 1031 must be taken concurrently. Intended for non-majors. Offered in spring semester.

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. Includes lab.

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 1550 Essentials of Biology I (4)
BIOL 1551 Essentials of Biology I: Lab (1)
Will focus on structure, function, and biological processes in bacteria, viruses, and the animal kingdom. Laboratory required. BIOL 1550 and BIOL 1551 must be taken concurrently. Prerequisite: CHEM 1100 concurrently or equivalent. Limited to majors in the sciences or by permission of the instructor. Offered in fall semester.

BIOL 1560 Essentials of Biology II (4)
BIOL 1561 Essentials of Biology II: Lab (1)
Will focus on structure, function, and biological processes in protists, fungi, and the plant kingdom. Continuation of BIOL 1550. Laboratory required. BIOL 1560 and BIOL 1561 must be taken concurrently. Prerequisites: BIOL 1550, CHEM 1110 concurrently or equivalent. Offered in spring semester.

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 required. BIOL 1610 and BIOL 1611 must be taken concurrently. Offered only at Lutheran School of Nursing.

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 required. Offered only at Lutheran School of Nursing.

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 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. Note: BIOL 3011 lab required. BIOL 3010 & 3011 must be taken concurrently. Prerequisites: BIOL 1550, BIOL 1551 & CHEM 1110 or permission of instructor. Offered in fall semester.

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, Gastrointestinal Systems. Labs will involve feline dissections of these systems and examination of the musculature. Labs can also involve viewing of dissected human cadavers. Note: BIOL 3021 lab required. BIOL 3020 & 3021 must be taken concurrently. Prerequisites: BIOL 3010, BIOL 3011 or permission of instructor. CHEM 2100 and CHEM 2101 taken concurrently. Offered in spring semester.

BIOL 3050 Genetics (3)
BIOL 3051 Genetics: Lab (1)
Overview of Mendelian and molecular genetics in bacteria, model eukaryotic organisms, and humans. Laboratory is required. BIOL 3050 and BIOL 3051 must be taken concurrently. Prerequisites: CHEM 2100 or permission of instructor. Offered in spring semester.

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. Prerequisites: BIOL 3080, BIOL 3081 and CHEM 3100 taken concurrently, or permission of instructor. Offered in fall semester.

BIOL 3120 Microbiology (3)
BIOL 3121 Microbiology: Lab (1)
A study of viruses, bacteria, fungi, and protozoa with respect to microbial genetics, diseases, and the host response to infection. Prerequisites: CHEM 2110 and BIOL 1560 or equivalent, or permission of instructor. BIOL 3120 and BIOL 3121 must be taken concurrently. Offered in spring semester.

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 instructor. Offered in fall semester, odd numbered years.

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. BIOL 3200 and BIOL 3201 must be taken concurrently. Prerequisites: BIOL 1550 and BIOL 1560, or permission of the instructor. Offered in fall semester.

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 rational behind the methodology. Offered in spring and summer sessions.

BIOL 3500 Biology and Society (3)
Considers the interaction of culture and values with various medi-
Course Descriptions

BUSN 3100 Issues in Business (1-3)
Prerequisite: MATH 1430, or equivalent. Studies the logic of empirical research and statistical tools: correlational techniques, chi square, critical ration, "t" test, and analysis of variance.

BUSN 2750 Quantitative Methods (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 instructor. Offered in spring semester of odd numbered years.

BUSN 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: CHEM 3100 and senior standing.

BUSN 4430 Senior Thesis (4)
Senior research project to be completed 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. Prerequisite: BIOL 4400.

BUSN 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, 3051, BIOL 3080, 3081, CHEM 3100, or permission of instructor. Offered in fall semester of odd numbered years.

BUSN 4600 Seminar in Biology (2)
For senior biology majors.

BUSN 4610 Reading Course (1-4)
Prerequisites: permission of the department chair and filing of the official form. May be repeated for credit if content differs.

BUSN – Business

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 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 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 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 2020, and BUSN 2750.

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 2020, BUSN 2750, MNGT 2100, and FINC 3210.

BUSN 4300 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. Cross-listed with RELG 4310.

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 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. Prerequisites: all of the required courses in the program and be within 15 credit hours of graduation.

CHEM – Chemistry

CHEM 1100 General Chemistry I (3)
CHEM 1101 General Chemistry I: Lab (1)
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. CHEM 1100 and CHEM 1101 must be taken concurrently. Prerequisites: MATH 1430, College Algebra, concurrently or equivalent, or permission of instructor. Offered in fall semester.

CHEM 1110 General Chemistry II (3)
CHEM 1111 General Chemistry II: Lab (1)
A continuation of CHEM 1100. Major topics include kinetics, chemical equilibrium, electrochemistry, and the properties of solids, liquids, and solutions. Laboratory required. CHEM 1110 and CHEM 1111 must be taken concurrently. Prerequisite: CHEM 1100, or permission of instructor. Offered in spring semester.

CHEM 2100 Organic Chemistry I (3)
CHEM 2101 Organic Chemistry I: Lab (1)
An introductory study of the functional groups of organic compounds. Reaction mechanisms and structure determination are presented. Practical applications are stressed. Laboratory required. CHEM 2100 and CHEM 2101 must be taken concurrently. Prerequisites: CHEM 1100 and CHEM 1110, or permission of instructor. Offered in fall semester.

CHEM 2110 Organic Chemistry II (3)
CHEM 2111 Organic Chemistry II: Lab (1)
A continuation of the study of the common functional groups, mechanisms, and reactions. Introduction to biochemicals included. Laboratory required. CHEM 2110 and CHEM 2111 must be taken concurrently. Prerequisite: CHEM 2100, or permission of instructor. Offered in spring semester.

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. CHEM 3100 and CHEM 3101 must be taken concurrently. Prerequisite: CHEM 2100, or permission of instructor. Offered in fall semester.

CHEM 3110 Biochemistry II (3)
CHEM 3111 Biochemistry II: Lab (1)
Studies metabolism and the techniques and principles of molecular genetics. Prerequisites: CHEM 2100 and CHEM 3100, or permission of instructor. Offered in spring semester.

CHEM 3200 Physical Chemistry I (3)
CHEM 3201 Literature (1)
Studies quantum chemistry with respect to the Schrodinger wave equation. Topics include the general principles of quantum mechanics as they relate to the harmonic oscillator, approximate methods, atoms, molecules, and spectroscopy. Prerequisites: MATH 1610 and MATH 1620 or permission of the instructor. Offered in fall semester.

CHEM 3210 Physical Chemistry II (3)
CHEM 3211 Literature (1)
Studies the development, the principles, and the applications of the zeroth, first, second, and third laws of thermodynamics. Solution chemistry and kinetics are also studied. Prerequisites: MATH 1610 and MATH 1620 or permission of instructor. Offered in spring semester.

CHEM 3250 Environmental Chemistry (3)
CHEM 3251 Environmental Chemistry: Lab (1)
Covers an advanced study of the chemistry of the 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. CHEM 3250 and CHEM 3251 must be taken concurrently. Prerequisites: CHEM 2100 and CHEM 2101.

CHEM 3600 Topics in Chemistry (1-4)
Courses under this title are designed for more advanced studies of subject matter covered in previous courses or for the treatment of material that has not been covered. The student is encouraged to suggest subjects for study. Topics might include quantum chemistry, thermodynamics, advanced kinetics, enzyme kinetics, advanced biochemistry, advanced organic or inorganic chemistry, bioenergetics, or the origin of life as examples. May be repeated for credit if content differs. Prerequisite: junior standing or permission of the instructor.

CHEM 4610 Reading Course (1-3)
Prerequisites: permission of the department chair and filing of the official form. May be repeated for credit if content differs.

COAP – Computer Applications

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 1040 Graphic Utilities I (3)
Gives the student hands-on experience with a variety of graphics software. Students generate computer art of various types and evaluate software packages.

COAP 1140 Graphic Utilities II (3)
Builds on the knowledge gained in COAP 1040 Graphic Utilities I. Focuses on animation and/or graphics software suitable for the publishing industry. Prerequisite: COAP 1040 or permission of the instructor.

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 XHTML Programming (3)
HTML is the programming language used to develop home pages on the Internet. This course covers the most current tools available for developing HTML documents and posting pages on the World Wide Web. This course covers the basics of XHTML (Extensible HTML).

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
Course Descriptions

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 learn methods of building, maintaining and supporting a Web site. The content created, to include documents, workbooks, presentations, and databases, will be built and published using a current Web editing tool. 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 2140 Design Principles I (3)
This course covers the analysis and design process for creating successful Web sites. Students will learn various methods for implementing web site navigation. Basic design principles useful in laying out professional and appealing pages including graphic file formats and design techniques such as web typography and color theory will be covered. An introduction to the internationalization of web sites and web accessibility will be introduced. Prerequisites: COAP 2000 or HTML proficiency and COAP 2170.

COAP 2150 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 2170 Web Usability and Accessibility (3)
This course introduces the student to the area of web usability, including web accessibility. Students will learn how to design usable and inclusive user interfaces for web pages and sites. Prerequisite: COAP 2000 or HTML proficiency.

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 2220 Microcomputer Software (3)
Provides advance study of a variety of software packages, offered under different subtitles. May be repeated for credit if content differs.

COAP 2310 Graphics (3)
Studies different graphics techniques, offered under different subtitles. May be repeated for credit if content differs.

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 Dynamic HTML (3)
This course provides students with a comprehensive understanding of topics in HTML, XHTML, and 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 and implementation of Dynamic HTML and XML and emphasizes the main areas of innovation in Web development technology. Prerequisite: COAP 2100.

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 limited 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 software applications. It is designed for students who want to integrate server technologies to produce Web applications that not only interact with users, but also integrate other software 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 information in their Web sites, as well as how to update and query those databases. Prerequisite: COAP 3000.

COAP 3120 Designing with Style Sheets (3)
This course covers the styling of Web pages as laid out in the latest CSS specifications. Through the use of hands-on projects and code samples, the students will create style sheets in real-world exercises and master the skills to create effective style sheets on the Web. Prerequisite: COAP 2150 (or concurrently).

COAP 3150 Design Principles II (3)
Continuation of COAP 2150. Students will implement the design from COAP 2150 into a complete web site with documentation. Digital graphic techniques such as the use of layers, masks, filters, and other special effects are covered. Students will also learn to work with scanned images, manipulate color contrast and balance, and handle various graphic file types. 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. Prerequisite: COAP 3110.

COAP 4910 Senior Applications Project (3)
Students will develop an advanced application that uses and synthesizes previous learning. Prerequisite: permission of department.
CONS – Conservatory of Theatre Arts

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 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 Areas: The department offers emphases in scene design, 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 a similar 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, 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, clowns, period dance. Also specific work with dialects and non-regional speech. Design and technical areas 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. Stage managers participate in seminars and the practical application of the studies in production. Prerequisites: THEA 2020 and approval of area faculty.

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, 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

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. May be repeated once for credit. Only offered in a 16-week format.

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. Prerequisite: COSC 1550 with grade of B or better. May be repeated once for credit. Only offered in 16-week format.

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.

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.
Course Descriptions

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. Prerequisite: COSC 1550.

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 Telecommunications (3)
In this course students examine the various technologies and applications of telecommunications. The course provides an analysis of the current and future trends in telecommunication technologies and services and includes an overview of the industry and the associated management and strategy issues.

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.

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 and Junior Standing.

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++. Prerequisites: COSC 1570 and 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 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 1570, 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 and COSC 2610 and Junior Standing.

COSC 3660 Network Concepts (3)
Explores the basic concepts of computer networks. 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 does not count toward a computer science major without an emphasis or toward a minor.) Prerequisites: COSC 1560 and Junior Standing and permission of the department. May be repeated for credit up to a maximum of 24 credits.

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 and Junior Standing and permission of the department.

COSC 4100 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. 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 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.
system. Prerequisites: COSC 1560, COSC 2810 and Junior Standing.

**COSC 4820 Information Systems II (3)**
Continuation of Information Systems I, with 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 and Senior Standing and permission of the department.

**CSIS – Computer Science Information Systems**

**CSIS 3410 Information Analysis (3)**
This course teaches the use of spreadsheets and databases to use data effectively for better decision making. Prerequisite: 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.

**DANC – Dance**

**DANC 1010 Ballet I (2)**
Analyzes and practices fundamental laws of ballet, principles of correct placement for stability, action, and movement of the body. May be repeated once for credit.

**DANC 1020 Ballet I (2)**
Continues DANC 1010. Prerequisite: DANC 1010 or permission of the instructor. May be repeated once for credit.

**DANCE 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. General education course.

**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.

**DANC 1090 Jazz I (1-2)**
Introduces techniques of dance for contemporary and musical theatre. May be repeated once for credit.

**DANC 1100 Jazz I (1-2)**
Continues DANC 1090. Prerequisite: DANC 1090 or permission of the instructor. May be repeated once for credit.

**DANC 1110 Modern Dance I (1-2)**
Fundamental course studies Graham, Humphrey, and Limon philosophies in studio situation. May be repeated once for credit.

**DANC 1120 Modern Dance I (1-2)**
Prerequisite: DANC 1110 or permission of the instructor. May be repeated once for credit.

**DANC 1220 Improvisation I (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. Prerequisite: DANC 1230 or permission of the instructor. May be repeated once for credit.

**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. Prerequisite: DANC 1220 and MUSC 1000, or by permission of instructor.

**DANC 1320 Composition I (1-3)**
Continues DANC 1310. Prerequisite: DANC 1310.

**DANC 1410 Introduction to Professional Dance I (1-3)**
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 (1-3)**
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. Prerequisite DANC 1410, Introduction to Professional Dance I, or permission of instructor.

**DANC 1550 Stagecraft for Dance I (1-2)**
Dance students will continue to 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. Prerequisite: DANC 1550 or permission of the instructor. 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 evolve style of ballet. Prerequisite: DANC 1020 or permission of the instructor. May be repeated once for credit.

**DANC 2020 Ballet II (1-3)**
Continues DANC 2010. Prerequisite: DANC 2010 or permission of the instructor. May be repeated once for credit.

**DANC 2050 Pointe (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. Prerequisite: DANC 3010 or permission of instructor. May be repeated for credit.

**DANC 2060 Men's Class (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
Course Descriptions

man. Prerequisite: DANC 3010 or permission of instructor. May be repeated for credit.

DANC 2090 Jazz II (1-3)
Studies contemporary dance techniques using an approach toward concert Jazz dance. Prerequisite: DANC 1100 or permission of the instructor. May be repeated once for credit.

DANC 2100 Jazz II (1-3)
Continues DANC 2090. Prerequisite: DANC 2090 or permission of the instructor. May be repeated once for credit.

DANC 2110 Modern Dance II (1-3)
Continues basic modern dance techniques. Student continues to develop skills leading to performance quality. Prerequisite: DANC 1120 or permission of the instructor. May be repeated once for credit.

DANC 2120 Modern Dance II (1-3)
Continues DANC 2110. Prerequisite: DANC 2110 or permission of the instructor. May be repeated once for credit.

DANC 2210 Dance History: Lineage Based to 20th Century (3) (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. Prerequisite: DANC 1240. May be repeated for credit.

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. Prerequisite: DANC 2230. May be repeated for credit.

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 imbalances 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 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. Prerequisite: Permission of the instructor. May be repeated for credit.

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. Prerequisite: DANC 2020 or permission of the instructor. May be repeated for credit.

DANC 3020 Ballet III (1-3)
Continues DANC 3010. Prerequisite: DANC 3010 or permission of the instructor. May be repeated for credit.

DANC 3050 Partnering (1-2)
In this class, the student will develop 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. The student will grasp the myriad of possibilities that exist in the art of choreography when one understands how to move the male dancer and develop the pas de deux, or duets, into a work. Prerequisite: DANC 3010 and DANC 2050, or permission of instructor. May be repeated for credit.

DANC 3060 Variations (1-2)
The student learns and performs specific variations/choreography from a variety of renowned classical ballets. The student becomes familiar with some of the most influential choreographers, composers, and artists of the 19th and 20th centuries. Prerequisite: DANC 3010 or DANC 2050, or permission of instructor. May be repeated for credit.

DANC 3090 Jazz III (1-3)
Studies contemporary dance techniques using an approach toward concert Jazz dance. Expand upon Jazz II by understanding more complicated rhythms and movement vocabulary. Prerequisite: DANC 2100 or permission of the instructor. May be repeated for credit.

DANC 3100 Jazz III (1-3)
Prerequisite: DANC 3090 or permission of the instructor. May be repeated for credit.

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. Prerequisite: DANC 2120 or permission of the instructor. May be repeated for credit.

DANC 3120 Modern Dance III (1-3)
Continues DANC 3110. Prerequisite: DANC 3110 or permission of the instructor. May be repeated for credit.

DANC 3150 Webster University Dance Ensemble (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 Webster University Dance Ensemble 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 and performance of the Webster University Dance Ensemble and the Dance Lecture Demonstration Touring opportunities. Prerequisite: DANC 3010 and DANC 2050, or permission of instructor. May be repeated for credit.

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. Prerequisite: DANC 1220 or permission of instructor. May be repeated for credit.  

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, Feldenkrais 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 4010 Ballet IV (3)  
Advanced training in the classic skills of ballet leading to performance. Prerequisite: DANC 3020 or permission of the instructor. May be repeated for credit.  

DANC 4020 Ballet IV (3)  
Continues DANC 4010. Advanced training in the classic skills of ballet leading to performance. Prerequisite: DANC 4010 or permission of the instructor. May be repeated for credit.  

DANC 4110 Modern IV (1-3)  
Advanced training in the contemporary skills of modern technique. Prerequisite: DANC 3120 or permission of the instructor. May be repeated for credit.  

DANC 4120 Modern IV (1-3)  
Continues DANC 4110. Advanced training in the contemporary skills of modern technique leading to performance. Prerequisite: DANC 4110 or permission of the instructor. May be repeated for credit.  

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: Permission of Instructor.  

DANC 4310 Choreographic Project (3)  
Requires a written proposal for a dance work(s), including music to be used, number of dancers, length, and brief description of intended choreographic approach. Views and criticizes the work several times during semester. Public performance of the work constitutes satisfactory completion of course requirements. Prerequisite: 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 Dance Seminar (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, resumes, websites to assist in the job search and sustainability of one’s career. Research prospective job market. Prerequisite: Student must be in senior year or permission of instructor. May be repeated for credit.  

ECON – Economics  

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. Prerequisite: ECON 2030.  

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. Prerequisite: ECON 2020.  

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. Prerequisites: ECON 2030, ECON 2020, and competence in basic algebra. Prerequisite: ECON 2030.  

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. Prerequisites: ECON 2030, ECON 2020, and competence in basic algebra. Prerequisite: ECON 2030.  

ECON 3100 Issues in Economics (3)  
Analyzes current economic issues in terms of historical background, present status, and possible solutions. Prerequisites: ECON 2030 and ECON 2020. May be repeated for credit if content differs.  

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 2030.  

ECON 3410 Labor Economics (3)  
Studies the labor market, compensations, labor unions, management and labor strategies, collective bargaining, and labor legislation. Prerequisites: ECON 2030 and ECON 2020.  

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. Prerequisites: ECON 2030 and ECON 2020.  

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. Prerequisites: ECON 2030 and ECON 2020.
Course Descriptions

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. Prerequisites: ECON 2030 and ECON 2020.

ECON 4610 Reading Course (1-4)
Prerequisite: filing of official form.

ECON 4720 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. Prerequisites: ECON 2030 and ECON 2020.

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. Prerequisites: ECON 2030 and ECON 2020.

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. Prerequisites: ECON 2030 and ECON 2020.

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.

EDUC – Education

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 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. Prerequisite: filing of appropriate form eight weeks prior to beginning of placement. Practicum placements will be made in the St. Louis County, St. Louis City, Fox, and Francis Howell School Districts.

EDUC 2070 Child Development (3)
Students in this course are presented with the theories of physical, cognitive, emotional, and social development throughout the lifespan. The emphasis is on developmental processes during the early childhood and middle childhood years. Theories of child development are interrelated and integrated with observations of children and discussions of educational applications. Children are studied in the context of family, school, community, and society. Issues of diversity in child development including multicultural perspectives and inclusion strategies are examined.

EDUC 2080 Early Adolescent Development (3)
Students in this course study the physical, intellectual, personality, emotional, sexual, and social growth and adjustments of the young adolescent ages 9-15. This course also explores the relationship of the school environment to the adolescent’s development.

EDUC 2110 Communication in Education (3)
Students in this introductory communications course focus learning about communication models and the affective domain. Students work on developing self-awareness and interpersonal communication skills.

EDUC 2120 Adolescent Development (3)
Students in this course study the theoretical and empirical study of adolescence. Topics addressed include physical, emotional, social, intellectual, vocational, and moral reasoning development. Intracultural and intercultural variations in development are examined. Educational applications for each topic are explained.

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.

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. Prerequisite: EDUC 2080.

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 pre-service teachers to explore diverse values and beliefs about learning and teaching. Three perspectives, history, philosophy, and social science research, provide the foundation for analysis. Pre-service teachers define their own personal approach to teaching. Prerequisites: WRIT 1010 or WRIT 2000 with a B- or better, and EDUC 2110.

EDUC 2850 Foundations of Early Childhood Education (3)
Students in this course examine the historical, philosophical, psychological, and social foundations of early childhood education. It is designed to help students gain understanding of the state of the art of early childhood education and the forces shaping its future. Field observations and participation with children and adults are required. Must be completed with a grade of B- or better. Prerequisites: EDUC 3150, EDUC 3155, EDUC 2070 or PSYC 2200.

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 Intermediate Practicum in Education (1-4)
The focus of this practicum is observation and participation in class-
rooms in a variety of settings: early childhood, elementary, middle school, secondary, special, and inclusive education. Prerequisites: EDUC 3150, EDUC 2900, 6 credit hours of professional education coursework for secondary placements or 12 credit hours of professional education coursework for elementary placements, and filing of appropriate form by the posted deadline. Practicum placements will be made in the St. Louis County, St. Louis City, Fox, and Francis Howell School Districts.

EDUC 3100 Learning, Teaching and Assessment (3)
Students in this course learn the connections between the historical and philosophical foundations of education and theories of learning. Principles of teaching and learning common to all disciplines are covered. This course prepares students to develop, document, and use and interpret formative and summative assessment to inform instruction and improve the learning of PK-12 students.

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 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. Prerequisites: EDUC 3125 (may be taken concurrently or after).

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. Prerequisite: EDUC 3125.

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. Prerequisite: EDUC 3125.

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. Prerequisite: EDUC 1050 or permission of the instructor. May be repeated for credit.

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. Students in this early practicum are placed in the diverse PK-12 school settings. This course enables pre-service teachers to 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.

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 in which the course is offered. Students will be assessed using the School of Education Dispositions. In order to be admitted to Teacher Certification, students must attain a grade of B or better in this course.

This early practicum is designed to accompany EDUC 3150 Education in a Diverse Society and will take place in the diverse school in which the course is offered. Students will be assessed using the School of Education Dispositions. In order to be admitted to Teacher Certification, students must attain a grade of B+ or better in this course.

EDUC 3170 Methods of Teaching Language Arts (3)
Students in this course are presented with an overview of major theories and methods of teaching language arts. Emphasizes integrating language arts (thinking, speaking, writing, reading, listening, and viewing) with other areas of curriculum, using such expressive arts as storytelling, creative drama, puppetry, and reader's theatre. Prerequisite: Eligible for admission to Teacher Certification.

EDUC 3180 Children's Literature (3)
Students in this course become acquainted with the great wealth of trade books and other media forms available for today's children, preschool through grade eight. Also covered is how to guide children toward more comprehensive, creative, insightful, and diverse utilization of literary materials in a classroom setting. Extensive and intensive reading of children's literature is required. Prerequisites: EDUC 3150 and EDUC 3155.

EDUC 3190 Young Adult Literature (3)
Students in this course select, read, evaluate, and explore uses of text, including multiethnic and international literature, for working with students in grades 5-12. Discussion strategies, alternatives to book reports, literature extension projects, and unit planning will be addressed. Prerequisites: EDUC 3150 and EDUC 3155.

EDUC 3300 Topical 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: EDUC 3150, EDUC 3155 and must be taken concurrently with EDUC 3000.

EDUC 3500 Methods of Secondary School Teaching (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 of 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 3540 Methods of Teaching Art and Music (2)
Students in this course explore basic information about music and art, and methods for integrating the arts into other elementary disciplines. Emphasis is on learning to design lessons that will incorporate art and music into academic units, always maintaining the integrity of the arts in terms of production, interpretation, and cultural understanding. Prerequisites: EDUC 2070 or PSYC 2200 and eligible for admission to Teacher Certification.
Course Descriptions

EDUC 3550 Methods of Teaching Health and P.E. (2)
Students in this course study methods, techniques, learning styles, and skills necessary to recognize the developmental, physical, mental, emotional, and social growth of the elementary-age child. Emphasis is placed on the importance of health and physical education as an integral part of the elementary curriculum and the impact on child development. Prerequisites: EDUC 2070 or PSYC 2200 and eligible for admission to Teacher Certification.

EDUC 3600 Classroom Organization and Curriculum Implementation (3)
Students in this course focus on the multiple factors affecting curriculum, including scheduling, classroom organization and structure, lesson planning, and student evaluation. In this practically oriented course, students set up a detailed plan for the first week of school including the setting up of a grade and plan book, the physical arrangement of the room and the design of introductory lessons aimed at establishing appropriate classroom atmosphere. Evaluation is based on a series of practical projects and position papers. Prerequisite: senior standing.

EDUC 3700 Methods of Teaching Strategic Reading and Writing (3)
Students in this course explore the role of metacognition and research-based reading strategies utilized effectively for all learners during the reading and writing processes. Student-centered approaches such as the guided reading comprehension model are highlighted in the use of both fiction and non-fiction texts, and students learn to plan, teach, and evaluate reading and writing lessons in the elementary classroom. This class is designed for early childhood, elementary, middle-school, and special education majors. Prerequisite: EDUC 3520 and eligible for admission to Teacher Certification.

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 MoSTEP standards. Prerequisite: concurrent enrollment in apprentice teaching.

EDUC 4020 Health, Nutrition, and Safety (2-3)
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 3150 and EDUC 3155.

EDUC 4070 Methods of Teaching Reading in the Content Areas (3)
Students in this course explore the role of reading in the effective instruction of content area courses. Participants learn to evaluate text and plan instruction that engages learners, increases motivation to learn, and develops critical thinkers and active, independent learners through the application of specific strategies to content materials. This course fulfills state certification requirements for secondary and middle school teachers in content fields. Prerequisite: Eligible 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 acting 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 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: PSYC 2250 or EDUC 2120, 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. Prerequisites: EDUC 2080 and 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 5-8 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.

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 (2)
This course will introduce general educators to strategies that promote the social and academic integration of children with disabilities 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 and positive behavior supports. Prerequisites: EDUC 2900 and 9 credit hours of professional education courses or permission of 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 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/Future's Plans, diversity issues, parent collaboration and communication, curriculum adaptations, differentiated instruction, response to intervention, and positive behavior supports. Prerequisites: EDUC 2900 and 9 credit hours of professional education courses or permission of 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 4330 or permission of advisor.

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 the 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 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: EDUC 2070, or PSYC 2200 and eligible for admission to Teacher Certification.

EDUC 4580 Methods of Teaching Elementary Science (3)
Students in this course study curricular and instructional objectives for teaching science in the elementary school. Emphasizes materials, techniques, and resources. Prerequisites: EDUC 2070 or PSYC 2200 and eligible for admission to Teacher Certification.

EDUC 4600 Educational Research (3)
Students in this course enable 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. Prerequisites: senior standing and permission of the instructor. May be repeated for credit if content differs.

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 (1-3)
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 4690 Assessment and Advancement of Reading Abilities (3)
Students in this methods course learn the effective use of literacy assessment for detecting and preventing difficulties. Students explore materials and methods for developing a student-centered approach that builds on strengths. The study of specific problems with possible corrective procedures includes a Basic Reading Inventory and a case study for an individual reader. Prerequisites: EDUC 3520 and EDUC 3700 and eligible for admission to Teacher Certification.

EDUC 4700 Analysis and Correction of Reading Disabilities (3)
Students in this course explore the characteristics of reading disabilities, identification/analysis of reading disabilities, and reading intervention strategies appropriate for students with 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 to remediate/correct reading disabilities. Students explore formal and informal reading assessments, current research literature in reading, and the development of strategies for remediation of reading disabilities. Prerequisites: EDUC 2900, EDUC 3520, EDUC 4450 and eligible for admission to Teacher Certification.

EDUC 4730 Language Development of Children with Disabilities (3)
Students in this course explore language development in children and youth with special needs. Formal and informal evaluation procedures are examined, intervention strategies appropriate to the language impairment are reviewed, and language arts strategies are developed. Prerequisites: EDUC 2900 and EDUC 4450 or permission of advisor.

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. Prerequisites: EDUC 2850, EDUC 3150 and EDUC 3155.

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. Prerequisites: EDUC 2850, concurrent registration in EDUC 4740 and eligible for admission to Teacher Certification.

EDUC 4770 Assessment of Young Children (3)
Students in this course focus on the assessment of young children.
Course Descriptions

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. Prerequisite: EDUC 4740, EDUC 4830 or concurrent registration in EDUC 4830.

EDUC 4790 Assessment for Intervention of Infants and Young Children (3)
Students in this course examine formal and informal assessment measures for young children with special needs and their families. Issues of cultural diversity, test reliability and validity, and the development of IEP's and IFSP's from assessment information are addressed. The assessment process taught focuses on overall child development and family needs for children birth to eight years of age. Prerequisites: EDUC 2850, EDUC 3150 and EDUC 3155.

EDUC 4830 Early Childhood Curriculum (4)
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. Prerequisites: EDUC 2850, EDUC 4740 and eligible for admission to Teacher Certification.

EDUC 4831 Preschool 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. Prerequisites: concurrent registration in EDUC 4830 or prior successful completion of equivalent, EDUC 2850, EDUC 4740 and eligible for admission to Teacher Certification.

EDUC 4832 Early Primary Practicum (1)
The focus of this 1-credit-hour practicum is observation and participation in classrooms servicing children in early primary grades. It is typically taken concurrently with EDUC 4830 Early Childhood Curriculum and supports an understanding of developmentally appropriate curriculum. Prerequisites: concurrent registration in EDUC 4830 or prior successful completion of equivalent, EDUC 2850, EDUC 4740 and eligible for admission to Teacher Certification.

EDUC 4840 Early Childhood Special Education Curriculum (2-3)
This is an introductory course for persons interested in working with young children with special needs. Includes the study of appropriate curriculum methods and materials for this specialized area. Topics include collaborative goal setting, individualized curriculum strategies and activities, learning environment considerations, team approaches, family programming, and evaluation strategies. Prerequisites: EDUC 2850, EDUC 2900, and 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 2850, EDUC 3150 and EDUC 3155.

EDUC 4940 Apprentice Teaching: Early Childhood (Pre-K-Kindergarten) (6)
Teacher Certification students only. For students seeking certification in early childhood education. Prerequisites: senior standing, cumulative 3.0 GPA in the education major, filing of appropriate form one semester prior to placement and by the posted deadline, acceptance into Teacher Certification Program, successful completion of 9 credit hours of foundations requirements, successful completion of all but 4 credit hours of professional education requirements, and concurrent registration in EDUC 4000 Apprentice Teaching seminar. Students must attempt the Praxis II exam in Practicum semester to be placed in Apprentice Teaching. Apprentice teaching placements will be made in the St. Louis City, St. Louis County, Fox, and Francis Howell School Districts along with private and independent schools.

EDUC 4950 Apprentice Teaching: Primary (Grades 1-3) (Early Childhood 7/ Elementary 13)
Teacher Certification students only. For students seeking certification in early childhood or elementary education. Prerequisites: senior standing, cumulative 3.0 GPA in the education major, EDUC 3000, filing of appropriate form one semester prior to placement and by the posted deadline, acceptance into Teacher Certification Program, successful completion of 9 credit hours of foundations requirements, successful completion of all but 4 credit hours of professional education requirements and concurrent registration in EDUC 4000 Apprentice Teaching seminar. Students must attempt the Praxis II exam in Practicum semester to be placed in Apprentice Teaching. Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, Fox, and Francis Howell School Districts along with private and independent schools.

EDUC 4960 Apprentice Teaching: Intermediate (Grades 4-6) (13)
Teacher Certification students only. For students seeking certification in elementary education. Prerequisites: senior standing, cumulative 3.0 GPA in the education major, EDUC 3000, filing of appropriate form one semester prior to placement and by the posted deadline, acceptance into Teacher Certification Program, successful completion of 9 credit hours of foundations requirements, successful completion of all but 4 credit hours of professional education requirements and concurrent registration in EDUC 4000 Apprentice Teaching seminar. Students must attempt the Praxis II exam in Practicum semester to be placed in Apprentice Teaching. Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, Fox, and Francis Howell School Districts along with private and independent schools.

EDUC 4965 Apprentice Teaching: Middle School (Grades 5-9) (13)
Teacher Certification students only. For students seeking certification in middle school education. Prerequisites: senior standing, cumulative 3.0 GPA in the education major, EDUC 3000, filing of appropriate form one semester prior to placement and by the posted deadline, acceptance into Teacher Certification Program, successful completion of 9 credit hours of foundations requirements, successful completion of all but 4 credit hours of professional education requirements and concurrent registration in EDUC 4000 Apprentice Teaching seminar. Students must attempt the Praxis II exam in Practicum semester to be placed in Apprentice Teaching. Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, Fox, and Francis Howell School Districts along with private and independent schools.

EDUC 4970 Apprentice Teaching: Secondary (13)
Teacher Certification students only. For students seeking certification in secondary school education. Prerequisites: senior standing, cumulative 3.0 GPA in the education major, EDUC 3000, filing of appropriate form one semester prior to placement and by the posted deadline, acceptance into Teacher Certification Program, successful completion of 9 credit hours of foundations requirements, successful completion of all but 4 credit hours of professional education requirements and concurrent registration in EDUC 4000 Apprentice Teaching seminar. Students must attempt the Praxis II exam in Practicum semester to be placed in Apprentice Teaching. Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, Fox, and Francis Howell School Districts along with private and independent schools.

EDUC 4980 Apprentice Teaching: Special Education (Grades K-12) (13)
Teacher Certification students only. For students seeking certification in special education: mild, moderate, and severe disabilities.
Prerequisites: senior standing, cumulative 3.0 GPA in the Education major, EDUC 4430, EDUC 3000, permission of advisor, filing of appropriate form one semester prior to placement and by the posted deadline and concurrent registration in EDUC 4000 Apprentice Teaching seminar. Students must attempt the Praxis II exam in Practicum semester to be placed in Apprentice Teaching. Apprentice Teaching placements will be made in St. Louis County, St. Louis City, Fox, and Francis Howell School Districts along with private and independent schools.

**ENGL – English**

**ENGL 1030 Introduction to Literature (3)**
Introduces the perceptive analysis of a literary text. Studies poetry, fiction, and drama. ENGL majors who have not been taught techniques of close reading and analysis of poetry, fiction, and drama should take this course before registering for ENGL 2020, ENGL 2030, ENGL 2050, or ENGL 2070.

**ENGL 1044 Topics in Literature (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. May be counted once for English credit.

**ENGL 1050 Introduction to American Literature (3)**
Focuses on major 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 2020 Major British Writers I (3)**
Studies major works by major writers from the Middle Ages through Milton in the tradition of English literature with some emphasis on historical, social and religious contexts of literature. Required of all English majors. English majors who have not been taught techniques of close reading and analysis of literature, especially poetry, should take ENGL 1030 before registering for this course.

**ENGL 2030 Major British Writers II (3)**
Studies significant works of British literature from 1660 to 1901, with emphasis on continuity of English literature and its relation to its historical moment. Required of majors. Offered for 16 weeks only. ENGL majors who have not been taught techniques of close reading and analysis of literature, especially poetry, should take ENGL 1030 before registering for this course.

**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.

**ENGL 2050 Major U.S. Writers I (3)**
Studies significant works by key authors within the literary tradition of the United States up to 1865, with some emphasis on competing perspectives that shape U.S. literature—race, gender, region. Required of majors. Offered for 16 weeks only. ENGL majors who have not been taught techniques of close reading and analysis of literature, especially poetry, should take ENGL 1030 before registering for this course.

**ENGL 2070 Major U.S. Writers II (3)**
Continues ENGL 2050. Studies significant works by key authors within the literary tradition of the United States from 1865 to the present. Required of majors. Offered for 16 weeks only. ENGL majors who have not been taught techniques of close reading and analysis of literature, especially poetry, should take ENGL 1030 before registering for this course.

**ENGL 2086 Contemporary Multiethnic Literature of the United States**
Explores a range of texts by contemporary U.S., writers of varying ethnic/cultural backgrounds to discuss issues of ethnicity, race, naming, identity, and power relations in the United States.

**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.

**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.

**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.

**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 permission of the instructor.

**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.

**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 2200 Introduction to English Literature (3)**
Focuses on major themes, forms, and styles as they are represented in the literature of Great Britain. Emphasizes the contribution of selected major authors, from Chaucer to the twentieth century. Not offered on the St. Louis campus.

**ENGL 2210 Literature into Film (3)**
Concentrates on works of literature that have been transferred to film, with the focus on both literature and film. May be repeated for credit if content differs. May be counted once for credit in emphasis.

**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.
Course Descriptions

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.

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. Prerequisite: ENGL 2150 or permission of the instructor. May be repeated for credit if content differs.

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. Prerequisite: ENGL 2160 or permission of the instructor. May be repeated for credit if content differs.

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. Prerequisite: ENGL 2170 or permission of the instructor. May be repeated for credit if content differs.

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 Create Women in Literature (3)
Present literature by women about women of many kinds and varying approaches. Selections will span the historical period from Jane Austen to the present. Prerequisite: sophomore standing or above. Offered for 16 weeks only.

ENGL 3150 Men Create Women in Literature (3)
Studies female characters who have been created by male authors. Examples chosen from major writers. Places emphasis on the ways in which male attitudes toward women have played a role in the creation of these women. Offered for 16 weeks only.

ENGL 3160 Advanced Creative Writing (2-4)
Prerequisite: portfolio review by the instructor prior to registration. In addition to the portfolio review, students must have taken ENGL 2150, ENGL 2160, or ENGL 3010. This class demands a very high level of commitment and no small amount of proven ability. May be repeated for credit with permission of the instructor. Offered only in St. Louis.

ENGL 3190 Comedy and Satire (3)
Introduces the patterns characteristic of comedy and satire. Deals with the genres of fiction and drama. Prerequisite: sophomore standing or above. Offered for 16 weeks only.

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 Versers, and others.

ENGL 3400 The Short Story (3)
Explores the development of the short story, its conventions, genres, and innovations.

ENGL 3450 Reading and Writing Autobiography (3)
Combines the study of various kinds of autobiographical writings, with intensive practice in first-person writing. Assumes that studying other people's work can help us write more perceptively about ourselves. Writing includes journals, short exercises, and longer essays.

ENGL 3500 Contexts (3)
Deals with works, ideas, and genres in their historical, social, and/or philosophical contexts. May be repeated for credit if content differs.

ENGL 3600 Prize Winning U.S. Writers (3)
Explores the fiction of U.S. writers who have received Nobel, Pulitzer, and National Book Awards with attention to the author's experiments in form and depiction of American society and social concerns. Prerequisites: Sophomore standing or above.

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. Prerequisite: 6 credit hours of English or permission of the instructor. Offered for 16 weeks only.

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. Prerequisite: 6 credit hours of English or permission of the instructor. Offered for 16 weeks only.

ENGL 4010 Art and the Artist (3)
Organized around works that focus on aesthetic questions and on the artist's own development, self-awareness, and relationships with individual persons and with the wider culture. Prerequisite: 6 credit hours of English. Offered for 16 weeks only.

ENGL 4020 Heroic Themes (3)
Through a study of selected epic works from the Middle Ages on (such as Spenser's The Faerie Queene and Milton's Paradise Lost), this course explores the concept of the hero as it evolves in Western literature. 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, novelist, or novelist. May be repeated for credit if content differs. Prerequisite: 6 credits of English and Sophomore standing or above.

ENGL 4150 Shakespeare I (3)
Studies plays from the early part of Shakespeare's career, emphasizing the histories and comedies. Includes discussion of historical and social contexts, genre, and staging. Prerequisite: 6 credit hours of English or theatre arts and sophomore standing or above.

ENGL 4160 Shakespeare II (3)
Studies plays from the latter part of Shakespeare's career, emphasizing the tragedies and romances. Includes discussion of historical and social contexts, genre, and staging. Prerequisite: 6 credit hours of English or theatre arts and sophomore standing or above.
ENGL 4190 Historical Linguistics: History of the English Language (3)
Studies the development of the language, including the impact of political and cultural events on that development. Offered for 16 weeks only.

ENGL 4200 Contemporary 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.

ENGL 4400 Advanced Writing Workshop (3)
Designed for creative writing students who have already exhibited a high degree of accomplishment and commitment. Admission to it 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. Prerequisites: junior standing; 12 credit hours of English, or permission of the instructor. Offered for 16 weeks only.

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 Reading Course (1-5)
Prerequisites: usually junior standing and filing an official form. May be repeated for credit if content differs.

ENGL 4900 Thesis Workshop (1)
An independent project required of all English honors students. Prerequisite: permission of instructor.

ENGL 4910 Honors Thesis (0)
This course provides certification that the student has attained the level of honors on the thesis project in the Thesis Workshop (ENGL 4900). Prerequisite: ENGL 4900.

EPMD – Electronic & Photographic Media

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 a preparation for subsequent theory and production courses in the School of Communications.

EPMD 1010 Introduction to Media Production for Journalism (3)
Student learns 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, student becomes proficient in utilizing equipment for acquiring sound, stills and motion media. In post-production, student learns to edit and prepare content for delivery and publishing to media outlets, such as radio, cellular phones, podcasts, Web blogs, etc. To be taken concurrently with JOUR 1030.

EPMD 2000 Introductory Topics in Media Production (1-3)
Specific introductory topics in media production are offered on a rotating basis. Prerequisites may vary with topic. May be repeated for credit if content differs.

EPMD 3000 Intermediate Topics in Media Production (1-3)
Specific intermediate topics in media production are offered on a rotating basis. Prerequisites may vary with topic. May be repeated for credit, if content differs.

EPMD 4000 Advanced Topics in Media Production (1-3)
Specific advanced topics in media production are offered on a rotating basis. Prerequisites may vary with topic. May be repeated for credit, if content differs.

ESLG – English as a Second Language

ESLG 1000 Intensive English as a Second Language (10)
The course develops basic listening, speaking, reading, writing, test-taking, and classroom skills, appropriate to each student’s needs. In addition, students will be introduced to American culture via the city of St. Louis. Prerequisite: placement test. May be repeated for credit.

ESLG 2000 Intermediate English as a Second Language (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. Prerequisite: placement test. May be repeated for credit.

ESLG 2090 Intermediate Language Skills: Level I (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. Prerequisite: placement test. May be repeated once for credit.

ESLG 2100 Intermediate Language Skills: Level II (1-8)
Continuation of ESLG 2090. Prerequisite: placement test. May be repeated once for credit.

ESLG 2170 Intermediate Conversational English (3)
Helps students improve their skills in conversational English. Prerequisite: placement test. May be repeated for credit.

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 Intermediate Reading and Writing Skills: Level I (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. Prerequisite: placement test. May be repeated for credit.

ESLG 2240 Intermediate Reading and Writing Skills: Level II (3)
Continuation of ESLG 2230. Prerequisite: ESLG 2230 or placement test. May be repeated for credit.

ESLG 3070 Advanced Intensive English (1-8)
An advanced-level course offered in a variety of formats. Prerequisites: placement test and permission of the ESL coordinator. May be repeated for credit.

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. Prerequisite: placement test. May be repeated for credit.

ESLG 3170 Advanced Discussion Skills (3)
Helps students express ideas orally with clarity and logic; gives practice
Course Descriptions

in the art of persuasion. Prerequisite: placement test. May be repeated for credit.

ESLG 3230 Advanced Reading and Writing Skills: Level I (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. Prerequisite: placement test. May be repeated for credit.

ESLG 3240 Advanced Reading and Writing Skills: Level II (3)
Continuation of ESLG 3230. Prerequisite: placement test. May be repeated for credit.

ESLG 3310 Advanced Language Skills (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. Prerequisite: placement test. May be repeated for credit.

ESLG 3400 Test Preparation Techniques for International Students (2)
Gives students practice in taking objective and essay tests. Prerequisite: placement test. May be repeated for credit.

ESLG 3500 Topics (3)
Offers advanced language instruction within a discipline based on content-oriented approach. Issues or topics may vary. Prerequisite: placement test. May be repeated for credit.

ESLG 4000 Advanced English as a Second Language (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 school studies. It is taught in conjunction with a content course for which the student will earn 1 credit hour. Prerequisite: placement test. May be repeated for credit.

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. Prerequisite: permission of ESL coordinator. May be repeated for credit, with permission of the 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. Prerequisite: placement test. May be repeated for credit.

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. Prerequisite: placement test. May be repeated for credit.

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. Prerequisites: placement test and permission of the ESL coordinator. May be repeated for credit.

ETHC – Ethics

ETHC 1000 Issues and Problems in Ethics (1)
ETHC 1000 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, total 3 credit hours.

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. When content differs, course may be repeated once for credit.

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. When content differs, course may be repeated once for credit.

FILM – Film Production

FILM 2320 Filmmaking I (3)
Students learn the basics of filmmaking. Class sessions and assigned readings cover the entire filmmaking process. Students plan, shoot, and edit short black-and-white silent films. Lighting and exposure control and their relation to aesthetic qualities are emphasized. Prerequisites: PHOT 1000, FLST 1800, AND VIDE 1810.

FILM 2500 Art Direction for Film and Video (3)
Students learn the basic techniques and problem-solving methods of designing for both motion pictures and television and the role the art director plays in each. A wide range of the field is explored, from feature films to television commercials. Field trips to several local production companies are arranged. Prerequisite: EPMD 1000.

FILM 3150 Topics in Film Production (3)
These courses are offered periodically to feature topics in film production not covered by regularly offered courses. May be repeated for credit if content differs. Prerequisites vary with topic.

FILM 3730 Film II: Production (3)
In this continuation of FILM 2320, students learn the fundamental principles of filmmaking to synchronous sound shooting and color cinematography. Students direct and use cinematic techniques for storytelling. The film is taken through production. Students should be aware of the monetary cost of this course and the large time commitment required. Grades are based on individual film work. (Post-production of the students' films is done in the FILM 3750 course.) Prerequisite: FILM 2320.

FILM 3750 Film II: Post-Production (3)
This course is a continuation of FILM 3730. Students learn to complete their Film II Production film in the post-production stage. In this course students apply the fundamental principles of 16-mm synchronous filmmaking from the "raw footage" stage through post-production. (Students use their shot footage from FILM 3730.) Emphasis is placed on cinematic techniques for storytelling including picture editing, sound design, and completion formats. In addition to completing a short film, students learn about festivals and distribution. Grades are based on individual films. Prerequisite: FILM 3730.

FILM 3900 Lighting for Film and Video (3)
Students learn the intermediate and advanced lighting techniques and
the aesthetic foundations of those techniques used in photography, video, and filmmaking. Students also learn to identify the motivation behind specific lighting decisions, as well as the application of lighting techniques. Prerequisite: PHOT 1000, VIDE 1810, OR THEA 2020.

**FILM 4550 Film Directing (3)**
Students learn the elements of directing applicable to dramatic films. 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 direct short, dramatic films, working with students in FILM 4560 Advanced Cinematography. Prerequisite: FILM 3750 OR permission of instructor.

**FILM 4560 Advanced Cinematography (3)**
This course provides in-depth study of cinematography, including lighting for mood and special effects, lighting in special situations, use of camera filters, exposure calculations for special situations (i.e., close-up cinematography), and use of various film stocks. Students learn the use of these and other techniques in the art of cinematography. Issues involving working with directors, production designers, and gaffers are also addressed. The class meets concurrently with FILM 4550 Film Directing, and cinematography students work with directing students to make short, dramatic films. Prerequisites: FILM 3900, FILM 3750 AND permission of instructor.

**FILM 4570 Producing for Film (3)**
Students learn the role of the producer in film, from original concept to the marketplace. Topics include treatments, budgeting, research and development, funding options, production teams, the stages of production, and distribution. As a final project, students develop and submit proposals for feature films. Prerequisite: FILM 3750.

**FILM 4600 Overview Pre-Production (3)**
Students learn production skills needed to shoot their overview films. With feedback from students and the instructor, each student develops a short film script. Once the script is finalized, students work on pre-production for their films and put together a production book. Students are required to write a film proposal and produce a demo reel. During the last weeks of class, students request a Petition to Proceed for Overview by presenting their project idea to a film faculty panel. Prerequisites: senior standing, FILM 3750, OR permission of instructor.

**FILM 4620 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, FILM 4600 AND acceptance of the student's petition to proceed to Senior Overview, AND permission of the instructor.

**FILM 4900 Pro-Seminar in Film Production (2-4)**
Provides students with professional production experience. With a faculty member acting as executive producer and/or producer/director, students produce materials for distribution purposes. Prerequisites: FILM 3730 AND FILM 3750 OR permission of the instructor. May be repeated for credit if content differs.

**FINC – Finance**

**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: ACCT 2010, ACCT 2025, and BUSN 2750.

**FINC 3600 Financial Management (3)**
This course is a continuation and extension of the Principles of Finance course. The fundamental financial and operating decisions made by a firm are explored. Major topics include capital budgeting, cost of funds, capital structure analysis, and dividend policy. A combination of problem-solving and case-study methodologies is used. Prerequisite: FINC 3210.

**FINC 3800 Financial Markets and Institutions (3)**
Students develop a unified framework for understanding financial intermediaries and markets. They examine the structure, regulation, and operation of banking and non-banking financial institutions; analyze how central bank operations affect financial institutions; and develop an understanding of money and capital markets, the flow of funds through the economy, and the role of financial markets. Prerequisite: FINC 3210.

**FINC 4210 Investments (3)**
Introduces information about investing in securities, commodities, and options; and methods and techniques for analyzing investment opportunities and assessing financial conditions for investment purposes. Prerequisites: ACCT 2010, ACCT 2025, and FINC 3210.

**FINC 4220 Financial Statement Analysis (3)**
Financial report analysis, interpretation, and evaluation from the viewpoints of creditors, owners, and others concerned with business strengths and weaknesses and future outlooks of business organizations. Prerequisite: FINC 3210.

**FINC 4300 International Finance (3)**
Students develop a framework for understanding the environment in which the international financial manager operates. Foundations of global financial management, world financial markets and institutions, economic exposure, and transaction and translation exposure are examined in the course. Standard corporate finance topics such as capital structure, cost of capital, and capital budgeting are considered and expanded for multinational firms. Prerequisite: FINC 3210.

**FINC 4610 Advanced Investments (3)**
This course is a continuation and expansion of FINC 4210, which provides an introduction to the area of investments. Focus in this class will be on non-equity investment opportunities and portfolio management. Prerequisite: FINC 4210.

**FLST – Film Studies**

**FLST 1800 Film Appreciation (3)**
Students learn the aesthetic and technological elements in motion pictures. The course traces artistic trends and critical theories and focuses on visual imagery, sound, story, acting, and directing to develop a critical framework for appreciating the artistic aspects of film.

**FLST 2050 History of Film (4)**
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 (4)**
Students learn the current trends, styles, and significant development in the field of cinema. Prerequisite: FILM 2050.

**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 class reviews the work of a wide range of animation companies.
Course Descriptions

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. Prerequisite: FLST 1800 OR FLST 2060. 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. Prerequisite: FLST 1800 OR FLST 2060 OR permission of 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 1800 OR FLST 2050.

FLST 4610 Readings in Film (3)
Prerequisites: Media major, junior/senior standing and permission of instructor. May be repeated for credit, if content differs.

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, AND permission of instructor.

FREN – French

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 department chair.

FREN 1080 Intensive Introduction to French: Level II (1-3)
A continuation of FREN 1070. Prerequisite: FREN 1070 or equivalent. May be repeated once for credit with permission of department chair.

FREN 1090 Elementary French: 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 French needed for expression in everyday situations. May be repeated once for credit with permission of department chair.

FREN 1091 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. Prerequisite: concurrent enrollment in FREN 1090. May be repeated once for credit with permission of department chair.

FREN 1100 Elementary French: Level II (1-4)
Prerequisite: FREN 1090 or equivalent. May be repeated once for credit with permission of department chair.

FREN 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. Prerequisite: concurrent enrollment in FREN 1100 or FREN 1090. May be repeated once for credit with permission of department chair.

FREN 2090 Intermediate French: Level I (1-4)
Includes 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 fluent, correct French. Prerequisite: FREN 1100 or equivalent. May be repeated once for credit with permission of department chair.

FREN 2091 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. Prerequisite: concurrent enrollment in FREN 2090. May be repeated once for credit with permission of department chair.

FREN 2100 Intermediate French: Level II (1-4)
Prerequisite: FREN 2090 or equivalent. May be repeated once for credit with permission of department chair.

FREN 2101 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. Prerequisite: concurrent enrollment in FREN 2100 or FREN 2090. May be repeated once for credit with permission of department chair.

FREN 2170 Intermediate Conversational French (1-6)
Develops mastery of vocabulary and structures needed for communication in everyday situations. Prerequisite: FREN 2090 or equivalent. May be repeated for credit if content differs.

FREN 2250 La Cuisine Francaise (1-3)
A basic course on French cooking, taught in French. Prerequisite: FREN 2100 or equivalent. May be repeated for credit if content differs.

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. Prerequisite: FREN 2100 or equivalent. May be repeated once for credit if content differs or with permission of department chair.

FREN 3091 Workshop (1-2)
This workshop is intended for listening and speaking practice, vocabulary development, grammar review, and cultural contextualization. Students will be exposed to appropriate video and software programs, as well as Internet resources. Prerequisite: FREN 2100 or equivalent. May be repeated once for credit with permission of department chair.

FREN 3100 Advanced French: Level II (1-3)
A continuation of FREN 3090. Prerequisite: FREN 3090 or equivalent. May be repeated once for credit if content differs.

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. Prerequisite: FREN 2100 or equivalent. May be repeated for credit if content differs.

FREN 3151 Workshop (1-2)
This workshop is intended for listening and speaking practice, vocabulary development, grammar review, and cultural contextualization. Students will be exposed to appropriate video and software programs, as well as Internet resources. Prerequisite: concurrent enrollment in FREN 3150. May be repeated once for credit with permission of department chair.
Course Descriptions

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 varies. 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. Prerequisite: FREN 2170 or equivalent. May be repeated for credit if content differs.

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 standing and extensive background in French literature and culture.

FRSH — Freshman Seminar
FRSH 1200 Freshman Seminar (3)
These interdisciplinary seminars for freshmen combine academic inquiry with supplemental programs that foster students’ educational and personal development during the first year of college. Topics vary and include interdisciplinary offerings in the humanities, arts, and sciences. Classes are small and require substantial student participation. Emphasis is on developing and improving fundamental academic skills, including critical thinking and communications (the ability to write, read, listen, and speak effectively).

GAME — Gaming
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 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 towards 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.

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 lead 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 environ-

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, GAME 3500.

GAME 4500 Video Game Design II (3)
Video Game Design II is designed to serve as the “capstone” course for the video game foundation certificate program, drawing upon skills students have learned within their major areas of study and previous video game design classes. In this course, students will continue to work with 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 Video Game Design I and 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, GAME 4000.

GNST — General Studies
GNST 1300/1308 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.

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 creativeness. GNST 1400 is coded for “Historical Consciousness” and “Humanities.” May be repeated for credit if content differs.

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.

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. Pre-requisite: 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. Prerequisite: permission of the instructor. May be repeated for credit if content differs.
### Course Descriptions

**GRMN 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. Prerequisite: junior or senior standing. May be repeated for credit if content differs.

**GRMN 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 other appropriate project. An overview which involves a performance, a practicum or another kind of project must also include a written component.

### GRMN – German

**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 department chair.

**GRMN 1080 Intensive Introduction to German: Level II (1-3)**
A continuation of GRMN 1070. Prerequisite: GRMN 1070 or equivalent. May be repeated once for credit with permission of department chair.

**GRMN 1090 Elementary German: Level I (1-4)**
A beginning course in the fundamental skills of German, with emphasis on understanding and speaking the language. May be repeated once for credit with permission of department chair.

**GRMN 1091 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. Prerequisite: concurrent enrollment in GRMN 1090. May be repeated once for credit with permission of department chair.

**GRMN 1100 Elementary German: Level II (1-4)**
Prerequisite: GRMN 1090 or equivalent. May be repeated once for credit with permission of department chair.

**GRMN 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. Prerequisite: concurrent enrollment in GRMN 1100. May be repeated once for credit with permission of department chair.

**GRMN 2090 Intermediate German: Level I (1-4)**
Offers continued development of skills in German, giving the student the ability to communicate both orally and in writing. Includes reading of short stories. Prerequisite: GRMN 1100 or equivalent. May be repeated once for credit with permission of department chair.

**GRMN 2091 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. Prerequisite: concurrent enrollment in GRMN 2090. May be repeated once for credit with permission of department chair.

**GRMN 2100 Intermediate German: Level II (1-4)**
Prerequisite: GRMN 2090 or equivalent. May be repeated once for credit with permission of department chair.

**GRMN 2101 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. Prerequisite: concurrent enrollment in GRMN 2100. May be repeated once for credit with permission of department chair.

**GRMN 2170 Intermediate Conversational German (1-3)**
Develops mastery of vocabulary and structures needed for communication in everyday situations. Prerequisite: GRMN 2090 or equivalent. May be repeated for credit if content differs.

**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. Prerequisite: GRMN 2100 or equivalent. May be repeated once for credit if content differs or with permission of department chair.

**GRMN 3100 Advanced German: Level II (1-3)**
A continuation of GRMN 3090. Prerequisite: GRMN 2100 or 2170 or equivalent. May be repeated once for credit if content differs or with permission of department chair.

**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. Prerequisite: GRMN 2100 or equivalent. May be repeated for credit if content differs.

**GRMN 3250 Introduction to Literature (1-3)**
Introduces the student to a variety of authors and literary works from the German-speaking world. It develops the understanding and the appreciation of literature in a wider cultural context. It also provides opportunities for discussion and developing listening comprehension and writing skills. Prerequisite: GRMN 2100 or equivalent. May be repeated for credit if content differs.

**GRMN 4170 Advanced Conversational German (1-3)**
Gives students the opportunity to improve conversational skills in German. Prerequisite: GRMN 2170 or equivalent. May be repeated for credit if content differs.

**GRMN 4250 Topics in Literature (1-3)**
Studies in depth different periods of German literature: seventeenth century classicism; eighteenth century philosophers; nineteenth century romanticism, realism, naturalism, and symbolism; twentieth century novels, theatre, or poetry. May be repeated for credit if content differs. Prerequisite: GRMN 3150 or 3250 or equivalent.

**GRMN 4650 Advanced Topics (1-3)**
Exploration of an interdisciplinary topic related to German or German-speaking culture. 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

**HIST 1010 Topics in History (3)**
Introductory courses 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 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 1300 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.

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.

HIST 1320 Twentieth-Century United States (3)
Survey of U.S. history from World War I to the present.

HIST 1500 American Studies (3)
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 2060 Gender and 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 2080 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 2130 Refugee and Migration Movements (3)
Studies the historical evolution of migration and refugee flows; examines their psychosocial impacts on peoples, states, and regions. Sometimes focuses on a particular region or people. May be repeated if content differs.

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 Renaissance and Reformation (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.

HIST 2220 Modern Europe (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. Prerequisite: sophomore standing or permission of the instructor. May be repeated for credit if content differs.

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. Prerequisite: sophomore standing or permission of the instructor. May be repeated for credit if content differs.

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). Prerequisite: sophomore standing or permission of the instructor. May be repeated for credit if content differs.

HIST 2310 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.

HIST 2320 African-American History (3)
Survey of the African-American experience from colonial times to the present.

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 2400 Modern Asia (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 2420 History of Africa (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 2440 History of Latin America (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 2450 History of the Developing World (3)
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 2550 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.
Course Descriptions

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. Prerequisites: permission of instructor and filing of official form. May be repeated for credit if content differs.

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. Prerequisite: 3 credit hours of history or permission of the instructor. May be repeated for credit if content differs.

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. Prerequisite: 3 credit hours of history or permission of the instructor. May be repeated for credit if content differs.

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. Prerequisite: 6 credit hours of history or permission of the instructor. May be repeated for credit if content differs.

HIST 3100 Diplomatic History (3)
Studies the foreign affairs of the major developed areas of the world: e.g., Europe, the United States, Japan. Prerequisite: 6 credit hours of pertinent history or permission of the instructor. May be repeated for credit if content differs.

HIST 3130 History of Human Rights (3)
This course explores the development of international human rights as theory and practice. It discusses that 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 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. Prerequisite: 6 credit hours of pertinent social studies or permission of the instructor. May be repeated for credit if content differs.

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 simultaneously with 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. Prerequisite: 9 credit hours of history or permission of the instructor. May be repeated for credit if content differs.

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. Prerequisite: 6 credit hours of European history or permission of the instructor. May be repeated for credit if content differs.

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. Prerequisite: 6 credit hours of American history or permission of the instructor. May be repeated for credit if content differs.

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. Prerequisite: 9 credit hours of history or permission of the instructor. May be repeated for credit if content differs.

HIST 4600 History Seminar (3)
Examines carefully specific topics or chronological periods, with an emphasis on historiography and research. Prerequisite: usually senior standing or permission of instructor. May be repeated for credit if content differs.

HIST 4610 Reading Course: Advanced (1-6)
Content and methodology at advanced level. Prerequisites: permission of instructor and filing of official form. May be repeated for credit if content differs.

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

HLSC 1300 Topics in Health Sciences (1)
These courses are designed for students to study the concepts of lifetime fitness through lecture, discussions, life style assessment, and health risk management and fitness activities. A maximum of 4 credit hours may be applied toward graduation requirements. Class can be repeated for credit if content differs.

HLSC 1310 Wellness and Healthy Lifestyle (3)
Introduces issues of wellness including theory, theorists, and develop-
ing 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 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 instructor.

**Life Long Fitness and Sports**
These courses are designed for students to study the concepts of lifetime fitness through lecture, discussion, life style 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 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 instructor.
- HLSC 1574 Soccer I (1)
- HLSC 1575 Soccer II (1) Prerequisite: HLSC 1574 or permission of instructor.
- HLSC 1579 Fencing I (1) Instructor approval required.
- HLSC 1580 Bowling I (1)
- HLSC 1591 Fencing II (1) Prerequisite: HLSC 1590 or permission of instructor.
- HLSC 1582 Strength and Conditioning I (1)
- HLSC 1583 Strength and Conditioning II (1) Prerequisite: HLSC 1582 or permission of 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)

**HRTS – Human Rights**

**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.

**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. Prerequisite: HRTS 1100 Introduction to Human Rights.

**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
Course Descriptions

International Human Rights. May be repeated for credit if content differs.

HRTS 3160 Human Rights in Film: Documentaries (3)
We’ll look at and talk about films and videos that explore serious human rights concerns. In doing so, along with reading and writing about the films—and the situations or problems depicted in them—we should learn a fair bit about these specific films, documentary films in general, the situations depicted, human rights, and the human condition. Each film will be discussed in terms of the human rights issues raised; relevant international human rights standards; appropriate historical, philosophical, and political background; and the methods used by the filmmakers to get their messages across. Cross-listed with FILM 3160 and PHIL 3110. May be repeated for credit if content differs.

HRTS 3170 Human Rights in Film: Narrative Films (3)
We’ll look at and talk about narrative films and videos that explore serious human rights concerns. In doing so, along with reading and writing about the films—and the situations or problems depicted in them—we should learn a fair bit about these specific films, narrative films in general, the situations depicted, human rights, and the human condition. Each film will be discussed in terms of the human rights issues raised; relevant international human rights standards; appropriate historical, philosophical, and political background; and the methods used by the filmmakers to get their message across. Cross-listed with FILM 3160 and PHIL 3110. May be repeated for credit if content differs.

HRTS 3200 Human Rights Area Studies (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 ANSO 3650 and 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. Prerequisite: POLT 1070 or PHIL 2300. Cross-listed with PHIL 3590 and POLT 3590.

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 either travel and research into a specific human rights topic or area through direct contact with the material or people studied, outside academic confines, or 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. Prerequisite: HRTS 2800 and advanced standing.

ILC – International Languages & Cultures

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, e.g., Arabic, Dutch, Mandarin Chinese, Russian, Thai, etc. May be repeated once for credit with permission of 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, e.g., Arabic, Dutch, Mandarin Chinese, Russian, Thai, etc. Prerequisite: ILC 1070 or equivalent. May be repeated once for credit with permission of department chair.
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. The course offers language study with varying topics (e.g., Chinese (Mandarin), Dutch, Japanese, Latin, Russian, and Thai, etc.). May be repeated for credit with permission of department chair.*

ILC 1091 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. Prerequisite: concurrent enrollment in corresponding ILC 1090 language course (e.g. Chinese (Mandarin), Japanese, Russian, etc.). May be repeated for credit with permission of department chair.

ILC 1100 Elementary Language: Level II (1-4)
A continuation of ILC 1090. Prerequisite: ILC 1090 or equivalent. May be repeated for credit with permission of department chair.*

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. Prerequisite: concurrent enrollment in corresponding ILC 1100 language course (e.g. Chinese (Mandarin), Japanese, Russian, etc.). May be repeated for credit with permission of department chair.

ILC 1170 Elementary Conversation (1-3)
Uses the basic elementary vocabulary of the language to teach oral communication. 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 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 department chair.

ILC 2090 Intermediate Language: Level I (1-4)
Strengthens listening comprehension, speaking, reading, and writing skills. Introduces student to new situations and encourages expression of simple ideas and opinions. Prerequisite: ILC 1100 or equivalent. May be repeated for credit with permission of department chair.*

ILC 2091 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. Prerequisite: concurrent enrollment in corresponding ILC 2090 language course (e.g. Chinese (Mandarin), Japanese, Russian, etc.). May be repeated for credit with permission of department chair.

ILC 2100 Intermediate Language: Level II (1-4)
A continuation of ILC 2090. Prerequisite: ILC 2090 or equivalent. May be repeated for credit with permission of department chair.*

ILC 2101 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. Prerequisite: concurrent enrollment in corresponding ILC 2100 language course (e.g. Chinese (Mandarin), Japanese, Russian, etc.). May be repeated for credit with permission of department chair.

ILC 2150 Topics in Culture(s) (1-3)
An introduction to the culture (customs) and Culture (history, literature, arts) of a particular region or country taught by faculty trained and experienced in the target culture and 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. Students will also learn linguistic tools (greetings, polite and ceremonial formulas, culturally specific terms that do not exist in English) that would help them establish contact with the peoples of the target region. Those interested in more extensive language study should start with elementary language courses instead. The course may be repeated for credit if the 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. It offers sections in various languages (e.g., French, German, Chinese (Mandarin), Japanese, Italian, Russian, Spanish, etc). May be repeated for credit if content differs. Prerequisites: ILC 2100 or equivalent and permission of instructor or chair of the department.

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. Prerequisite: High intermediate or advanced level in appropriate language and permission of department chair. May be repeated once for credit if content differs, with permission of 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. Prerequisite: ILC 2100 or equivalent. May be repeated for credit with permission of department chair.

ILC 3550 Language Practicum (1-6)
Provides practical experience in projects utilizing languages in different fields: teaching, development of teaching materials, translating, interpreting, etc. Prerequisite: permission of the chair of the department. May be repeated for credit if content differs.

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 chair of the department.

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. Prerequisite: advanced level in appropriate language. May be repeated for credit if content differs.

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. Prerequisites: permission of the instructor or acceptance to the Teacher Certification Program, or permission of the director of teacher certification and field experiences. May be repeated for credit if content differs.

ILC 4150 Contemporary Issues (1-3)
Studies contemporary news issues from French-, German-, or Spanish-speaking countries, using radio broadcasts, TV programs recorded via satellite, the World Wide Web, etc. The study of cultures and the understanding of sociohistorical and political events leading to contemporary issues are important components of these courses. Prerequisite: advanced level in appropriate language. May be repeated for credit if content differs.

HRTS 3160-ILC 4150
Course Descriptions

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)
Prerequisite: advanced level in appropriate language or permission of the instructor. May be repeated for credit if content differs.

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, meetings with the instructor, and writing a term paper. Prerequisites: advanced level in appropriate language and permission of the instructor. May be repeated for credit if content differs.

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. Prerequisite: senior standing, admission into department as major, and approval of 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 – Indivudualized Learning

INDZ 1000 Educational Program Analysis (3)
How can we determine what we have learned through our experience? How do we persuade others that our experientially based knowledge is correct and applicable in broader contexts than our own lives? What is considered “college-level learning” and why? These are the key questions that students address in this course while they learn to identify, describe, and document their experientially based knowledge. Students demonstrate their understanding of portfolio preparation by completing a portfolio for several areas of study to be included in their entire portfolio. This course is offered on a pass/fail basis only.

INDZ 1500 Webster 101 (1)
Prerequisite: first time freshman status. University 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.

INDZ 2000 Practicum (Freshmen or Sophomores) (1-12)
May be repeated for credit if content differs.

INDZ 2500 Independent Study (Freshmen or Sophomores) (1-12)
May be repeated for credit if content differs.

INDZ 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.

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. Prerequisites: approval of the coordinator of experiential education, 3.0 G.P.A., and coursework related to work experience. May be repeated for credit up to 16 credit hours.

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. Prerequisites: INDZ 3750, approval of the coordinator of experiential education, 3.0 G.P.A., and coursework related to work experience. May be repeated for credit up to 16 credit hours.

INTL – International Relations

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.

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 selected 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 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**
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 if 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. Prerequisites: sophomore standing or above plus 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 with varied content. 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 the U.S. foreign policy, with special emphasis on contemporary problems. Prerequisite: usually sophomore standing or permission of the instructor. May be repeated for credit if content differs.

**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. Prerequisite: usually sophomore standing or permission of the instructor. Cross-listed with MEDC 3260.

**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: 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.

**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. Prerequisite: ECON 2030 or permission of the instructor. May be repeated for credit if content differs.

**INTL 4600 International Relations Seminar (3)**
In-depth analysis of international relations. Prerequisites: usually senior
Course Descriptions

standing or permission of instructor. May be repeated for credit if content differs.

INTL 4610 Reading Course: Advanced (1-6)
Prerequisites: usually junior standing and filing of official form. May be repeated for credit if content differs.

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 (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

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. Prerequisite: EPMD 1000 OR permission of instructor.

INTM 2000 Writing for Interactive Digital Media (3)
Students learn the application of traditional media writing and narrative scripting to interactive contexts. Also, students learn how to write scripts for interactive narrative stories with emphasis on interactive design related to story branching and decision points. Students develop more sophisticated approaches to information design and interactive design through the writing course. Prerequisites: INTM 1600 OR permission of instructor.

INTM 2200 Visual Design for Interactive Digital Media (3)
Students apply interactive design to the visual presentation of information. Effective use of color, creating intuitive visual cues for response and decision-making points, and engaging display of information are studied. Photoshop and related applications are used as tools in graphic interface design for interactive media in a variety of interactive contexts. Prerequisite: INTM 1600 OR permission of instructor.

INTM 2350 Production Tools for Advertising and Public Relations (3)
Students will learn basic digital tools and production skills required to perform everyday tasks as advertising and public relations practitioners: image editing, illustration, page layout, and design. All class activities will focus on software execution for persuasive communication.

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 3100 Programming for Web Communications (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 3100.

INTM 3300 Programming for Interactive Media (3)
The objective of this course is to introduce students to the skills required to produce interactive media integrated with 2D animation for commercial websites, instructional CD-ROMs and stand-alone kiosks. Topics covered in the class include principles of vector-based 2D animation and an introduction to multimedia programming. 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 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: PBBL 2920 OR ADVT 2550; AND INTM 3100 OR COAP 2000.

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...
Course Descriptions

INTL 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. May be repeated once for credit with permission of department chair.

INTL 1091 Workshop (1-2)
This workshop is intended for listening and speaking practice, vocabulary development, grammar review, and cultural contextualization. Students will be exposed to appropriate video and software programs, as well as Internet resources. Prerequisite: concurrent enrollment in INTL 1090. May be repeated once for credit with permission of department chair.

ITAL – Italian

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. May be repeated once for credit with permission of department chair.

ITAL 1091 Workshop (1-2)
This workshop is intended for listening and speaking practice, vocabulary development, grammar review, and cultural contextualization. Students will be exposed to appropriate video and software programs, as well as Internet resources. Prerequisite: concurrent enrollment in INTL 1090. May be repeated once for credit with permission of department chair.

ITAL 1100 Elementary Italian: Level II (1-4)
Prerequisite: ITAL 1090 or equivalent. May be repeated once for credit with permission of department chair.

ITAL 1101 Workshop (1-2)
This workshop is intended for listening and speaking practice, vocabulary development, grammar review, and cultural contextualization. Students will be exposed to appropriate video and software programs, as well as Internet resources. Prerequisite: concurrent enrollment in INTL 1100. May be repeated once for credit with permission of department chair.
Course Descriptions

ITAL 2090 Intermediate Italian: Level I (1-4)
Strengthens listening comprehension, speaking, reading, and writing skills. Introduces students to new situations and encourages expression of simple ideas and opinions. Prerequisite: ITAL 1100 or equivalent. May be repeated once for credit with permission of department chair.

ITAL 2091 Workshop (1)
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. Prerequisite: Concurrent enrollment in ITAL 2090. May be repeated once for credit with permission of department chair.

ITAL 2100 Intermediate Italian: Level II (1-4)
This course is a continuation of ITAL 2090. Prerequisite: ITAL 2090 or equivalent. May be repeated once for credit with permission of department chair.

ITAL 2101 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. Prerequisite: Concurrent enrollment in ITAL 2100. May be repeated once for credit with permission of department chair.

JAPN – Japanese

JAPN 1090 Elementary Japanese: Level I (1-4)
This course is an introduction to beginning 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. Students will also learn to read and write Hiragana script, the Japanese phonetic alphabet. May be repeated once for credit with permission of the department chair.

JAPN 1091 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. Prerequisite: Concurrent enrollment in 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 and express themselves in everyday situations. In addition, students will learn Katakana script, the Japanese phonetic alphabet. Prerequisite: JAPN 1090 or equivalent. May be repeated once for credit with permission of the department chair.

JAPN 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. Prerequisite: Concurrent enrollment in JAPN 1100.

JAPN 2090 Intermediate Japanese: Level I (1-4)
Students will learn how to communicate in various situations in Japanese. They will be introduced to Kanji script, Chinese character in reading and writing. Additionally, students will develop reading comprehension and writing skills in Japanese. Prerequisite: JAPN 1100 or equivalent. May be repeated once for credit with permission of department chair.

JAPN 2091 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. Prerequisite: Concurrent enrollment in JAPN 2090.

JAPN 2100 Intermediate Japanese: Level II (1-4)
In this course, students will 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, Chinese character. Prerequisite: JAPN 2090 or equivalent. May be repeated for credit with permission of department chair.

JAPN 2101 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. Prerequisite: Concurrent enrollment in 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 drilled. Prerequisites: JAPN 2100 or equivalent and permission of instructor or department chair. May be repeated once for credit with permission of department chair.

JAPN 2620 Intermediate Japanese Reading and Writing: Level II (1-3)
A continuation of JAPN 2610. Students will word process their final essay. Prerequisites: JAPN 2610 or equivalent and permission of instructor or department chair. May be repeated once for credit with permission of 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. Prerequisites: JAPN 2620 or equivalent and permission of instructor or department chair. May be repeated once for credit with permission of department chair.

JAPN 3090 Advanced Japanese: Level I
Provides a thorough review of Japanese Linguistic structures. The goal is to strengthen previous language knowledge and to lead student to advanced levels of proficiency in spoken and written Japanese. Prerequisite: JAPN 2630 or equivalent and permission of instructor or department chair. May be repeated once for credit if content differs or with permission of department chair.

JOUR – Journalism

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 coursework. Students are expected to compose subjective commentaries based on their objectively reported story assignments. Prerequisite: JOUR 1030 OR permission of the instructor.

**JOUR 2170 Copyreading/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. May be repeated once for credit.

**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. Prerequisites: JOUR 2410, VIDE 1810, AND AUDI 1000 OR JOUR 2110. May be repeated once for credit.

**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 foreign countries in the management of domestic and international news. Students listen to and evaluate shortwave broadcasts from world capitals, including Moscow, London, and Beijing. 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.

**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: MEDC 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. Prerequisite may vary with the topic. May be repeated for credit if content differs.

**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, VIDE 1810, AND JOUR 2850.
Course Descriptions

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. Prerequisite: JOUR 2140, JOUR 2170, JOUR 2300, OR permission of the instructor. May be repeated for credit.

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 1030, JOUR 2140, EPMD 1010, JOUR 2110.

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. Prerequisite: JOUR 2850. May be repeated for credit.

JOUR 3590 Television News: Reporting and Producing (3)
Students demonstrate proficiency in applying principles and techniques of television broadcast journalism within a laboratory setting. Students write, report, edit newscasts, which are broadcast to the St. Louis community. Students learn to apply broadcast journalism theories within a laboratory setting. Prerequisites: VIDE 1810 AND JOUR 2850. May be repeated for credit.

JOUR 3600 Online Journalism Production (3)
Students apply principles and techniques of digital journalism in a production setting. Students write, report, edit and produce content on a Web page. Students learn to apply digital journalism theories within this laboratory setting. Prerequisites: JOUR 2600, JOUR 2850.

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 instructor.

JOUR 4050 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.

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 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. Prerequisite: JOUR 3080. May be repeated for credit if taken at international campuses.

JOUR 4250 Methods of Teaching Secondary Publications/Journalism (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 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 the 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 Feature Writing, MEDC 3190 Introduction to Media Research, MEDC 5460 Media Research for graduate students or permission of instructor.

JOUR 4610 Readings in Journalism (1-6)
Prerequisites: usually junior/senior standing and permission of the instructor. May be repeated for credit if content differs.

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, AND permission of the instructor.

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 resumes. Prerequisites: journalism major AND senior standing.

LATN – Latin
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 even more complex Latin sentences and encourages them to think critically about the nature not only of this language, but also of their own native language. May be repeated once for credit with permission of department chair.

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 adapted and unadapted excerpts from classical literature. Prerequisite: LATN 1090 or equivalent. May be repeated once for credit with permission of department chair.

LATN 2090 Intermediate Latin: Level I (1-3)
A continuation of LATN 1100, with increased emphasis on translation of the classical authors into thoughtful and accurate English. Prerequisite: LATN 1100 or equivalent. May be repeated once for credit with permission of department chair.

LEGL – Legal Studies
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. Further, 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 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, 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 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. Prerequisites: usually senior standing or permission of the department chair and LEGL 2400 or POLT 2400, LEGL 4460, and LEGL 4470. May be repeated for credit if content differs.
Course Descriptions

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 before they observe the trials and court proceedings to understand the basics of international law and the facts and issues that underpin the trials and related institutions they will observe. The procedural and substantive law that controls trials in the United States and in international law will be compared. Because this course depends heavily on the specific trial being conducted at the time of the course, it is impossible to present definite class agendas.

LEGL 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 non-governmental 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 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; 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 law-making 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 towards 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 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, Intellectual Property, Probate and Estates, Environmental Law, Family Law, Elder Law, Employment Law, and Alternative Dispute Resolution. LEGL 2400 or POLT 2400, or permission of the department chair. May be repeated for credit if content differs.

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 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 student with an overview of computer technology applicable to law office management, document production, scheduling (including docket control), research, litigation support and how to communicate 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. Prerequisite: completion of all paralegal certificate courses with a grade of C- or better. May be repeated for credit.

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, employment cover letter, and resume. 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**

**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 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.

**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 the basic topics of algebra, including linear and quadratic equations.

**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 apply skills of writing, solving, and graphing elementary equations. Students will apply basic linear programming methods to management science problems.

**MATH 1490 Finite Mathematics (3)**
This course serves as a transition course from calculus to abstract mathematics. The emphasis is on understanding why these methods work and their limitations. Numerical methods are used to analyze a variety of problems. Emphasis is on computational ability, problem solving, and applications. Prerequisite: proficiency in algebra.

**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.

**MATH 1600 Calculus I Lab (1)**
Supplementary experiences with applications and technology designed to augment the understanding of Calculus I. May be repeated once for credit. Prerequisite: taken concurrently with MATH 1610.

**MATH 1610 Calculus I (5)**
Introduces differential and integral calculus of one variable, culminating in the fundamental theorem of calculus. Introduces calculus of transcendental functions. May be repeated once for credit. Prerequisite: high school trigonometry or MATH 1440 with grade of B or better. Only offered in a 16-week format.

**MATH 1620 Calculus II (5)**
Continues the study of calculus: the transcendental functions, techniques of integration, applications of the integral, polar coordinates, parametric equations, sequences, and series. Prerequisite: MATH 1610. Only offered in a 16-week format.

**MATH 1630 Calculus II Lab (1)**
Supplementary experiences with applications and technology designed to augment the understanding of Calculus II. Prerequisite: taken concurrently with MATH 1620.

**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 2500 Calculus III Lab (1)**
Supplementary experiences with applications and technology designed to augment the understanding of Calculus III. Prerequisite: taken concurrently with MATH 3000.

**MATH 3000 Calculus III (5)**
Introduces differential and integral calculus of several variables. Prerequisite: MATH 1620. Only offered in a 16-week format.

**MATH 3010 Discrete Algebraic Structures (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: MATH 1620 or may be taken concurrently.

**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.
Course Descriptions

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, ge-
ometry, 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. Prerequisite: MATH 3000.

MATH 3090 Advanced Topics (3)
Includes a variety of advanced topics offered under different subtitles.
Prerequisites vary with subtitle. May be repeated for credit if content
diffs.

MATH 3130 Real Number System (3)
Studies the real number system: field properties, order properties, to-
pological properties. Sequences of real numbers and their limits will be
analyzed. Functions of real variables, especially continuous functions,
will be studied. Prerequisite: MATH 1620.

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 mathemat-
ics. Some of the disciplines using linear algebra are economics, physics,
biology, statistics, computer graphics, engineering, business, ecology,
sociology, demography, and genetics. Prerequisite: MATH 3000 or
may be taken concurrently.

MATH 3200 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: MATH 1610.

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 appli-
cations with database components. Students will present their findings
and recommendations in written and oral project reports. Prerequisite:
MATH 1610 Calculus I.

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 fram-
ing and attacking the issue of problem solving itself. Students will
present their findings and recommendations in written and oral project
reports. Prerequisite: MATH 1610 Calculus I.

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)
Prerequisite: MATH 2450 and MATH 3000.

MATH 3510 Vector Geometry (3)
This course studies geometry using vectors. Prerequisite: MATH 3000.

MATH 3530 Modern Geometry (3)
Geometry is studied using post-Euclidean methods. Prerequisite: MATH 1620.

MATH 3610 Probability (3)
Focuses on those mathematical models that have been developed to
best deal with the phenomena of chance and random behavior. Prereq-

MATH 4010 Abstract Algebra (3)
Provides a theoretical look at the concepts presented in elementary
algebra. Topics include basic topology of the real number line, series
of functions, theory of integers, etc. Prerequisites: MATH 2450 and
MATH 3000.

MATH 4110 Introduction to Analysis (3)
Includes applications of advanced mathematics selected at the instruc-
tor’s discretion. Prerequisite: MATH 3000. May be repeated for credit
if content differs.

MATH 4500 Applications of Mathematics (3)
Focuses on those mathematical models that have been developed to
best deal with the phenomena of chance and random behavior. Prereq-

MEDC – Media Communications

MEDC 1010 Introduction to Mass Communications (3)
Students learn the history, development, and impact of the mass
media, including print, photography, film, radio, and television and
digital media. The course focuses on communication theories and
research, media systems, structure and ethics, the relationship between
the media and society, and future directions in media communications.

MEDC 1050 Introduction to Media Writing (3)
Students learn the basics of media writing for a number of applications
as well as the style, structure, and techniques involved in print journal-
ism, scirpwriting, advertising, public relations writing, critical writing,
and writing for interactive media.

MEDC 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. Prerequi-

MEDC 1630 Media Literacy (3)
Students learn to systematically decode, evaluate, and analyze informa-
tion conveyed through the channels of mass communication. They
learn the process, language, and effects of the media and develop a
critical awareness of messages conveyed through channels of mass
communications, as reflected in children’s programming, advertising,
journalism, and political communications.

MEDC 2200 Ethics in the Media (3)
Students learn the ethical considerations applied to journalism, broad-
cast 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:
MEDC 1010.

MEDC 2490 Media Internship (1)
Students participate in a series of informational interviews as a means
of learning the characteristics, structure, and operations of media-relat-
ed professional organizations. Attendance is required at an orientation
and two seminars. Prerequisite: permission of the instructor.

MEDC 2630 Studies in Media Literacy (3)
This course extends and deepens the theoretical foundations and
practical applications of the field of media literacy. Students become
familiar with the significant developments by scholars in the field of
media literacy and its historical and cultural context. They also explore
the application of media literacy in various sectors, including education and media production. Prerequisite: MEDC 1630.

**MEDC 2800 Cultural Diversity in the Media** (3)
Students learn how media portray images, messages, and impact regarding race, gender, class, and sexual orientation, and how groups that are marginalized in the media affect the economics and history of the industry. Students investigate the multiple ways that they have learned about cultural diversity through personal reflection, formal education, and the media.

**MEDC 3150 Topics** (1-3)
These courses are offered periodically to feature topics in media and journalism not covered by regularly offered courses. Prerequisites may vary with the topic. May be repeated for credit if content differs.

**MEDC 3190 Introduction to Media Research** (3)
Students learn qualitative and quantitative media research methodologies, including content analysis, focus groups, and field research. The course provides strategies and methodologies for examining the process and impact of the media. Prerequisite: MEDC 1010.

**MEDC 3260 International Communications** (3)
Students learn the philosophy, process, problems, and potentials of communication across cultural boundaries by studying the interrelationships between communications and social, political, economic, and cultural factors that affect international communications. Cross-listed with INTL 3260. May be repeated for credit, if taken at international campuses.

**MEDC 3350 Media Design** (3)
Students learn the strategies and techniques employed in the design of multimedia presentations used in business, government, and education. Students learn the design of resource centers, libraries, and classrooms. Workshops on operation of digital cameras, audio-recording field equipment, and production equipment enable students to design their own instructional sight and sound presentations. Prerequisites: AUDI 1000 AND PHOT 1000.

**MEDC 3700 Topics in International Communications** (3)
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. Prerequisites may vary with topic. May be repeated once for credit, if content differs.

**MEDC 3800 Studies in Cultural Diversity** (3)
Students learn the relationship between the media and the issue of cultural diversity in the United States. Students consider media coverage of groups, including people of color, gays and lesbians, women, and ethnic groups. Students learn to apply a framework for examining the impact of media coverage of these groups on society, and explores issues related to the role and responsibilities of the media in this area. Prerequisite: MEDC 2800. May be repeated for credit, if content differs. Cross-listed with SPCM 3800.

**MEDC 3850 Television: A Critical Study** (3)
Students learn how the medium of television affects human thinking and behavior within the context of American culture. Students investigate and study questions elicited through reading, discussion, and research. Prerequisite: MEDC 1010.

**MEDC 3900 Topics in Media Literacy** (3)
Students learn the social issues embedded in media literacy analysis by studying case studies, the operation of specific media, and significant developments in the field. Prerequisite: MEDC 1630. May be repeated for credit, if content differs.

**MEDC 4100 The Law and the Media** (3)
Students learn the specifics of First Amendment freedoms and the laws that restrict or regulate the flow of information in American society, libel and privacy torts, information access problems, shield laws, broadcast regulation, copyright laws, and constraints on political communication and advertising. Junior or senior standing is advised.

**MEDC 4110 Media and Digital Culture** (3)
This course applies the principles of media literacy to digital media, which includes interactive media, voice and image transmission devices, simulations, and video games. The course examines the technological characteristics of digital media as well as the impact of digital technology on content. The course also considers the impact of digital media on the individual and society and identifies strategies for the analysis of media messages. Prerequisite: MEDC 3190 Introduction to Media Research, MEDC 5460 Media Research for graduate students or permission of the instructor.

**MEDC 4190 Media Research Methodologies** (3)
Students learn specific methodologies in media research and design and implement a research plan. Topics vary and may include applied research in advertising and public relations or theoretical research including media literacy, content analysis, etc. Prerequisite: MEDC 3190 OR permission of instructor. May be repeated for credit if content differs.

**MEDC 4220 Genre Studies** (3)
This course offers an in-depth study of genres that appear in the media, such as reality shows, film noir, and the evening news. Students learn a range of approaches to the study of genre, including: formulaic, ideological, historical, cultural, and audience response analysis. Students conduct primary research on a particular genre using selected approaches. Prerequisite: MEDC 3190 Introduction to Media Research, MEDC 5460 Media Research for graduate students, or permission of instructor.

**MEDC 4440 Patterns of Ownership in Media** (3)
Students learn the impact of media economics on content by studying media ownership patterns, such as state-run, state-owned, privately owned, and individually owned systems, and topics such as cross promotion, conflicts of interest, bottom-line programming decisions, and internal organizational/staffing decisions. Students study the recent concentration of media ownership. Other topics include: historical context, international trends, regulations, and issues of gender and diversity in ownership and management. Students will conduct primary research focusing on one of these topics.

**MEDC 4500 Political Communications** (3)
Students learn the role of the media on the American political process. Topics include the history and evolution of political media, the role of the press and its influence on the political process, and how media strategies are created, developed, and produced. Political advertising campaigns are analyzed. Prerequisite: MEDC 1010 Introduction to Mass Communications or MEDC 5000 Media Communications for graduate students.

**MEDC 4600 Senior Seminar in Media Literacy** (3)
Students demonstrate proficiency in media literacy analysis by applying media literacy theories and research methods to conduct an in-depth media literacy analysis.

**MEDC 4610 Readings in Media Studies** (3)
Prerequisites: media major, junior/senior standing AND permission of the instructor. May be repeated for credit, if content differs.

**MEDC 4620 Senior Overview** (3-6)
Provides an opportunity for seniors to demonstrate their proficiency in a selected area or media. 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, and permission of the instructor.
Course Descriptions

MEDC 4850 Seminar in Media Studies (3)
Advanced media literacy students consider issues related to media theory and criticism and learn how media literacy theories were developed and what these theories reveal about individual media. May include topics such as photographic theory and criticism or film theory and criticism. Prerequisite may vary with the topic. May be repeated for credit, if content differs.

MEDC 4950 Professional Media Practicum (3-8)
Provides an internship placement that offers supervised professional experience in audio production, broadcast and print journalism, photography, public relations and advertising/marketing communications, interactive media, animation, video and film. In addition to field placement, students attend regular seminars and write observations and analysis of their internship experience. Prerequisites: Students generally do internships during the senior year after initial portfolio review and must have permission of advisor and instructor. (Students may earn no more than a total of 8 credit hours for internships during their program at the University.)

MNGT – Management

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.

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 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 (3)
Analyzes current management issues in terms of historical background, present status, and possible solutions. Utilizes case studies in discussing each issue.

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)
Provides an internship placement that offers supervised professional experience in audio production, broadcast and print journalism, photography, public relations and advertising/marketing communications, interactive media, animation, video and film. In addition to field placement, students attend regular seminars and write observations and analysis of their internship experience. Prerequisites: Students generally do internships during the senior year after initial portfolio review and must have permission of advisor and instructor. (Students may earn no more than a total of 8 credit hours for internships during their program at the University.)

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 3500 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 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 3500.

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 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 engi-
neering, 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 3700 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, management functions, marketing, and financing a new enterprise, as well as governmental regulations.

**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: ACC 1010.

**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 4200 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 4230 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. 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 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 trade blocs, trade barriers, and standardization/adaptation. Prerequisite: MNGT 3500.

**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 4450 Organizational Development (3)**
Studies the change, innovation, challenge, and development in organizational structure and functions. Explores behavioral aspects of life in the organizational setting. Includes case studies involving changing the way work is done, changing communications and influence patterns, and changing managerial strategy. Prerequisite: MNGT 2100.

**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 3500.

**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 3500.

**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. Prerequisite: completion of other courses in the area of emphasis.

**MNGT 4610 Reading Course (1-4)**
Prerequisite: filing of an official form. May be repeated for credit if content differs.

**MNGT 4800 Health Care Law (3)**
Introduces the legislation and various legal issues affecting the
Course Descriptions

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.

MTHT 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.

MTHT 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. Prerequisite: completion of the other courses in the area of emphasis.

MTHT 4920 Marketing Strategies (3)
Covers a variety of marketing practices, procedures, and problems. Employs a case-study method, with emphasis on use of techniques in product image building and problem solving. Specific, substantive projects are undertaken by the students. Prerequisite: completion of other courses in area of emphasis.

MTHT 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. Prerequisite: completion of other courses in area of emphasis.

MTHT 4950 Internship (1-6)
Prerequisite: major in Management Department.

MTHT 4960 Entrepreneurship Certificate Project Course (3)
This 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 write 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: Completion of all required courses for the Certificate in Entrepreneurship or approval of instructor.

MTHT – Mathematics Education

MTHT 1300 Mathematics for Teachers I (3)
Provides students with a deeper understanding of the real number system and its subsystems, along with topics in logic and measurement. Appropriate for prospective elementary school teachers.

MTHT 1350 Mathematics for Teachers II (3)
Covers topics in mathematics relevant to elementary teachers. Includes elementary concepts in number theory, algebra, geometry, probability, and statistics.

MTHT 4310 Elementary-School Mathematics Methods (2)
This course presents methods, curricula, and materials for elementary school mathematics, with an emphasis on problem solving and teaching for understanding. Prerequisites: MTHT 1300 and acceptance to the Teacher Certification Program or permission of the student's advisor.

MTHT 4320 Mathematics Methods for Disabled Learners (3)
Focuses on the development of mathematics instruction for students with special needs. Gives an overview of the cognitive and behavioral disabilities most frequently associated with learning disabled, behavior disordered, and mentally retarded students, and the effect each disability has on the development of mathematical concepts. Instructional alternatives address specific math disabilities. Prerequisites: MTHT 4310 and acceptance to the Teacher Certification Program or permission of the student's advisor.

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

MULC 1100 Introduction to Multicultural Studies (3)
Introduces the methods of studying multiculturalism 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.

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. Prerequisites: MULC 1100 and 6 additional credit hours of multicultural studies curriculum or permission of the instructor. May be repeated for credit if content differs.

MULC 4900 Independent Research Project (3)
An independent research 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 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

MUSC 0790 Piano Proficiency (0)
Piano Proficiency Examination to be completed by music education majors in the semester before apprentice teaching. The examination includes accompaniments to instrumental and choral music from collections of intermediate difficulty used in public schools.

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)
Designed for non-music majors. A section of MUSC 1000 is available for music majors who need additional background in fundamentals before beginning the theory sequence.

MUSC 1010 Music Theory I (3)
Music notation; major and minor scales and key signatures; intervals. Rhythmic notation in simple and compound meters. Triads and seventh chords; elements of voice leading. Analysis and original composition. Prerequisite: MUSC 1000 or permission of instructor.

MUSC 1020 Music Theory II (3)
Continues Music Theory I. Harmonic progression; writing with first and second inversion triads; non-harmonic tones, cadences, phrases, and periods; uses of diatonic seventh chords. Analytical methods appropriate to tonal music. Stylistic composition. Prerequisite: MUSC 1010.

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.

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.

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 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 fingerstyle 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 1810 Musicianship I (2)

MUSC 1820 Musicianship II (2)
Continuation of MUSC 1810. Continued work in sight-singing, dictation, keyboard progressions; work in improvisation. Analysis of functional materials. Prerequisite: MUSC 1810.

MUSC 2000 Applied Music Secondary and Non-Major (1)
Private study in music performance; students will receive one 30-minute lesson per week. May be repeated for credit. Section numbers for MUSC 2000 are assigned through the Music Department; a student must deposit a copy of his or her schedule in the music office before an instructor will be assigned.

MUSC 2001 Applied Music Secondary and Non-Major Piano (1)
Private study in music performance; students will receive one 30-minute lesson per week. May be repeated for credit. Section numbers for MUSC 2001 are assigned through the Music Department; a student must deposit a copy of his or her schedule in the music office before an instructor will be assigned.

MUSC 2002 Applied Music Secondary and Non-Major Voice (1)
Private study in music performance; students will receive one 30-minute lesson per week. May be repeated for credit. Section numbers for MUSC 2002 are assigned through the Music Department; a student must deposit a copy of his or her schedule in the music office before an instructor will be assigned.

MUSC 2010 Music Theory III (3)

MUSC 2020 Music Theory IV (3)
Neapolitan sixth; augmented sixth chords; altered dominants; enharmonic modulation; simultaneities. Analysis of major traditional forms: rondo, sonata, variation, and fugue. Prerequisite: MUSC 2010.

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 2020.

MUSC 2120 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 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
Course Descriptions

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 2125 Playing Folk Instruments (2)
This course focuses on elements of playing and teaching traditional classroom musical instruments: recorder, autoharp, dulcimer, guitar, and Orff instruments. Students learn a basic repertoire of American folk songs for use in elementary school music teaching. Primarily for music teacher certification (choral track) preparation. Also appropriate for elementary education majors and non-majors interested in folk music.

MUSC 2126 Class Voice (2)
This course, designed for instrumental music education majors and beginning voice students, teaches aspects of breath support, tone production, diction, and a basic repertoire of vocal literature. Class time is devoted to learning how to sing and voice training. Expectations include demonstrations of good vocal habits, performing solos, and participating in group singing. Prerequisite: ability to read music.

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 (3)
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 2310 Jazz Improvisation II (3)
Continues MUSC 2300. Prerequisite: MUSC 2300.

MUSC 2370 Jazz Theory III (3)
Continues MUSC 1380. Prerequisites: MUSC 1370 and MUSC 1380.

MUSC 2380 Jazz Theory IV (3)
Continues MUSC 2370. Prerequisite: MUSC 2370.

MUSC 2500 Applied Music: Secondary and Non-Major (2)
Private study in music performance; students will receive one 1-hour lesson per week. May be repeated for credit. Section numbers for MUSC 2500 are assigned through the Music Department; a student must deposit a copy of his or her schedule in the music office before an instructor will be assigned.

MUSC 2501 Applied Music: Secondary and Non-Major Piano (2)
Private study in music performance; students will receive one 1-hour lesson per week. May be repeated for credit. Section numbers for MUSC 2501 are assigned through the Music Department; a student must deposit a copy of his or her schedule in the music office before an instructor will be assigned.

MUSC 2502 Applied Music: Secondary and Non-Major Voice (2)
Private study in music performance; students will receive one 1-hour lesson per week. May be repeated for credit. Section numbers for MUSC 2502 are assigned through the Music Department; a student must deposit a copy of his or her schedule in the music office before an instructor will be assigned.

MUSC 2503 Applied Music: Jazz Studies (1)
Private study in music performance for students who have been accepted into the BM in jazz studies, emphasis in music technology degree. Students will receive one 30-minute lesson per week. May be repeated for credit. Section numbers are assigned through the Music Department; a student must deposit a copy of his or her schedule in the music office before an instructor will be assigned.

MUSC 3004 Applied Music: Instrumental Studies (1)
Private study in music performance for students who have been accepted into the BM in instrumental performance degree. Students will receive one 30-minute lesson per week. May be repeated for credit. Section numbers are assigned through the Music Department; a student must deposit a copy of his or her schedule in the music office before an instructor will be assigned.

MUSC 3020 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 3050 Music Software Applications (2)
This course is an introduction to fundamentals of computerized music notation. Prerequisite: MUSC 1000.

MUSC 3070 Orchestration I (2)

MUSC 3080 Orchestration II (2)
Continuation of MUSC 3070. Prerequisite: MUSC 3070.

MUSC 3170 Jazz History I (3)
Continues MUSC 2810. Prerequisite: MUSC 2810.

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 (2)
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 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 3300 Jazz Improvisation III (3)
Continues MUSC 2310. Prerequisite: MUSC 2310.

MUSC 3310 Jazz Improvisation IV (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 Choral and Instrumental Conducting II (3)
Advanced work in instrumental conducting leads toward proficiency in score reading, rehearsal technique, and musical leadership. Prerequisite: MUSC 3410.

MUSC 4001 Applied Music: Piano (2-5)
Private study in music performance for students who have been accepted by the Department of Music as majors. Students will receive one 1-hour lesson per week. May be repeated for credit. Section numbers for MUSC 4001 are assigned through the Music Department; a student must deposit a copy of his or her schedule in the music office before an instructor will be assigned.

MUSC 4002 Applied Music: Voice (2-5)
Private study in music performance for students who have been accepted by the Department of Music as majors. Students will receive one 1-hour lesson per week. May be repeated for credit. Section numbers for MUSC 4002 are assigned through the Music Department; a student must deposit a copy of his or her schedule in the music office before an instructor will be assigned.

MUSC 4003 Applied Music: Jazz Studies (2-5)
Private study in music performance for students who have been accepted by the Department of Music as majors. Students will receive one 1-hour lesson per week. May be repeated for credit. Section numbers for MUSC 4003 are assigned through the Music Department; a student must deposit a copy of his or her schedule in the music office before an instructor will be assigned.

MUSC 4004 Applied Music: Instrumental Studies (2-5)
Private study in music performance for students who have been accepted by the Department of Music as majors. Students will receive one 1-hour lesson per week. May be repeated for credit. Section numbers for MUSC 4004 are assigned through the Music Department; a student must deposit a copy of his or her schedule in the music office before an instructor will be assigned.

MUSC 4005 Applied Music: Organ (2-5)
Private study in music performance for students who have been accepted by the Department of Music as majors. Students will receive one 1-hour lesson per week. May be repeated for credit. Section numbers for MUSC 4005 are assigned through the Music Department; a student must deposit a copy of his or her schedule in the music office before an instructor will be assigned.

MUSC 4010 Composition (1-3)
For students contemplating composition and related activities as occupations. Each student develops content in consultation with the instructor. Prerequisite: 6 credit hours of MUSC 3010 or permission of the instructor. May be repeated for credit.

MUSC 4020 Sixteenth-Century Counterpoint (3)
Practical study of counterpoint as used in the works of Palestrina and other Renaissance-era composers. Includes study of line, voice-leading, rhythm, texture, and extensive analysis of the music of the period. Prerequisite: MUSC 2020.

MUSC 4030 Eighteenth-Century Counterpoint (3)
Practical study of counterpoint as used in the works of Bach. Includes study of the invention, chorale prelude and fugue, and extensive analysis of the music of the period. Prerequisite: MUSC 2020.

MUSC 4040 Music of the Twentieth Century (3)
A historical survey from Debussy, Ives, Stravinsky, and Schoenberg to Bartók, Cage, Babbitt, and Glass. Involves musical analysis of works involving twentieth-century tonality, modality, the 12-tone method, set theory, microtonality, and aleatoric elements. Prerequisites: MUSC 2020 and MUSC 2040, or permission of instructor.

MUSC 4070 Choral Arranging (2)
This course offers 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 or permission of instructor.

MUSC 4080 Choral Literature and Techniques (3)
This course surveys choral repertoire from the Renaissance to the present for appropriate for school and church choirs. Aspects of the course work include focus on performance practice and associated choral techniques for the purposes of conducting and teaching. Prerequisite: MUSC 3410 or permission of instructor.

MUSC 4110 Hymnody and Psalmody (3)
Study of psalmody and hymnody in history and current practice; theological study of hymn texts and musical study of hymn tunes; practical application of hymnody in Christian worship and education.

MUSC 4120 Piano Accompanying (2)
Designed primarily for piano majors. Teaches the specific skills required for accompanying. Emphasizes art song literature, but also includes operatic and instrumental music. Prerequisite: permission of the instructor.

MUSC 4140 Lyric Diction (2)
This course focuses on the correct pronunciation of foreign language sounds using the International Phonetic Alphabet. The course is designed for voice students.

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. Prerequisite: permission of instructor.

MUSC 4160 Operatic Literature (3)
This course studies important works from four hundred years of operatic history, including Monteverdi through Glass. The history of operatic style is included as are the development of recitative, aria, ensembles, and other aspects of operatic form. Prerequisites: MUSC 2020 and MUSC 2040 or permission of instructor.

MUSC 4170 Piano Literature I (3)
A survey of the standard keyboard literature for piano. Style analysis, performance-practice problems, and editions are emphasized. The course is designed primarily for junior- or senior-level piano majors, but may be taken for graduate credit.

MUSC 4180 Piano Literature II (3)
Continues MUSC 4170. Prerequisite: MUSC 4170.
Course Descriptions

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 Bartók, 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 (3)
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 4260 Piano Pedagogy I (2)
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 (2)
Continues MUSC 4260. Prerequisite: MUSC 4260.

MUSC 4320 Jazz Pedagogy (2)
A survey of pedagogical techniques, conducting, and teaching materials for the development of the middle school and high school instrumental and vocal jazz program. Prerequisite: permission of instructor.

MUSC 4340 Jazz Scoring and Arranging I (3)
This course covers 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 2020 and MUSC 1380 or permission of instructor.

MUSC 4350 Jazz Scoring and Arranging II (3)
Continues MUSC 4340. Prerequisite: MUSC 4340.

MUSC 4360 Survey of Music Business (3)
Examines aspects of contracts, audits, 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: MNGT 3700 or permission of instructor.

MUSC 4370 Marketing for Musicians (3)
Examines aspects of image building, promotion kits (letterhead, internet site, photography, video/audio discs (repertoire, recording, art work, copyright, licensing, promotion, sales, reviews, etc), working with a publicist, advertising agency, manager and/or agent, audience connections (targeting educational residencies, seminars, and conventions), contracts, auditions, professional organizations and memberships. Prerequisite: MUSC 4360 or permission of instructor.

MUSC 4610 Reading Course (1-3)
Individual student exploration of a specific area or repertoire of music literature. Prerequisites: usually junior standing and filing of official form. May be repeated for credit.

MUSC 4611 Senior Thesis (2)
A critical study of a major composition, or study of a composer or genre, required of all seniors in the BA in music degree. The document must reflect significant mastery of bibliographic skills, analytic skills, and writing skills. 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, postscoring, and film music aesthetics. Prerequisites: AUDI 1650 and AUDI 3650.

MUSC 4800 Advanced Topics (2-3)
Course content varies each semester. See current course description book for subject matter in a particular semester. Credit may be either music history, music theory, or music education. May be repeated for credit. Prerequisites: MUSC 2020 and senior standing.

MUSC 4810 Advanced Aural Skills I (2)
This course focuses on improvement of sight-singing, ear training, dictation, and harmonic progressions and improvisation at the keyboard. The class requires the use of Kodály moveable do solfège and rhythm syllables and German chromatic note names. Exercises also require conducting and analytical skills. Prerequisite: MUSC 2820 or permission of the instructor.

MUSC 4900 Webster University Concert Choir (1)
This choir is open to undergraduate singers in the University community. The Concert Choir performs a variety of choral literature representing many periods and styles, sometimes in cooperation with other Webster choirs. Prerequisite: audition or permission of the instructor. May be repeated for credit.

MUSC 4910 Webster University Chamber Singers (1)
This select chamber choir is open to all students by audition. The Choral performs a cappella and accompanied choral masterpieces from the Renaissance to the present, sometimes in cooperation with other Webster choirs. Prerequisite: audition or permission of the instructor. May be repeated for credit.

MUSC 4920 Webster University Choral Society (1)
The Choral Society is Webster’s University/community choir and is open to singers in the University and the St. Louis area. The Choral Society performs masterpieces of the choral repertoire from the Baroque to the present, sometimes in cooperation with other Webster choirs. There is a fee for members who are not affiliated with Webster University. No audition is required. May be repeated for credit.

MUSC 4930 Webster University Camera Sings (1)
This select, on-one-a-part ensemble performs choral music from the Renaissance to the present, including pop arrangements and vocal jazz. Camera Sings does not fulfill degree requirements for participation in a major ensemble. An audition is required. May be repeated for credit. Prerequisite: audition.

MUSC 4940 Webster University Symphony Orchestra (1)
This Webster University Symphony Orchestra is composed of advanced student musicians and professional performers. The orchestra presents five concerts each year with repertoire from chamber orchestra to full symphonic settings. An audition is required. Instrumental majors who do not qualify will be placed in other instrumental ensembles. May be repeated for credit. Prerequisite: audition.

MUSC 4950 Webster University Chamber Music Ensembles (1)
The Department of Music offers numerous smaller ensembles, including Jazz Singers, New Music Ensemble, Guitar Ensemble, String Quartet, Sax Ensemble, Woodwind Quintet, and the like. Enrollment in each of these ensembles is by permission of the appropriate instructor. Additional information is available from the Department of Music.

MUSC 4960 Webster University Jazz Ensembles (1)
The Jazz Ensembles are combos of three to eight members that offer
Course Descriptions

MUTH – Musical Theatre

MUTH 1030 History of American Musical Theatre (3)
Studies American musical theatre, from the origins of early America through the 20th Century Golden era. Works with book, lyrics, score, dance, and design to study individual composers, their styles, and contributions to this musical form.

MUTH 2410 Musical Theatre Dance Styles I (2)
An introduction to the various genres and styles of Musical Theatre Dance. Prerequisite: two semesters of Jazz I, or its equivalent, or permission of the instructor. May be repeated once for credit.

MUTH 2420 Musical Theatre Dance Styles I (2)
A continuation of MUTH 2410. Prerequisite: two semesters of Jazz I, or its equivalent, or permission of the instructor. May be repeated once for credit.

MUTH 3010 Conservatory III (5)
Concentrates on specific needs in musical theatre: musical theatre performance style; 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. Prerequisite: MUTH 2420 or its equivalent, or permission of the instructor. May be repeated once for credit.

MUTH 3420 Musical Theatre Dance Styles II (2)
Contemporary Musical Theatre (1990-present) genres of Broadway style show dancing using original Broadway choreography. Prerequisite: MUTH 3410 or its equivalent, or permission of the instructor. May be repeated once for credit.

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, 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

NURS 3010 Concepts of Professional Nursing (3)
Integrates the student into baccalaureate education. Aspects of professional practice provide the framework for this course. Critical thinking, and oral and written communication skills are strengthened. Prerequisite: NURS 3030.

NURS 3020 Health Assessment (4)
Focuses on the holistic approach to health assessment, combining subjective data from a health history based on a holistic framework, review of systems and objective findings from physical examination. Provides students with a fuller understanding of the mechanisms involved in maintaining homeostasis in the human body. Students will examine selected aspects of systemic body functions. The student practices interviewing skills, physical examination skills, and documentation skills in the laboratory and client based situations. The student analyzes assessment data and identifies strengths and problem areas with the adult client. Prerequisite: Admission to the BSN program.

NURS 3030 Communication & Information Literacy (3)
Students examine communication and information technology in professional nursing. The role of evidence as it informs contemporary nursing practice is explored. Included are concepts and skills for oral and written communication, informatics, and information literacy. Prerequisites: Admission to the BSN program; computer course or validated computer competency.

NURS 3270 Nursing Research and Evidence-Based Practice (3)
The research process and strategies for critiquing nursing research are discussed. Using research findings to guide evidence-based nursing practice is emphasized. Prerequisites: NURS 3010, NURS 3030, and PSYC 2790.

NURS 3400 Health Education in Nursing Practice (3)
Focuses on theories and strategies relevant to health education throughout the lifespan. Emphasis is on the role of the nurse in the health teaching process. Students develop, implement, and evaluate a teaching plan for an individual based on assessment of their education needs. Prerequisites: NURS 3010, NURS 3020, and NURS 3030.

NURS 3410 Family Health Promotion (3)
Focuses on characteristics of families. Family theories are explored. Students examine variables that influence the health of families. Students conduct a family assessment, identify strengths and health concerns, and develop a plan for family health promotion activities. Prerequisites: NURS 3010, NURS 3020, NURS 3030, and NURS 3270.

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.
Course Descriptions

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. Prerequisites: NURS 3010, 3020, 3030 & 3270.

NURS 4240 Nursing Leadership and Management (4)
Explores the theoretical foundation of nursing leadership and management and the role of nurse leader/manager in complex organizational systems. Planning for quality care and patient safety is emphasized. Effective skills of nurse leaders/managers are analyzed with a focus on interprofessional healthcare team interactions. Fiscal, legal, and regulatory processes are explored. Current issues and trends in management/leadership and healthcare are addressed. Prerequisites: NURS 3270, NURS 3400, and NURS 3410.

NURS 4250 Community Health Nursing (5)
Focuses on care of community as client. Emphasis is on the role of the nurse in addressing the preventive health needs of populations at risk. 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 health from a global perspective. Prerequisites: NURS 3270, NURS 3400, and NURS 3410.

NURS 4340 Influencing Health Policy: Implications for Nursing Practice (2-3)
Examines the relationship of health policy and nursing practice. The legislative process at both the state and national levels is explored.

NURS 4350 Ethical Dilemmas in Nursing Practice (2-3)
Examines ethical dilemmas encountered in nursing and explores the processes of ethical decision making and their application in clinical practice.

NURS 4370 Cultural Care Nursing (2-3)
Examines dimensions involved in care for people from diverse cultural backgrounds along with the traditional health beliefs and practices of selected populations.

NURS 4400 Case Studies in Nursing (2-3)
Presents students with the opportunity to explore cases in depth in selected areas of nursing practice. Engages students in gathering health and physical assessment data along with family and psychosocial information in preparation for case analysis. Prerequisites: NURS 3010 and NURS 3020.

NURS 4500 Nursing Case Management (2-3)
Explores the evolving role of case management in nursing practice today.

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. Prerequisites: NURS 3010, permission of the department chair, and filing of official form. May be repeated for credit if content differs.

PBRL – Public Relations

PBRL 2100 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 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: MEDC 1050, JOUR 1030, AND PBRL 2100.

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. Prerequisite may vary with topic.

PBRL 3200 Specialized Publications (3)
Students learn the strategic planning and production techniques involved in writing and producing public relations publications, including print and electronic newsletters and internal information pieces. The course emphasis is on needs analysis and the development of a publications plan, including communications objectives and strategies, production skills, and evaluation mechanisms. Prerequisites: PBRL 2920 and COAP 2020 OR INTM 2350.

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 2100.

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 2100.

PBRL 4190 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 2100.

PBRL 5322 Public Relations for graduate students.

PBRL 4200 Organizational 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: MEDC 1010.
PBRL 4300 Crisis Communications Management (3)
In this course students learn techniques for dealing with sudden and unexpected situations that have a negative impact on organizations and their images to key constituencies. Through case studies and mock crises, students develop strategic solutions for crisis situations and create a generic crisis communications plan that can be included in their personal portfolios. Prerequisite: PBRL 2100.

PBRL 4610 Readings in Public Relations (3)
Prerequisites: media major, junior standing, permission of the instructor, and filing of official form. May be repeated for credit, if content differs.

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, 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 4770 Specialized Publications Production (3)
Students learn the strategies and techniques of specialized publications and apply them to the production of specialized publications. Students assume positions on the staff of the MEDIA BULLETIN, the in-house print publication of the School of Communications. May be repeated once for credit. Prerequisites: PBRL 3200 AND permission of the instructor.

PBRL 4800 Media Relations (3)
Students learn effective verbal and nonverbal 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. Prerequisite: PBRL 2100 Fundamentals of Strategic Communications and Public Relations or PBRL 5322 Public Relations for graduate students.

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 2100.

PHIL – Philosophy

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.

PHIL 1100 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.

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. Crosslisted with MATH 1580 and COSC 1580.

PHIL 2050 Philosophy and History of Education (3)
Analyzes the nature of education, especially as this has developed historically in the West, paying special attention to the philosophical aims and aspirations that have motivated (and ought to motivate) Western education.

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.

PHIL 2300 Social and Political Philosophy (3)
Introduces philosophical issues raised by our social and political existence. Includes social contract, rights and obligations, sovereignty and authority, utopias and political ideas, and the individual and the state. Crosslisted with POLT 1070.

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 reasoning used to support a moral position.

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.

PHIL 2360 Environmental Ethics (3)
An introductory exploration of issues in environmental policy and the value presuppositions to different approaches to environmental problems, including economic, judicial, political, and ecological. Discusses specific environmental problems, focusing on their moral dimensions.
Course Descriptions

e.g., wilderness preservation, animal rights, property rights, values of biodiversity, corporate responsibility, varieties of activism, ecofeminism, resource exploitation, and technological advancement, global environmental politics, and obligations to future generations.

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 2510 Philosphic Classics: Ancient Greece and Rome (3)
The great philosophic texts of ancient Greece and Rome are rich in insight and powerful in their influence on Western culture. This course reviews selected classics, familiarizing students with famous thinkers, their thoughts, and their methods.

PHIL 2520 Philosphic 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.

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.

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 philosophic or non-philosophic texts philosophically. Prerequisites: permission of the instructor and filing of official form.

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 philosophic 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 of Art (3)
Raises philosophic 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 3300 Epistemology (3)
Exploration of issues in the theory of knowledge, such as the origin, extent, and certainty of knowledge, as well as exploration of such positions as skepticism, relativism, and solipsism. Includes analysis of the concept of knowledge and the justification of belief. 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 3350 Philosophical Ethics (3)
First course in philosophic 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 Ethics for Cyberspace (3)
A general introduction to ethical issues created, aggravated, or transformed by computing technology. Addresses such topics as: privacy, hacking, and computer intrusion; software piracy; freedom of expression; campus computing policies; professional ethics; responsibility and risks of relying on computers; ethical dimensions of artificial intelligence; just allocation of computing resources; and social implications of networked computing.

PHIL 3370 Philosophy and Women (3)
Analysis of the concept of oppression and a study of the systematic structures of sexism and sex roles. Specific areas of study include the institution of family/marriage, sex, love, and feminist moral issues such as abortion, pornography, and sexual equality.

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 instructor.
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. Prerequisite: POLT 1070, PHIL 2300, or GNST 1600. Cross-listed with POLT 3590.

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. Prerequisite: 6 credit hours of philosophy or permission of the instructor. May be repeated for credit if content differs.

PHIL 4400 Practicum in Philosophy (1-6)
Places students in a position in business, school, or 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 that will reflect on the problems encountered. Prerequisite: permission of the instructor.

PHIL 4600 Overview (3)
A critical examination of a significant text, with each student preparing an individual paper on some aspect of the text. To be acceptable, the quality of the paper must reflect significant mastery of the methods and content of philosophy and critical thought. Prerequisite: advanced standing and permission of the instructor.

PHIL 4610 Reading Course (1-5)
Prerequisites: permission of the instructor and filing of official form. May be repeated for credit if content differs.

PHOT – Photography

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 in the semester following PHOT 2000.

PHOT 1000 Photo I (3)
Students learn the 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. Prerequisites: EPMD 1000 or permission of the photography program facilitator.

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 towards the BA in photography electives.

PHOT 2000 Photo II (3)
Continues development of photographic vision and techniques from PHOT 1000. Students study additional films and black-and-white processes, including the zone system. Prerequisite: PHOT 1000 or equivalent course in basic darkroom photography.

PHOT 2040 History of Photography (3)
Traces the evolution of photography throughout the nineteenth and twentieth centuries and the development of various photographic traditions associated with its application.

PHOT 2170 Photographic Science (3)
Examines the relationships between films, papers, and chemistry used in the photographic process. Focuses on the ways in which films, chemistries, and papers react to different temperatures, exposures, and light. Consideration is given to the manufacturing process. Prerequisite: PHOT 1000.

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 permission of the instructor.

PHOT 2870 International Photojournalism (3)
Students use digital cameras to photograph life on their campus and transmit the images back to the home campus in St. Louis for use in university publications such as the Journal. Class discussions and critiques use an Internet conferencing system. Previous photographic or computer experience is desirable, but not a prerequisite. (It is advisable to take PHOT 3190 Digital Photographic Imaging prior to or concurrently with this course.) May be repeated for credit. Offered only at the international campuses. Prerequisite: permission of instructor.

PHOT 3000 Color Photography (3)
Students continue the investigation of photography at an intermediate level, introducing various color processes and exploring the role of color in photographic imagery. Prerequisites: PHOT 2000.

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. Prerequisites: PHOT 2000.

PHOT 3180 Topics in Scientific Photography (3)
Specific topics are offered on a rotating basis. Topics have included macrophotography, introduction to ophthalmic photography. May be repeated for credit if content differs. Prerequisites: PHOT 2000; PHOT 2170.

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. Prerequisite: PHOT 2000 OR COAP 2020.

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 2000 AND PHOT 3190.

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. Prerequisites: PHOT 2500; PHOT 3190.

PHOT 4000 Photo Workshop (3)
Specific topics are offered on a rotating basis. Recent offerings have included portfolio development, self-promotion, large format photography, the toy camera, and image/text. Prerequisite may vary with topic. May be repeated for credit if content differs.
Course Descriptions

PHOT 4010 Photography Gallery Management (3)
Students learn all aspects of running a photo gallery, including publicity, mailing lists, web site and other publications and openings. Prerequisite: JR/SR standing and permission of instructor. May be repeated for credit, if content differs.

PHOT 4030 Topics in Studio Photography (3)
This course focuses on various topics in advanced studio photography, such as people and portrait, and the Digital Studio, on a rotating basis. Prerequisite: PHOT 3120. Additional prerequisites may vary with topic. May be repeated for credit if content differs.

PHOT 4190 Topics in Digital Imaging (3)
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 4200 Topics in Color (3)
Focuses on various topics in advanced color photography such as Image Transfer and Emulsion Transfer. Prerequisite: PHOT 3000. May be repeated for credit if content differs.

PHOT 4610 Readings in Photography (3)
Prerequisites: media major, JR/SR standing and permission of the instructor. May be repeated for credit if content differs.

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, and permission of the instructor.

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 resume preparation. Prerequisites: photography major AND senior standing.

PHOT 4870 Advanced Photojournalism (4)
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. Prerequisites: PHOT 2500 AND PHOT 3190. May be repeated for credit. Note: It is advisable to take JOUR 1030 Fundamentals of Reporting prior to or concurrently with PHOT 4870. It is advisable for students who plan to work in this field to take VIDE 1810 Video I prior to graduation.

PHYS – Physics

PHYS 2030 University Physics I (4)
PHYS 2031 University Physics I: Lab (1)
Introduces physics, using a calculus-based approach to derivation of relationships. Content includes vectors, kinematics, dynamics, momentum, energy, SHM, rotational motion, waves, and heat. Laboratory required. Also provides students an opportunity to participate in small-group discussions, problem solving tutorials and conceptual thinking exercises. PHYS 2030 and PHYS 2041 must be taken concurrently. Prerequisite: PHYS 2030, or permission of instructor. Offered in spring semester.

PHYS 2040 University Physics II (4)
PHYS 2041 University Physics II: Lab (1)
Continues PHYS 2030, covering electricity, magnetism, optics, and nuclear physics. Laboratory required. Also provides students an opportunity to participate in small-group discussions, problem solving tutorials and conceptual thinking exercises. PHYS 2040 and PHYS 2041 must be taken concurrently. Prerequisite: PHYS 2030, or permission of instructor. Offered in spring semester.

POLT – Political Science

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 needed to effectively engage in political discourse and communication. May be repeated for credit if content differs.

POLT 1050 Introduction to International Relations (3)
Examines the nature and uses of power. Covers development of the nation-state system in history, international relations and diplomatic usage, international law and organization, and specific problems in international relations in the world today.

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.

POLT 1070 Introduction to Political Theory (3)
Studies the nature of the political community, with attention given to concepts of the state, justice, freedom, authority, and law. Selected classics of political theory are read and discussed. Cross-listed with PHIL 2300.

POLT 1080 Introduction to Comparative Politics (3)
Examines the way other peoples and nations of the world are ruled. Focuses on political institutions, ideologies, revolutionary movements, types of political parties, and the relationship between state and society.

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.

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 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.
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, and the role of interest groups in collective bargaining systems, the welfare state, and tax revolts. May be repeated for credit if content differs.

POLT 2400 Introduction to Law (3)  
(Cross-listed with LGL 2400) Overview of the history and functioning of the American legal system. Covers such topics as the substantive law of torts, contracts, and criminal procedure and terminology; the court system, and the nature of legal reasoning.

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 The 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. Prerequisites: permission of instructor and filing of official form. May be repeated for credit if content differs.

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: POLT 1050 or POLT 1060.

POLT 3320 American National Institutions (3)  
Offers an in-depth study of one of the following topics: the presidency, Congress, political parties and elections, and 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. Prerequisite: POLT 1080, POLT 2250, POLT 2500, POLT 2550, or permission of the instructor. May be repeated for credit if content differs.

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. Prerequisites: POLT 1550 and permission of the instructor. May be repeated for credit.

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. Prerequisite: POLT 1070, PHIL 2300, or GNST 1600. Cross-listed with PHIL 3590.

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. Prerequisite: 6 credit hours of political science (international or comparative focus) or permission of the instructor. May be repeated for credit if content differs.

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. Prerequisite: 6 credit hours of political science, including a prior course in political theory, or permission of the instructor. May be repeated for credit if content differs.

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. Prerequisite: 6 credit hours of political science, including a prior course in American politics, or permission of the instructor. May be repeated for credit if content differs.

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.
Course Descriptions

Specific topics vary from semester to semester. Prerequisite: 6 credit hours of political science, including a prior course in comparative politics, or permission of the instructor. May be repeated for credit if content differs.

POLT 4600 Political Science Seminar
Offered periodically when specific expertise is available. Topics of interest to students of contemporary politics are studied. Prerequisite: usually senior standing or permission of instructor. May be repeated for credit if content differs.

POLT 4610 Reading Course: Advanced (1-6)
Prerequisites: permission of instructor and filing of official form. May be repeated for credit if content differs.

POLT 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.

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 department chair.

PSYC – Psychology

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 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.

PSYC 1200 Introduction to Psychology (3)
(International campuses only) A continuation of PSYC 1100. Prerequisite: PSYC 1100 or permission of the department chair/academic advisor.

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.

PSYC 1800 Careers in Psychology (1-2)
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 resume, and find jobs within the field of psychology. Prerequisite: PSYC 1100 or permission of 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 2150 Psychology of Sleep (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 2200 Child Psychology (3)
Examines 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 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. Prerequisite: PSYC 1100 or permission of the instructor.

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 will investigate the conditions that produce obedience to authority. Strategies utilized by salesmen, politicians, lawyers, special interest groups, and the media will also be examined. Also examines 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 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 on-going 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. Prerequisite: PSYC 1100 or permission of the instructor.

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.

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 collect data and analyze the results. Prerequisites: 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. Prerequisite: PSYC 1100 or permission of the instructor.

PSYC 2900 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. Classroom component will include discussion of placement experiences or issues and the ethics of service work. May be repeated for credit if content differs. Prerequisites: PSYC 1100, sophomore standing, permission of the instructor, and approval of placement proposal.

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 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. Prerequisites: PSYC 1100 and 6 credit hours of psychology; 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. Prerequisites: PSYC 1100 and 6 credit hours of psychology; 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. Prerequisites: PSYC 1100 and 6 credit hours of psychology; 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 well being. 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. Prerequisites: PSYC 1100 and 6 credit hours of psychology; 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 well-being, the importance of a sense of community, and social justice. Prerequisites: PSYC 1100 and 6 credit hours of psychology; 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. Prerequisites: PSYC 1100 and 6 credit hours of psychology; or permission of the instructor.

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
Course Descriptions

Armenian genocide, the Holocaust, the auto-genocide in Cambodia, the Rwandan genocide, the genocides in the former Yugoslavia, and others. Prerequisites: PSYC 1100 and 6 credit hours of psychology; or permission of the instructor.

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, ageing and mental health. Prerequisites: PSYC 1100 and 6 credit hours of psychology.

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. Prerequisites: PSYC 1100, PSYC 2825, and 6 credit hours of psychology; 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. Prerequisites: PSYC 1100, PSYC 2825, and 6 credit hours of psychology; or permission of the instructor.

PSYC 3425 Juvenile Delinquency (3)
Examines the construct of juvenile delinquency focusing on causation, prevention, and intervention. Specific attention will be given to how various explanations/theories of delinquency influence social policy, social agencies, intervention strategies, and the administration of juvenile justice. Prerequisites: PSYC 1100 and 9 credit hours of psychology; 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. Prerequisites: PSYC 1100 and 6 credit hours of psychology; 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 and 9 credit hours of psychology; or permission of 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. Prerequisites: PSYC 1100 and 9 credit hours of psychology; 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. Prerequisites: PSYC 1100, and PSYC 2825, and 6 credit hours of social science; 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: Junior standing in psychology and permission of the department.

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. Prerequisites: PSYC 1100 and 9 credit hours of psychology; or permission of the instructor.

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, drug 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. Prerequisites: PSYC 1100 and 9 credit hours of psychology; or permission of the instructor.

PSYC 3725 Psychology of Judgment and Decision Making (3)
Provides survey 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. Prerequisites: PSYC 1100, PSYC 2825, and 6 credit hours of psychology; 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. Prerequisites: PSYC 1100 and 9 credit hours of psychology; 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. Prerequisites: PSYC 1100, PSYC 2825, and 6 credit hours of psychology; 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 towards the development of a course related project. May be repeated for credit if content differs. Prerequisites: PSYC 1100 and 9 credit hours of psychology; 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 and 12 credit hours of psychology; 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 1100 and 12 credit hours of psychology; or permission of the instructor.

PSYC 4225 Introduction to Clinical Psychology (3)
This course is a survey of the field of clinical psychology. The course will familiarize you with the history of clinical psychology as a field, including the roles in which clinical psychologists serve and settings in which they work, as well as “hot topics” of current debate in the field. In addition, we will explore the range of theoretical orientations which guide how clinical psychologists approach their work, including assessment, prevention/intervention, and research. Lastly, the course will enable students to clarify their own interests and goals within the mental health field, generally, and clinical psychology, in particular, including client populations and research questions of interest to the student. Prerequisites: PSYC 1100, PSYC 3125, PSYC 3775, and 6 credit hours of psychology; or permission of the instructor.

PSYC 4250 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. Prerequisites: PSYC 1100, PSYC 3125, PSYC 3775, and 6 credit hours of psychology; 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 and 12 credit hours of psychology; 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 and 12 credit hours of psychology; or permission of the instructor.

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 and 12 credit hours of psychology; 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: Senior standing in psychology and permission of the department.

PSYC 4650 Physiological Psychology (3)
Examines the physiological components 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, PSYC 2825, and 9 credit hours of psychology; 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. Prerequisite: PSYC 1100, PSYC 2825, and 9 credit hours of psychology; 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. Prerequisite: PSYC 1100, PSYC 2750, PSYC 2825; or permission of the instructor.

PSYC 4825 Senior Thesis (3)
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, 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. May be repeated for credit if content differs. Prerequisite: PSYC 1100, PSYC 2750, PSYC 2825, PSYC 3550, PSYC 4750, and senior status in psychology; 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 towards the development of a course related project. May be repeated for credit if content differs. Prerequisites: PSYC 1100 and 12 credit hours of psychology.

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. Prerequisite: PSYC 1100, PSYC 2825, and 9 credit hours of psychology; or permission of the instructor.
Course Descriptions

RELG – Religious Studies

RELG 1000 Roots of Religion (3)
Introduces the study of religion through investigation of major theo-
ries of religion, through direct contact with religious institutions or
through the study of the lives of religious persons. May be repeated
for credit if content differs.

RELG 1040 Phenomena (3)
Examines a religious phenomenon of current interest. Recent topics
have included: magic and the occult, the Jesus movement, and ecstasy
and meaning. May be repeated for credit if content differs.

RELG 1041 Phenomena: 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. Exa-
amples are the spread 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 develop-
ment 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 Blackboard.

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 1060 World Religions (3)
Concerns origins, historical development of worship, ethics, theology,
scriptures, and institutions of the world religions: Hinduism, Bud-
dhism, Confucianism, Taoism, Shintoism, Judaism, Christianity, and
Islam.

RELG 1080 Thinking Through Religions (3)
This course introduces students to separating plausible and implausible
claims to truth in different religions, and demonstrates how religious
studies contribute to critical thinking—through the acquisition of skills
in argumentation, debate, analysis, and decision making. Students will
evaluate the validity of religious truth claims, religious language, reli-
gious authorities, spiritual experience, conflicting claims in science and
religion, and ethical judgments.

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 will examine the relationship between religion and vio-
lence, in various faiths and with a special emphasis on Islam and
Judaism. This emphasis has been chosen because of the salience of the
Israeli-Palestinian conflict, the attacks of 9/11 and the subsequent re-
percussions here in the United States and also because of the relatively
new prominence of Islam in Europe with its attendant social and po-
itical consequences.

RELG 2050 Religion and Human Values (3)
Investigates the theories and processes of moral decision making.
Analyses 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 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,
rules, and practices of Hinduism, Buddhism, Jainism, Confucian-
ism, 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.

RELG 2075 Introduction to Buddhism (3)
Covers comprehensively the full range of historical, doctrinal, practical,
and cultural forms of Buddhism, and its geographic spread around the
globe. Includes consideration of the lives and teachings of the Buddha,
major scriptures and forms of practice and devotionalism, and Thera-
vada, Mahayana, Vajrayana, syncretic, and Western Buddhisms.

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.

RELG 2085 Introduction to Judaism (3)
This course offers a general introduction to Judaism, focusing on ques-
tions 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 Buddhism
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.

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 prac-
tices 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 in-
terrogate each other. May be repeated for credit if content differs.

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 dif-
fers.

RELG 2200 Religion and History (3)
Surveys the social, political, philosophical, and cultural events of a key-
stone period in the history of Western civilization. Sometimes cross-
listed with HIST 2210.
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. Prerequisite: any 1000-level religious studies course.

RELG 2400 Religion and the Arts (3)
Studies the important interrelationships of the arts in 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 the Arts: Media Culture (3)
How have changes in the way we create communicate knowledge transformed how we practice religion, see religion and even are religious selves? 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 the other way around. 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.

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.

RELG 2411 Religion and Science: Scientific Theory
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 Religion and the Environment: Ecology & Spirituality (3)
This course will explore the spirituality of ecology from multidimensional and historical perspectives. This includes examining creation themes in several tribal religions; reviewing eastern and western ecological traditions and critically assessing environmental issues in conflict. Students can expect to deepen their awareness of their relationship to creation and how to be responsible stewards of and co-creators in an evolving universe.

RELG 2440 Religion and Social Action (3)
Examines key instances and ideas in which religion or religiously inspired group or movement 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, Culture & Religion: 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 sorts of questions we will pursue in this course.

RELG 2610 Reading Course: Introductory (1-6)
Content and methodology are at an introductory level. Prerequisites: permission of instructor and filing of official departmental form. May be repeated for credit if content differs.

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.
Course Descriptions

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 3100 Hinduism (3)
Presents the historical background and developments, the cultural contexts, and the distinctive religious features of Hinduism, including its ideas, rituals, practices, major historical figures, symbolic representations, and influences in the lives of adherents. Usually a survey course, the specific emphasis is announced each time the course is offered. May be repeated for credit if content differs.

RELG 3120 Buddhism (3)
Presents the historical background and developments, the cultural contexts, and the distinctive religious features of Buddhism, including its ideas, rituals, practices, major historical figures, symbolic representations, and influences in the lives of adherents. Usually a survey course, the specific emphasis is announced each time the course is offered. May be repeated for credit if content differs.

RELG 3130 Religions of China and Japan (3)
Presents the historical background and developments, the cultural contexts, and the distinctive religious features of Chinese and/or Japanese religions, including their ideas, rituals, practices, major historical figures, symbolic representations, and influences in the lives of adherents. Usually a survey course, the specific emphasis is announced each time the course is offered. May be repeated for credit if content differs.

RELG 3180 Judaism (3)
Presents the historical background and developments, the cultural contexts, and the distinctive religious features of Judaism, including its ideas, rituals, practices, major historical figures, symbolic representations, and influences in the lives of adherents. Usually a survey course, the specific emphasis is announced each time the course is offered. May be repeated for credit if content differs.

RELG 3190 Christianity (3)
Presents the historical background and developments, the cultural contexts, and the distinctive religious features of Christianity, including its ideas, rituals, practices, major historical figures, symbolic representations, and influences in the lives of adherents. Usually a survey course, the specific emphasis is announced each time the course is offered. May be repeated for credit if content differs.

RELG 3200 Islam (3)
Presents the historical background and developments, the cultural contexts, and the distinctive religious features of Islam, including its ideas, rituals, practices, major historical figures, symbolic representations, and influences in the lives of adherents. Usually a survey course, the specific emphasis is announced each time the course is offered. May be repeated for credit if content differs.

RELG 3210 African Religions (3)
Presents the historical background and developments, the cultural contexts, and the distinctive religious features of African religions, including their ideas, rituals, practices, major historical figures, symbolic representations, and influences in the lives of adherents. Usually a survey course, the specific emphasis is announced each time the course is offered. May be repeated for credit if content differs.

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 4040 Belief Systems (3)
Approaches the issues of belief and unbelief through readings from philosophers and theologians. May be repeated for credit if content differs.

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 4560 Practicum (3-5)
Supervised internship in direct practice 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 4600 Senior Project Preparation (3)
This course will give a student, under the direction of a mentor, guidance in proposing, researching and outlining their Senior Project. The student, under the direction of a mentor, prepares and presents a substantial project demonstrating the competencies acquired in the major and integrating the various components of the student’s interests within the field. RELG 4600 is used to develop a proposal, do background research, and prepare an outline for the project. RELG 4700 is used to complete and present the project to the faculty. Prerequisites: senior standing and permission of the department chair.

RELG 4610 Reading Course: Advanced (1-6)
Prerequisites: approval of the instructor and filing of official departmental form. May be repeated for credit if content differs.

RELG 4700 Senior Project (3)
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)
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 majors.

SCIN – General Science

SCIN 1010 Topics in Physical Science (3)
Explores physical science topics of general interest. May be repeated if content differs.

SCIN 1011 Topics in Physical Science: Lab (1)
An introduction to planet Earth in space, the study of the structure of the Earth, the geological processes that control the development of the
Course Descriptions

Webster University 2011–2012

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. SCIN 1100 and SCIN 1101 must be taken concurrently.

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 1410 Light, Sound and Electricity (3)
Much of reality is an interpretation of the patterns of light and sound produced by the environment. This course considers the description, organization, and significance of these patterns, with an emphasis on their physical bases.

SCIN 1520 Environment (3)
SCIN 1521 Environment: Lab (1)
Concerns problems of the world 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. SCIN 1520 and SCIN 1521 must be taken concurrently. Intended for non-majors. An American Studies course. An Environmental Studies course.

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. Lab required. SCIN 1600 and SCIN 1601 must be taken concurrently.

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)
Prerequisites: permission of the department chair and filing of the official form. May be repeated for credit if content differs.

SCPT – Scriptwriting

SCPT 2900 Scriptwriting (3)
Focuses on understanding and developing story, character, structure and style used in scriptwriting. Specific genres studied will include commercial television, episodic series for Internet/Broadcast, unscripted series (reality), script for continuing series (comedy and drama), documentary television and narrative feature. Prerequisite: MEDC 1050.

SCPT 3110 Script Analysis (3)
Students learn the elements of a screenwriter’s craft by studying scripts.

The course focuses on how screenwriters 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. Prerequisite may vary with topic.

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. Prerequisite: SCPT 2900.

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. Prerequisite: SCPT 2900 or for film majors only, FILM 2320.

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)
An advanced course that focuses on narrative techniques and stylistic considerations involved in scriptwriting. Students work on projects, culminating in the completion of finished feature-length screenplays. Prerequisite: SCPT 3500. May be repeated for credit.

SOCI – Sociology

SOCI 1100 Introduction to Sociology (3)
Intended primarily for students who wish to gain a broad, general overview of the field, its area of study, methods of inquiry, conceptions and analysis of society. Students will learn 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.

SOCI 1800 Careers in Sociology (1-2)
Provides students with career information for the field of sociology, including careers fields such as health care, 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 resume, and find jobs within the field of sociology. Prerequisite: SOCI 1100 or permission of instructor.

SOCI 2000 Issues in Contemporary Sociology (3)
Introductory level course designed to provide a brief, intensive overview of specific areas of contemporary sociology. Uses a number of ap-
Course Descriptions

proaches to provide students with a chance to explore how sociological principles are applied to a specific topic or area of interest. Topics vary each semester. May be repeated for credit if content differs.

SOCI 2100 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 bisexuality), etc. May be repeated for credit if content differs.

SOCI 2175 Social Movements (3)
Explores the general characteristics of classic and modern social movements. Analyzes problems of recruitment, organization, duration, institutionalization, ideology, technology, and innovation. Introduces sociological perspectives on comparative economic and social development, with an emphasis on social and political change.

SOCI 2275 Social Institutions (3)
Provides an introduction to sociological perspectives on social institutions, including family; political systems and the law (including war and peace); education; medicine and science; religion; economic structure, work and occupations; and mass media. Includes major sociological theoretical perspectives on social institutions (such as functionalism, conflict, interactionism, and feminism).

SOCI 2375 Social Problems (3)
Provides an introduction to a wide range of social problems, such as homelessness, crime, and poverty and how these social problems differ by race, class, and gender. Includes major sociological theoretical perspectives on social problems (such as functionalism, conflict, interactionism, and feminism).

SOCI 2475 Sex and Gender (3)
Provides an introduction to sociological perspectives on sex and gender; includes historical and comparative trends, legislative responses to women, social inequality, social mobility, and work and labor force participation. Includes major sociological theoretical perspectives on sex and gender (such as functionalism, conflict, interactionism, and feminism).

SOCI 2575 Cities and Suburbs (3)
Provides an introduction to sociological perspectives on metropolization and suburbanization, urban systems and development, residential patterns and housing (including community identity and disorganization) and human ecology. Analyzes how human ecology, population structure and dynamics, and migration impact residential patterns.

SOCI 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.

SOCI 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 demonstrate the technical skills required to collect and analyze data. Prerequisites: SOCI 1100 or permission of the instructor.

SOCI 2900 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. Classroom component will include discussion of placement experiences or issues and the ethics of service work. May be repeated for credit if content differs. Prerequisites: SOCI 1100, sophomore standing, permission of the instructor, and approval of placement proposal.

SOCI 3000 Topics in Sociology (3)
An advanced, in-depth analysis of issues and topics in sociology. Topics vary with the semester. May be repeated for credit if content differs. Prerequisites: SOCI 1100 and 6 credit hours of sociology; or permission of the instructor.

SOCI 3175 Social Psychology (3)
Examines how people influence and are influenced by their social setting. The connection between individual and social processes is one of the basic themes in sociology. Three questions emerge: (1) How does a person develop a sense of who he/she is? (2) What are the influences of others, social interaction, and social structures on the individual? (3) How does the individual actively participate in structuring his/her social world? In investigating these questions this course will explore the topics of the development of self and identity and the social influence of others, roles, group and life cycle processes, and assess topics in social psychology in need of further development. Prerequisite: SOCI 1100, SOCI 2825, and 6 credit hours of sociology; or permission of the instructor.

SOCI 3250 Applied Social Science (3)
Introduces applied anthropology/sociology and employs a comparative perspective to investigate the importance of utilizing anthropological and sociological concepts in dealing with current social and cultural issues. Prerequisites: SOCI 1100, SOCI 2825, and 6 credit hours of sociology; or permission of the instructor.

SOCI 3275 Work and Occupations (3)
Examines sociological perspectives on the economy, work, and occupations, emphasizing organizational forms and change, organizations and their environment, organization theory, and voluntary organizations. Includes sociological theoretical perspectives on work and organizations (such as functionalism, conflict, interactionism, and feminism). Prerequisite: SOCI 1100, SOCI 2825, and 6 credit hours of sociology; or permission of the instructor.

SOCI 3375 Deviance and Social Control (3)
Examines behaviors that deviate from idealized or actual social norms, such as homosexuality, alcoholism and drug addiction, mental illness, prostitution, or sexual violence. Analyzes sociological theories of deviant behavior (such as social control theory, functionalism, interactionism, conflict, and feminism). Prerequisite: SOCI 1100, SOCI 2825, and 6 credit hours of sociology; or permission of the instructor.

SOCI 3475 Race and Ethnicity (3)
Examines sociological perspectives on race and ethnicity, including prejudice and discrimination, historical and comparative trends in intergroup relations, legislative responses to racial or ethnic minorities, social inequality, social mobility, work and labor force participation. Includes sociological theoretical perspectives on race and ethnicity (such as functionalism, conflict, interactionism, and feminism). Prerequisite: SOCI 1100, SOCI 2825, and 6 credit hours of sociology; or permission of the instructor.

SOCI 3550 Sociological Theory (3)
Evaluates the strengths and limitations of classic and contemporary sociological theory from functionalist, conflict, interactionist, and feminist traditions and theorists such as Marx, Weber, and Durkheim to provide students with a framework to explain how society works. Prerequisite: SOCI 1100 and 9 credit hours of sociology; or permission of the instructor.

SOCI 3575 Human Ecology (3)
Examines sociological perspectives on human ecology. 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, metropolitanization and suburbanization, the environmental impact of population structure, dynamics, and migration. Prerequisite: SOCI 1100, SOCI 2825, and 6 credit hours of sociology; or permission of the instructor.

**SOCI 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: Junior standing in sociology and permission of the department.

**SOCI 3875 Sociology Lab (1-3)**
Lab is designed to complement a 3000-level core course allowing the instructor and student to work collaboratively towards the development of a course related project. May be repeated for credit if content differs. Prerequisites: SOCI 1100 and 9 credit hours of sociology; or permission of the instructor.

**SOCI 4000 Advanced Studies in Sociology (3)**
Designed for in-depth study of a specific area or issue in sociology. May be repeated for credit if content differs. Prerequisite: SOCI 1100 and 12 credit hours of sociology; or permission of the instructor.

**SOCI 4175 Globalization and Social Change (3)**
Analyzes sociological perspectives on globalization and social change, including a variety of topics, such as comparative economic and social development, political change, technology and innovation, political and social change, how social change factors such as population or urbanization affect social structures and individuals, and examples of specific policy implications using reasoning about social-structural effects. Prerequisite: SOCI 1100, SOCI 2825, and 9 credit hours of sociology; or permission of the instructor.

**SOCI 4275 Sociology of Mass Communications (3)**
Analyzes sociological perspectives on the social institution of mass media and communications, emphasizing a critical analysis of the social, political, and economic context of mass media and communications. Various topics will be presented, such as the media as an agent of socialization, media ownership and bias, media globalization, media ethics and responsibility, and the ideology, effects, and audience for media messages. Prerequisite: SOCI 1100, SOCI 2825, and 9 credit hours of sociology; or permission of the instructor.

**SOCI 4375 Criminology (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. Prerequisite: SOCI 1100, SOCI 2825, and 9 credit hours of sociology; or permission of the instructor.

**SOCI 4475 Class, Status, and Power (3)**
Analyzes sociological 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, work and labor force participation. Analyzes the strengths and weaknesses of sociological theories to explain stratification (such as functionalism, conflict, interactionism, and feminism). Prerequisite: SOCI 1100, SOCI 2825, and 9 credit hours of sociology; or permission of the instructor.

**SOCI 4575 Social Demography (3)**
Analyzes sociological perspectives on population structure, dynamics, and migration. Includes a variety of topics, such as population characteristics and aging, basic demographic methods, demographic theory, urban systems and development, residential patterns and housing, metropolitanization and suburbanization, and human ecology. Prerequisite: SOCI 1100, SOCI 2825, and 9 credit hours of sociology; or permission of the instructor.

**SOCI 4610 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. Prerequisites: Senior standing in sociology and permission of the department.

**SOCI 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. Prerequisite: SOCI 1100, SOCI 2750, SOCI 2825; or permission of the instructor.

**SOCI 4825 Senior Thesis (3)**
Students will synthesize material from other sociology courses, emphasizing the central importance of the intersecting impact of race, class, and gender in a final report of an advanced, individual research project (ideally including original data collection or analysis of existing data) which demonstrates advanced writing skills and reports the results of that research in relation to an existing body of knowledge. May be repeated for credit if content differs. Prerequisite: SOCI 1100, SOCI 2825, SOCI 3550, SOCI 4750, and senior status in sociology; or permission of the instructor.

**SOCI 4875 Advanced Sociology Lab (1-3)**
Lab is designed to complement a 4000-level course allowing the instructor and student to work collaboratively towards the development of a course related project. May be repeated for credit if content differs. Prerequisite: SOCI 1100 and 12 credit hours of sociology; or permission of instructor.

**SOCI 4900 Senior Overview (3)**
Provides a culminating experience for sociology majors, allowing students to synthesize and apply psychological knowledge in preparation for a career. Students will use their sociology skills and knowledge to become familiar with the research, theories, and methods associated with an area of personal interest. Prerequisite: SOCI 1100, SOCI 2825, and 9 credit hours of sociology; or permission of instructor.

**SPAN – Spanish**

**SPAN 1070 Intensive Introduction to Spanish: 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 department chair.

**SPAN 1080 Intensive Introduction to Spanish: Level II (1-3)**
A continuation of SPAN 1070. Prerequisite: SPAN 1070 or equivalent. May be repeated once for credit with permission of department chair.

**SPAN 1090 Elementary Spanish: Level I (1-4)**
Develops listening comprehension, speaking, reading, and writing skills. The goal is fluency in basic Spanish structures needed for expression in everyday situations. May be repeated once for credit with permission of department chair.

**SPAN 1091 Workshop (1-2)**
This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. Students will be exposed to
Course Descriptions

appropriate video and software programs, as well as Internet resources. Prerequisite: concurrent enrollment in SPAN 1090. May be repeated once for credit with permission of department chair.

SPAN 1100 Elementary Spanish: Level II (1-4)
Prerequisite: SPAN 1090 or equivalent. May be repeated once for credit with permission of department chair.

SPAN 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. Prerequisite: concurrent enrollment in SPAN 1100. May be repeated once for credit with permission of department chair.

SPAN 2090 Intermediate Spanish: Level I (1-4)
Strengthens listening comprehension, speaking, reading, and writing skills. Introduces student to new situations and encourages expression of simple ideas and opinions. Prerequisite: SPAN 1100 or equivalent. May be repeated once for credit with permission of department chair.

SPAN 2091 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. Prerequisite: concurrent enrollment in SPAN 2090. May be repeated once for credit with permission of department chair.

SPAN 2100 Intermediate Spanish: Level II (1-4)
Prerequisite: SPAN 2090 or equivalent. May be repeated once for credit with permission of department chair.

SPAN 2101 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. Prerequisite: concurrent enrollment in SPAN 2100. May be repeated once for credit with permission of department chair.

SPAN 2170 Intermediate Conversational Spanish (1-3)
Gives students the opportunity to improve their skills in conversational Spanish. Includes a variety of audiovisual materials and task-oriented activities. It is strongly recommended that this course be taken concurrently with SPAN 2100. Prerequisite: SPAN 2090 or equivalent. May be repeated for credit if content differs.

SPAN 2250 La cocina espanola 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—the European, the Arabic, the Jewish, and the 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 the 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. Prerequisite: SPAN 2100 or equivalent. May be repeated once for credit if content differs or with permission of department chair.

SPAN 3091 Workshop (1-2)
This workshop is intended for listening and speaking practice, vocabulary development, grammar review, and cultural contextualization. Students will be exposed to appropriate video and software programs, as well as Internet resources. Prerequisite: concurrent enrollment in SPAN 3090. May be repeated once for credit with permission of department chair.

SPAN 3100 Advanced Spanish: Level II (1-3)
A continuation of SPAN 3090. Prerequisite: SPAN 3090 or equivalent. May be repeated once for credit if content differs or with permission of department chair.

SPAN 3101 Workshop (1-2)
This workshop is intended for listening and speaking practice, vocabulary development, grammar review, and cultural contextualization. Students will be exposed to appropriate video and software programs, as well as Internet resources. Prerequisite: concurrent enrollment in SPAN 3100. May be repeated once for credit with permission of department chair.

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, as well as guest speakers. Prerequisite: SPAN 3100 or permission of the instructor. May be repeated for credit if content differs.

SPAN 3151 Workshop (1-2)
This workshop is intended for listening and speaking practice, vocabulary development, grammar review, and cultural contextualization. Students will be exposed to appropriate video and software programs, as well as Internet resources. Prerequisite: concurrent enrollment in SPAN 3150. May be repeated once for credit with permission of department chair.

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. Prerequisite: SPAN 3100 or permission of instructor. May be repeated for credit if content differs.

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 developing listening comprehension and writing skills. Prerequisite: SPAN 3100 or permission of instructor. May be repeated for credit if content differs.

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 instructor.

SPAN 4170 Conversation and Culture (1-3)
An umbrella course taught in a variety of formats: e.g., intensive Spanish weekends, intensive workshops. This course further develops speaking skills in highly specialized content materials such as: in-depth study on 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. Prerequisite: SPAN 3170 or permission of instructor. May be repeated for credit if content differs.

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 the 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
Webster University 2011–2012

Course Descriptions

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 image of women, and the novels of development. May be repeated for credit if content differs. Prerequisite: SPAN 3150, SPAN 3250, or equivalent.

**SPCM – Speech Communications**

**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.

**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.

**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. Prerequisite: SPCM 2000 OR SPCM 1040 OR permission of instructor.

**SPCM 3150 Topics in Communication (1-3)**
This course offers topics in communication not covered by regularly offered courses. Prerequisites may vary with each topic. May be repeated for credit, if content differs.

**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. Prerequisites: SPCM 1280 OR permission of instructor.

**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. Prerequisite: SPCM 1040 OR permission of instructor.

**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. Prerequisite: SPCM 1040 OR permission of 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 3800 Communications and Diverse Populations (3)**
This course includes an examination of issues related to communications and culture. Students explore communication between people whose cultural experiences and perceptions are distinct enough to alter the communication event itself. The course considers perception, beliefs and attitudes, worldview, social organization, and patterns of thought and their impact on communication between cultures. The course focuses on barriers to communication and effective communication strategies between cultures. Cross-listed with MEDC 3800.

**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 resolution. 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: SPCM 1280 PLUS 9 credit hours of SPCM coursework OR permission of instructor.

**SPCM 4610 Readings (3)**
Students expand their knowledge of specific speech communication studies concepts. Coursework incorporates a combination of exercises, readings, and discussion. Prerequisites: SPCM 1280 AND 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: SPCM 1040 OR SPCM 1280 AND 9 credit hours of SPCM coursework, OR permission of the instructor.
Course Descriptions

SPCM 4620 Senior Overview (3)
Students complete an original speech communication studies project that reflects an understanding and application of principles related to the student's area of emphasis. Projects may vary from campaigns to original research. Additionally, applications of oral communication principles are made through the analysis and discussion of case studies. Prerequisites: senior standing AND permission of the instructor.

THEA – Theatre

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 1030 Acting for Non-majors 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.

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.

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.

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 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.

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 “isms” early to mid-20th century to current theatre practice. 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.

THEA 3030 Topics in Theatre (2-3)
THEA 3040 Topics in Theatre (2-3)
A series dealing with various topics in theatre: creative dramatics, museum studies, design applications, women in theatre, black/ethnic theatre, contemporary theatre, the elitist theatre, and a history of acting. The courses may be repeated once for credit.

THEA 3050 Acting for Non-Majors II (3)
This course is a continuation of Acting for Non-Majors I. It will take the fundamentals learned in THEA 1030 and apply them to scene and monologue work from play scripts. Prerequisites: THEA 1030.

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. Prerequisites: Permission of 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. Prerequisites: 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 4500 London Theatre (3)
Students will spend a minimum of two weeks in London, viewing at least 10 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 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 and Conservatory are guest lecturers. Prerequisite: THEA 3720.

THEA 4720 Directing IV (2)
This course is a continuation of THEA 4710. Prerequisite: THEA 4710.

VIDE – Video Production

VIDE 1810 Video Production I (3)
Using digital video cameras and non-linear editing tools, students will learn the technological, aesthetic, and theoretical basics of creating motion media. The course offers a broad overview of how and why to use video equipment creatively and evocatively to complete several different types of project, based upon real-world applications of the medium.

VIDE 2520 Video Production II (3)
Students build on the technical knowledge from Video Production I
focusing on both single-camera and multi-camera production. In this course, students learn specific production skills, concentrating on the finished product, with the opportunity to develop portfolio samples. Prerequisites: PHOT 1000 AND VIDE 1810.

VIDE 3060 Advanced Video Production (3)
Provides students an opportunity to extend production skills using single-camera technique. The primary emphasis is the completed production. Prerequisites: MEDC 1500 AND VIDE 2520.

VIDE 3090 Television Studio Production (3)
Provides students with a working knowledge of all facets of television studio production, including duties and responsibilities involved in each phase of setting up and operating the equipment. Gives students experience in the Webster studio in a professional production. Prerequisite: VIDE 2520. May be repeated for credit.

VIDE 3150 Topics (3)
Offered periodically 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 topic.

VIDE 3890 Video Post-Production (3)
This course focuses on the procedures, strategies, and techniques employed in a video post-production studio. The class assumes a "systems approach" so that students learn the technical flow of the post-production studio. Areas of study include video-computer interface, editing, and audio for video. Prerequisite: VIDE 2520.

VIDE 4251 Documentary Video Production (3)
Students learn the format, history, and production of the documentary. Students screen a variety of international works produced by the directors most responsible for shaping the development of this genre. Each student is responsible for producing a short documentary using single-camera techniques and online editing. Prerequisite: VIDE 2520.

VIDE 4252 Corporate Video (3)
Students learn the major considerations involved in the planning and implementation of corporation video production, including: identification of business objectives, preproduction, budgeting, working with clients, scripting, production, and post-production. Students develop proposals that actually could be funded and then see the project through to completion. Prerequisite: VIDE 3060.

VIDE 4253 Experimental Video (3)
Students learn the potential of television as a fine art medium. Videotapes 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. Prerequisite: VIDE 2520 OR permission of instructor.

VIDE 4254 Music Video Production (3)
Students learn the history, aesthetics, and production of music videos. Topics include: music video as a genre, preproduction, location and studio shooting, and post-production. For the final project, students produce a music video for a local/regional music act. Prerequisite: VIDE 3060.

VIDE 4255 Television Advertising Production (3)
Students learn the many elements of commercial production of television commercials and public service announcements - the message, script, soundtrack, visual image, and the tag line, and examine the concerns that shape those elements. Through class projects, students participate in the various stages of commercial production, from concept through completion. Prerequisites: VIDE 3060 AND MNGT 3510.

VIDE 4570 Producing for Television (3)
Students learn the role of the producer in television, from original concept to the marketplace. Topics include treatments, budgeting, research and development, funding options, production teams, the stages of production, and distribution. As a final project, students develop and submit program proposals. Prerequisite: VIDE 3060.

VIDE 4610 Readings in Video Production (3)
Prerequisites: media major, junior/senior standing AND permission of the instructor. May be repeated for credit if content differs.

VIDE 4620 Senior Overview (3-6)
Seniors demonstrate their proficiency in a selected area of video. The student assumes responsibility for the production of a project under the direction of a faculty member. Projects may include a documentary, narrative, or experimental video work. Prerequisites: senior standing, acceptance into the major through portfolio review, AND permission of the instructor.

VIDE 4700 Professional Development in Video Production (3)
Students prepare for careers in the field of video production. Topics include portfolio development and presentation; joining professional organizations; interviewing skills; and résumé preparation. Prerequisites: video production major and senior standing.

VIDE 4890 Video Engineering (3)
Students apply video production theories to producing for video by serving as a video engineers using strategies and techniques employed in a variety of settings. Prerequisite: VIDE 2520. May be repeated for credit.

VIDE 4900 Pro-Seminar in Video Production (2-4)
A professional video faculty member acts as an executive producer and/ or producer/director, while students work as a crew to produce a video project that embodies professional standards and production values.

WOMN – Women's Studies

WOMN 1010 Studying Women Across the Disciplines (3)
An interdisciplinary course designed by the Women's Studies Committee at Webster to introduce students to feminist scholarship in a variety of disciplines. This course will be taught by a team of instructors, each one teaching from the perspective of his/her discipline.

WOMN 2000 Topics in Women's Studies (3)
An intermediate level exploration of topics related to gender issues, e.g., cultural and social developments in the arts, sciences, and social sciences. Topics vary with semester and may be repeated for credit if content differs.

WOMN 2010 Feminist and Gender Theory (3)
A course designed to introduce students to feminist and gender theory and serve as a foundation for further study of gender across the disciplines.

WOMN 3000 Topics in Women's Studies (3)
An advanced, in-depth analysis of topics related to gender issues, e.g., cultural and social developments in the arts, sciences, and social sciences. Topics vary with semester and may be repeated for credit if content differs. Prerequisite: 6 credit hours in classes designated as women's studies courses.

WOMN 4650 Seminar in Women's Studies (3)
An advanced course for students with experience in women's studies. This course also provides an opportunity for integrating previous coursework in women's studies. Prerequisites: 6 credit hours in classes designated as women's studies courses and junior or senior standing. May be repeated for credit if content differs.

WRIT – Writing

WRIT 1000 Basic Writing Workshop (1-3)
Provides extra support and practice with basic college-level writing
Course Descriptions

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. Can only be taken along with WRIT 1010 Composition when offered as a 1-credit class. Does not count toward ENGL major.

WRIT 1010 Composition (3)
Provides a variety of experiences in both formal and informal writing styles. Emphasizes increased skill regarding mechanics, cogency, or liveliness. Students who might need extra support to succeed in this course should take WRIT 1000 at the same time. Does not count toward ENGL major.

WRIT 2000 Advanced Composition (3)
Offers further practice in writing academic essays for those who want or need more improvement in composition after WRIT 1010, with a particular emphasis on how to incorporate research into student writing. Prerequisite: WRIT 1010 or the equivalent. May be repeated for credit. Does not count toward ENGL major.

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.

WRIT 2400 Introduction to Professional Writing (3)
Provides an introduction to a variety of types of professional writing while also reinforcing writing and research skills necessary for professional writers. Areas covered could include creative nonfiction writing, feature writing, editing, proposal writing, writing for the Web, and technical writing. Students will practice the forms of writing as well as investigate what is necessary to pursue a career in selected areas.

WRIT 3000 Professional Writing Practicum (1-3)
Provides an internship experience in the areas of business writing, technical writing, and publication. Students develop their internship with the assistance of Career Services. May be repeated if the nature of the experience differs.

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.

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. The course will include some lengthy and involved writing projects and may involve a project for an outside “client.” Prerequisite: junior standing or above or permission of instructor.

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. Prerequisite: junior standing or above or permission of instructor. May be repeated for credit if content differs.

WRIT 4400 Advanced Workshop in Professional Writing (3)
Designed for students in their senior year of study, this course will challenge students to integrate and apply the array of skills and knowledge they have acquired through previous communication and writing-related coursework and experiences. Simultaneously, it will professionalize students by allowing them each to explore a chosen branch of professional writing in significant depth. Prerequisite: senior standing or permission of instructor.

WRIT 4600 Professional Writing Portfolio Review (0)
A portfolio of student work in professional writing to be turned in during the final semester of study. Required of all students seeking a Certificate in Professional Writing.
University Administration

Office of the President
Elizabeth J. Stroble, President
B.A., Augustana College; M.A., Southern Illinois University; Ph.D., University of Virginia

Loretto-Hilton Center
Arthur Lucking, director

Special Events
Nancy Higgins, director of ceremonies, events and protocol

Office of the Provost
Julian Z. Schuster, Provost and Senior Vice President
B.A., M.A., Ph.D., University of Belgrade

Academic Affairs Administration
Carol Adams, associate vice president for academic affairs, extended campus administration; B.A., M.A., Ph.D., University of Alabama
Benjamin Ola. Akande, dean, George Herbert Walker School of Business & Technology; B.S., Wayland Baptist University; M.P.A., M.A., Ph.D., University of Oklahoma
Debra A. Carpenter, dean, School of Communications; B.S., University of Kansas; M.A., Saint Louis University
Grant Chapman, associate vice president for academic affairs and director of international programs; B.S., Oklahoma State University; M.A., J.D., Saint Louis University
Brenda Fye, dean, School of Education; B.S., Quincy University; M.Ed., University of Illinois; Ed.S., Southern Illinois University
Nancy J. Hellerud, associate provost; B.A., M.A.L.S., Hamline University; J.D., University of Oregon
M. Elizabeth Russell, associate vice president for academic affairs, extended campus administration; B.M., M.A., Webster University; Ph.D., St. Louis University
Peter E. Sargent, dean, Leigh Gerdie College of Fine Arts; B.F.A., Carnegie Institute of Technology; M.F.A., Yale University
Rita Smith, director, academic resources and planning; B.A., Westminster College; M.B.A., Webster University
Dan Viele, associate vice president for academic affairs, extended campus administration; director of online programs; B.A., University of Illinois at Springfield; M.S., Colorado State University
David Carl Wilson, dean, College of Arts & Sciences; B.A., University of Georgia; M.A., University of Illinois at Chicago; M.A., Ph.D., University of California at Los Angeles
Randy Wright, associate vice president for academic affairs, extended campus administration; B.S., Campbell University; M.A.E., East Carolina University; M.A., Webster University

Academic Advising
Thomas C. Nickolai, director
Kim Kleiman, assistant director for undergraduate advising
Michelle Loyet, assistant director for graduate advising

Academic Resource Center
Barbara Stewart, director
Kathleen Maxwell, assistant director

Center for International Education
Deborah Pierce, director

Office of Institutional Effectiveness
Julie Weissman, Ph.D., director

Library and Faculty Development Center
Laura Rein, dean, university library and Faculty Development Center
Eileen Condon, associate dean
Erik Palmere, head of the Faculty Development Center

Online Learning Center
Dan Viele, associate vice president for academic affairs, director of online programs
Laura Wainz, assistant director, operations and information resources

Study Abroad
Guillermo Rodriguez, director
Kimberly McGrath, assistant director

Office of the Chancellor
Paul Carney, Vice President, Enrollment Management and Student Affairs
B.A., Kansas Newman College; M.A., Wichita State University; Ph.D., Florida State University

Enrollment Management and Student Affairs
Don Morris, university registrar
Donna Gilmore, assistant registrar
Dawn McCracken, assistant registrar

Admission and Aid
TBD, associate vice president and dean of admissions

Admissions
Joan Finder, associate director
Melanie Gottlieb, director
Valerie Jensen, associate director
Kirstin Kahalooa, associate director
Andrew Laue, director
Sarah Nandor, director
Wenceslaus P'Oryem, associate director
Luigi Scire, associate director
Calvin Smith, director
Lilo Whitener-Fey, assistant director
Thuy Witt, associate director

Financial Aid
Jon Gruett, director, financial aid
Trish Antonopoulos, financial aid counselor
Leo Hertling, assistant director
Jessica Key, assistant director, undergraduate financial aid
S Cheryl Rowden, assistant director, graduate financial aid

International Recruitment and International Services
Charles E. Beech, assistant vice president, international recruitment and international services

Student Affairs
TBD, associate vice president and dean of students
Ann Brophy, director, student health services
John Buck, associate dean and director, housing and residential life
University Administration

Colette Cummings, associate dean of students and director, multicultural center and international student affairs
Justin Frederick, assistant director, housing and residential life
Tamara Gegg-LaPlume, director, career services
John Ginsburg, director, University Center and student activities
Tom Hart, director, athletics
Myrna Homm, coordinator, aquatics and fitness center
Bethany Keller, assistant director, international student affairs
Katie Knetzer, assistant director, housing and residential life
Suzanne Maddox, nurse, student health services
Rebecca Nelson, assistant director for career development, career services
Niki Parres, assistant director, multicultural center
Chris Rice, community director, Webster Village Apartments and Maria Hall
Marcie Schumert, assistant director for career development, career services
Gladys Smith, assistant director, counseling and life development
Rebecca Spear, assistant director for employment services, career services
Patrick Stack, director, counseling and life development
Sarah Tetley, director of first-year experience program
Megan Wetzel, community director for East and West Halls
Jennifer Violett, assistant director, University Center and student activities

Food Services
Brad Woodroffe, director
Cheri Hicks, catering director

Finance and Administration
Greg Gunderson, Vice President for Finance and Administration and Chief Financial Officer
B.S.B.A., University of Nebraska; M.B.A., University of St. Thomas; Ph.D., University of Nebraska

Resource Planning and Budget
Dan Hitchell, associate vice president, resource planning and budget
Ken Creehan, director, procurement services
Christopher Rhynerson, director, resource planning and budget

Public Safety
Dan Pesold, director, public safety

Finance Office
Vickie Fredrick, associate vice president, finance
Billi Brickey, assistant bursar
Harold Deuser, assistant bursar
Parvin Nadimi, director, payroll
Jody Paterson, bursar
Jann Taylor, assistant director, accounting
Shirley Torretta, manager, accounts payable
Curt Vehlewald, director, finance department

Facilities Operation
David Stone, director, facilities planning and management
Craig Miller, project manager, facilities planning
Gil Morales, manager, facilities operations
Jim Ward, project manager, facilities operations

Human Resources
Betsy Schmutz, Associate Vice President and Chief Human Resources Officer
B.S., University of Dayton; M.A., Webster University

Marketing and Communications
Barbara O’Malley, Associate Vice President and Chief Communications Officer
B.A., University of Denver; B.S., Black Hills State University
Polly Burch, director, news and public information
Christine Wells Eason, director, media relations
Barb Ehnes, director, community and media relations
Thomas Lauher, director, media planning and placement
Dan Perkins, director, interactive media and publications

Information Technology
Wm. Kenneth Freeman, Interim Vice President/CIO for Information Technology
TBD, deputy cio/enterprise architect
TBD, director, IT project management
Margie Muthukumarar, director, enterprise information systems
Terri Jones, director, IT information services
Jim Crivello, director, networking and technical services
Terri Lucas, director, user services
Christine Arteaga, director, media center and lab operations
Lori Haantz, assistant director, lab operations
Mary Ryan, assistant director, help desk
Louis Lindsay, assistant director, media center
Ron Pointer, assistant director, desktop technical services

Alumni and Development
Faith Maddy, Vice President for Alumni and Development Programs
B.S. Butler University College of Fine Arts; M.S. Indiana University, College of Education
Matthew Andrew, associate vice president
Kathie Ayers, manager of administration
Carolyn Corley, director of foundation and government relations
Linda Dahlgren, development officer for foundation and government relations
Ryan Elliott, director of advancement services
Anna Ganovszky, department head at the Vienna campus
Jennifer Jezek-Taussig, director of alumni programs
Stephanie McNally, development officer for government and foundation grants
Susan Ross, development officer at the Geneva campus

Graduate Council
Administration
Benjamin Ola. Akande, dean, George Herbert Walker School of Business & Technology
Debra A. Carpenter, dean, School of Communications
Brenda Fyfe, dean, School of Education
Peter E. Sargent, dean, Leigh Gerdine College of Fine Arts
David Carl Wilson, dean, College of Arts & Sciences

Faculty
Al Cawns, professor of math and computer science, chairperson of Graduate Council
Gary Ford, assistant professor of communications
Linda Holtzman, professor of communications
Ralph Olliges, associate professor of education
David Porrata, associate professor of business
Anne Schappe, professor of nursing
Jiangping Wang, associate professor of math and computer science
Paula Witkowski, assistant professor of education

Graduate Council
Administration
Benjamin Ola. Akande, dean, George Herbert Walker School of Business & Technology
Debra A. Carpenter, dean, School of Communications
Brenda Fyfe, dean, School of Education
Peter E. Sargent, dean, Leigh Gerdine College of Fine Arts
David Carl Wilson, dean, College of Arts & Sciences

Faculty
Al Cawns, professor of math and computer science, chairperson of Graduate Council
Gary Ford, assistant professor of communications
Linda Holtzman, professor of communications
Ralph Olliges, associate professor of education
David Porrata, associate professor of business
Anne Schappe, professor of nursing
Jiangping Wang, associate professor of math and computer science
Paula Witkowski, assistant professor of education
**University Administration**

**Board of Trustees**

Brenda Newberry, Chairman of the Board; M.A.’79, Founder & Chairman, Ret., The Newberry Group, Inc.

Steven O. Swyers, Vice Chairman of the Board, Partner, PricewaterhouseCoopers, LLP

Elizabeth J. Stroble,* Ph.D., President, Webster University

Julian Schuster,* Ph.D., Provost and Senior Vice President, Webster University

Neil J. George,* Ph.D., Chancellor, Webster University

Greg Gunderson,* Ph.D., Treasurer of the Board, Vice President & CFO, Webster University

Karen M. Luebbert,* Ph.D., Secretary of the Board, Vice President Emerita, Webster University

Sheila Baxter, M.A. ’86, Brigadier General, Ret., Western Regional Medical Command

Amelia Bond, Executive Vice President, George K. Baum & Company

Mark Burkhardt, President and CEO, Cassidy Turley

Dale Cammon, Chairman and Co-Chief Executive, Bryant Group, Inc.

John R. Capps, President and CEO, Plaza Motor Company

Bayard Clark, Executive Vice President and CFO, Ret., Commerce Bancshares, Inc.

Tom Cornwell, President, Ret., DRS Sustainment Systems Inc.

Clark Davis, Vice Chair, HOK Architects

Darryl W. Davis, President, Phantom Works, Boeing Integrated Defense Systems

Alison N. Ferring, Civic Leader

Steven L. Finerty, Chairman, Argent Capital Management

Edward L. Glotzbach, Vice Chairman, Information Services Group, Inc.

Kris Knapstein, B.A. ’96, President, Alumni Association; Vice President, Cassidy Turley

Philip J. Koen, Managing Partner, Montero Partners

Ronald J. Kruszewski, Chairman and CEO, Stifel Nicolaus and Co., Inc

Paul Lee, President, Delta Energy Company

Richard A. Liddy, Chairman and CEO, Ret., GenAmerica Corporation

P. Joseph McKee III, President, Paris Corporation

Lee J. Metcalf, M.A. ’05, Rear Admiral, Ret., United States Navy

Joseph J. Mokwa, M.A. ’98 Chief of Police, Ret., St. Louis Metropolitan Police Department

Sue Neumann, Vice President, Corp. Communications & PR, Praxair, Inc.

Agnes Rey-Giraud, President of International Relations, Express Scripts

Jerry E. Ritter, Civic Leader

Elizabeth T. Robb, B.A. ’65, Chief Executive Officer, Robb Partners

John R. Roberts, Executive Director Ret., Civic Progress

George Scherer, Executive Vice President and CFO, Ret., McCarthy Building Companies, Inc.

David L. Stewart, Chairman, World Wide Technology, Inc.

Anthony (Tony) Thompson, MBA ’88, President & CEO, Kwame Building Group, Inc.

James D. Weddle, Managing Partner, Edward Jones

Patricia Whitaker, CEO, Arcturus

Douglas H. Yaeger, Chairman, President, and CEO, The Laclede Group, Inc.

Michael Zambrana, Owner, President & CEO of Pangea

*Ex officio

**Life Trustees**

Laurence L. Browning, Jr.

Ambassador George H. Walker, III

**Honorary Trustees**

Robert Q. Costas

Franklin A. Jacobs

**Emerita**

Jane B. Hart
Faculty

College of Arts & Sciences

Behavioral and Social Sciences

Departmental Faculty

Michael R. Hulsizer, associate professor, chairperson, B.A., State University of New York, 1991; M.A., Kent State University, 1994; Ph.D., Kent State University, 1997; Webster, 1997–


Eric A. Goedereis, assistant professor, B.S., Western Illinois University, 2003; M.S., Western Illinois University, 2005; Ph.D., West Virginia University, 2009; Webster, 2009–

Gary D. Kannenberg, professor, B.S., Marian College of Fond du Lac, 1974; M.S., Nova Southeastern University, 1975; Ph.D., University of South Carolina, 1977; Webster, 1981–

Scena B. Kohl, professor emeritus, A.B., San Francisco State University, 1958; M.A., Washington University, 1964; Ph.D., Washington University, 1969; Webster, 1966–

Jong Bum Kwon, assistant professor, B.A., Macalester College, 1993; M.A., New York University, 1999; Ph.D., New York University, 2005; Webster, 2010–

Danielle MacCartney, assistant professor, B.A., New Mexico State University, 1999; M.A., University of California, 2001; Ph.D., University of California, 2005; Webster, 2007–

Heather H. Mitchell, assistant professor, B.S., Lambuth University, 2000; M.S., University of Memphis, 2003; Ph.D., University of Memphis, 2005; Webster, 2009–

Monica M. Moore, professor, B.A., Missouri University of Science and Technology, 1976; M.A., University of Missouri, 1978; Ph.D., University of Missouri, 1981; Webster, 1986–

Gerry Tierney, professor, B.A., University of Alaska, 1981; M.A., State University of New York, 1982; Ph.D., University of South Florida, 1991; Webster, 1992–

Judith A. McMahon Wantland, professor emeritus, B.A., University of Missouri, 1968; Ph.D., Washington University, 1972; Webster, 1992–

Linda M. Woolf, professor, B.A., Webster University, 1979; M.S., Saint Louis University, 1986; Ph.D., Saint Louis University, 1988; Webster, 1986–

Adjunct Faculty

Andrea S. Boyles, B.A., Lincoln University, 1997; M.A., Lincoln University, 2004; Webster, 2008–

Erin A. Bullerdieck, B.A., Truman State University, 2001; M.Ed., University of Missouri, 2005; Webster, 2009–

M. Con Christeson, B.A., St. Ambrose University, 1978; M.A., Webster University, 1994; Webster, 2005–

Suzanne G. Coffey, B.S., University of Missouri, 1989; M.A., Lindenwood University, 2006; Webster, 2010–

Darline Gardetto, B.A., University of California, 1974; M.A., University of California, 1978; Ph.D., University of California, 1992; Webster, 2001–

Clifton Glore, B.S.Ed., Southeast Missouri State University, 1984; B.S.B.A., Southeast Missouri State University, 1992; M.B.A., Webster University, 2000; M.S.W., Saint Louis University, 2004; Webster, 2008–

Kelley K. Harris, B.A., University of Missouri, 2003; M.A., University of Missouri, 2007; Webster, 2010–

Kathleen F. Heldenbrand, B.A., Webster University, 1995; M.A., University of Florida, 1997; Webster, 1997–

Donna M. Jaeger, B.A., Webster University, 1982; M.Ed., University of Missouri, 1993; Webster, 2001–

Suzanne R. Jones, B.A., College of William and Mary, 1995; M.S., University of North Carolina, 1998; Webster, 2003–

P. Max Lorenz, B.A., Harding University, 1967; M.S., Oklahoma State University, 1970; Ph.D., Saint Louis University, 1982; Webster, 2003–

Michelle Loyet, M.A., University of Missouri, 1998; Ph.D., University of Illinois 2003; Webster, 2010–

Michael E. Mahon, B.A., Saint Louis University, 1991; M.A., Webster University, 2000; Webster, 2007–

Kathleen O. Maxwell, B.A., Webster University, 1989; M.A., Lindenwood University, 1998; Webster, 2001–

Andrea D. Miller, B.A., Truman State University, 1995; M.A., American University, 2003; Ph.D., American University, 2006; Webster, 2006–

Mark J. Muehlbach, B.A., Saint Louis University, 1979; M.S., Saint Louis University, 1985; Ph.D., Saint Louis University, 1992; Webster, 1989–

Maria C. Nunez-Reguero, B.A., Webster University, 2003; M.A., Saint Louis University 2006; Webster, 2008–

Shawn P. O’Connor, B.A., Webster University, 1999; M.A., University of Missouri, 2003; Webster, 2007–

Jeff E. Rustemeyer, B.A., Grand Valley State University, 1967; M.A., Northern Illinois University, 1971; Ph.D., Saint Louis University, 1975; Webster, 2008–

Katie M. Schroeder, B.S., Saint Louis University, 1995; M.Ed., University of Missouri, 2007; Webster, 2007; Barbara W. Stewart, B.A., Webster University, 1984; M.A., Webster University, 1993; Webster, 1993–

Carol J. Warner, B.A., University of Oklahoma, 1965; M.A., Southern Illinois University, 1989; Webster, 1990–

Donna M. White, B.A., University of Missouri, 2002; M.A., University of Illinois, 2005; Webster, 2007–

Biological Sciences

Departmental Faculty

Stephanie C. Schroeder, associate professor, chairperson, B.S., Purdue University, 1989; Ph.D., Vanderbilt University, 1997; Webster, 2003–

Garrett R. Bergfeld, associate professor, B.S., Southeast Missouri State University, 1972; Ph.D., Saint Louis University, 1989; Webster, 1989–

Gary D. Clark, CRNA, associate professor, B.A., Ottawa University, 1981; M.S., Southern Illinois University, 1985; Ed.D., Nova Southeastern University, 1995; Webster, 1997–

Gary Coffman, associate professor, B.A., McMurry University, 1965; M.S., Southern Methodist University, 1970; Ph.D., University of Illinois, 1974; Webster, 1983–

Dean A. Eckhoff, assistant professor, B.S., University of Missouri, 1997; M.S., University of Illinois, 2006; Ph.D., University of Illinois, 2006; Webster, 2007–

Ronald R. Gaddis, associate professor, B.S., Western Michigan University, 1972; M.S., University of Kansas, 1981; Ph.D., University of Kansas, 1982; Webster, 1998–

Herman R. Krueger, Jr., assistant professor, A.B., Washington University, 1979; M.S., Northwestern University, 1981; Ph.D., Northwestern University, 1986; Webster, 1993–

William L. McConnell, professor emeritus, B.S., Ohio University, 1958; M.S., Rensselaer Polytechnic Institute, 1965; Webster, 1965–

Mary L. Preuss, assistant professor, B.S., Cornell University, 1996; Ph.D., University of California, 2002; Webster, 2009–

Martina R. Steed, assistant professor, B.S., University of Arkansas, 1988; M.S., Southern Illinois University, 1996; Webster, 2008–

Jill M. Stulce, assistant professor, B.S.N., University of Missouri, 2009; Webster, 2009–

Adjunct Faculty

Joseph B. Baugh, B.S.Ed., University of Missouri, 1971; B.S., University of Missouri, 1997; M.S., University of Missouri, 1999; Ph.D., University of Missouri, 2003; Webster, 2011–
Andrew J. Belsky, B.A., Webster University, 2004; M.B.A., Webster University, 2006; Webster, 2006–
Victoria L. Brown-Kennerly, B.S., University of Michigan, 1993; Ph.D., Emory University, 2001; Webster, 2010–
William C. Bunch, B.S., Lincoln Memorial University, 1988; M.Ed., Lincoln Memorial University, 2001; Webster, 2003–
Jeffrey C. DePew, B.S., University of Missouri, 1979; M.A.Ed., Washington University, 1993; Webster, 1997–
Christopher L. Eaton, B.S., University of Missouri, 2002; Webster, 2008–
William R. Elliott, B.S.Ed., Southeast Missouri State University, 1966; M.A.T., Webster University, 1975; Webster, 1997–
Jamie L.M. Gotto, B.S., Logan University, 1998; D.C., Logan University, 2000; Webster, 2007–
Merry Graf, B.A., Millikin University, 1986; M.Ed., Southern Illinois University, 2003; Webster, 2001–
Evelyn E. Gwi, B.F.A., Webster University, 2004; Webster, 2011–
Myrna J. Homm, B.S., Southern Illinois University, 1981; M.A.T., Webster University, 2003; Webster, 1998–
Logan R Johnson, B.A., Webster University, 2008; Webster, 2009–
Gretchen Karros, A.B., Webster University, 1968; M.A., Washington University, 1969; Webster, 2001–
Lorna J Kelly, B.S., Quincy University, 1975; M.S., University of Missouri, 1977; Webster, 2004–
Lori A Khazen, A.B., Washington University, 1999; M.S., Illinois State University, 2002; Webster, 2010–
William Kurich, Jr., B.A., Wartburg College, 1999; M.A.T., Concordia University, 2002; Webster, 2007–
Deborah A. Lawson, B.S., University of Central Missouri, 1979; M.S., University of Central Missouri, 1988; M.Div., Eden Theological Seminary, 2002; D.C., Cleveland Chiropractic College, 1981; Ph.D., University of Missouri, 1998; Webster, 2009–
Dusty A. Lopez, B.A., Williams College, 2001; M.A., Syracuse University, 2004; Webster, 2007–
John M. MacDougall, B.S., College of Charleston, 1975; Ph.D., Duke University, 1984; Webster, 2004–
Julie A. Mehringer, B.A., St. Olaf College, 1982; Ph.D., Washington University, 1990; Webster, 1993–
Mark A. Moats, B.A., University of Pennsylvania, 1982; M.A., Temple University, 1989; Webster, 2003–
Jordan Ohlson, B.A., Ashford University, 2006; M.S., University of Central Missouri, 2009; Webster, 2009–
Amy W. Schork, B.A., Coe College, 1995; M.A., Western Michigan University, 1997; Webster, 2009–
Liza L. Schultheis, Webster, 2005–
Michael T. Siener, B.A., Webster University, 2001; M.A., Webster University, 2007; Webster, 2005–
Michael R. Stawski, Jr., B.S., St. Joseph’s College, 2006; Webster, 2009–
Laurita L. Stelleyes, B.S., Newman University, 1977; N.D., National College of Naturopathic Medicine, 1979; Webster, 2004–
Lisa A. Williams, B.S., Missouri University of Science and Technology, 1995; M.S., Missouri University of Science and Technology, 1997; Webster, 2002–

English

Departmental Faculty
Karla Armbruster, professor, chairperson, B.A., Miami University of Ohio, 1985; M.A., Ohio State University, 1989; Ph.D., Ohio State University, 1996; Webster, 1998–
David Clewell, professor, B.A., University of Wisconsin, 1977; M.F.A., Washington University, 1982; Webster, 1985–
Michael Erickson, professor, B.A., Western Washington University, 1973; M.A., University of California, 1989; Webster, 1994–
Sheila Hwang, associate professor, B.A., University of California, 1993; M.A., University of California, 1997; Ph.D., University of California, 2003; Webster, 2003–

Steve Lattimore, associate professor, B.A., California State University, 1991; M.F.A., University of Iowa, 1995; Webster, 2000–
Anne McIlhany, associate professor, B.A., Wheaton College, 1987; M.A., University of Virginia, 1993; Ph.D., University of Virginia, 1998; Webster, 1998–
Margot Semperora, associate professor, B.A., Connecticut College, 1969; M.A., Middlebury College, 1972; M.Litt., Middlebury College at Oxford University, 1987; Ph.D., Tufts University, 1997; Webster, 1997–

Adjunct Faculty
Mary E. Baken, B.A., Webster University, 1990; M.F.A., University of Arkansas, 1996; Webster, 2007–
David M. Borgmeyer, B.A., Trinity University, 1995; M.A., University of Southern California, 1999; Ph.D., University of Southern California, 2004; Webster, 2006–
Roshanda D. Cade, A.B., Washington University, 1996; M.A., Saint Louis University, 2000; Ph.D., Saint Louis University, 2009; Webster, 2010–
James P. Cahill, M.A., Washington University, 1973; M.A., University of Colorado, 1995; Ph.D., Saint Louis University, 2005; Webster, 2007–
Jane C. Cocalis, B.Hum., Pennsylvania State University, 1974; A.M., Washington University, 1977; Ph.D., Loyola University of Chicago, 1990; Webster, 2006–
Santiago Colas, B.A., University of Wisconsin, 1987; Ph.D., Duke University, 1991; Webster, 2010–
Joseph P. Conway, B.A., Villanova University, 2000; A.M., Washington University, 2002; Ph.D., Washington University, 2008; Webster, 2009–
Donna J. Cummins, B.A., Morehead State University, 1994; M.A., Morehead State University, 2006; Webster, 2010–
Murray F. Farish, lecturer, B.A., Webster University, 1997; M.F.A., University of Houston, 2003; Webster, 2003–
Kenneth E. Harrison, Jr., B.A., Burlington College, 2003; M.F.A., University of Missouri, 2007; Webster, 2008–
Dylan O. Oehler-Stricklin, B.A., University of Texas, 1990; M.A., University of Texas, 1995; Webster, 2002–
Kimberly L. Rogers, M.A., Iowa State University, 2004; M.F.A., Iowa State University, 2010; Webster, 2011–
Paulette Schmidt, B.A.Ed., Southeastern Oklahoma State University, 1965; M.A., University of Arkansas, 1971; M.E.A., University of Arkansas, 1984; Webster, 1984–
Ellen H. Waters, A.B., University of Missouri, 1970; M.A., Webster University, 1984; Webster, 2005–

History, Politics, and International Relations

Departmental Faculty
John D. Chappell, professor, chairperson, B.S., Illinois State University, 1984; M.A., Indiana University, 1986; Ph.D., Indiana University, 1994; Webster, 1996–
Kristen Anderson, assistant professor, B.A.B.S., South Dakota State University, 2002; M.A., University of Iowa, 2003; Ph.D., University of Iowa, 2009; Webster, 2009–
Barbara Ann Barbato, professor emeritus, A.B., Loretto Heights College, 1952; M.A., Webster University, 1981; Ph.D., Saint Louis University, 1964; Webster, 1967–
Conal Ffurry, professor emeritus, B.S., Creighton University, 1950; M.A., Creighton University, 1956; Ph.D., Saint Louis University, 1966; Webster, 1966–
Daniel C. Hellinger, professor, B.A., Rutgers University, 1970; Ph.D., Rutgers University, 1976; Webster, 1979–
Jih-Un Kim, associate professor, B.A., Yonsei University, Korea, 1994; M.A., Kyung Hee University, Korea, 1996; Ph.D., University of South Carolina, 2004; Webster, 2003–
Lindsay N. Kingston, assistant professor, B.S., Boston University, 2002; M.A., American University, 2006; M.A., Syracuse University, 2009; Ph.D., Syracuse University, 2010; Webster, 2011–

Lori A Khazen, B.S., Quincy University, 1975; M.S., University of Southern California, 2006; Webster, 2006–

Ph.D., Webster, 2009–
Faculty

Allan H. MacNeill, professor, B.A., Franklin and Marshall College, 1982; M.S., University of Massachusetts, 1987; Ph.D., University of Massachusetts, 1997; Webster, 1994–

Kelly—Kate S. Pease, professor, B.A., Louisiana State University, 1987; M.A., University of Nebraska, 1990; Ph.D., University of Nebraska, 1994; Webster, 1994–

Amanda Rosen, assistant professor, B.A., Duke University, 2002; M.A., Ohio State University, 2005; Ph.D., Ohio State University, 2009; Webster, 2009–

Warren Rosenblum, associate professor, B.A., Cornell University, 1988; M.A., University of Michigan, 1992; Ph.D., University of Michigan, 1999; Webster, 2000–

Gwyneth I. Williams, professor, B.A., Knox College, 1979; M.A., Princeton University, 1982; Ph.D., Princeton University, 1989; Webster, 1988–

Adjunct Faculty

Laura W. Arnold, B.A., Northwestern University, 1988; M.A., George Washington University, 1992; Ph.D., Ohio State University, 1997; Webster, 2002–

Peter M. Coogan, B.A., Kent State University, 1987; M.A., Bowling Green State University, 1990; Ph.D., Michigan State University, 2002; Webster, 1998–

Brian D. Elsesser, B.A., Boston University, 1991; M.A., University of Missouri, 1993; Webster, 2001–

Tahmineh Entessar, lecturer, B.A., Webster University, 1975; M.A., Southern Illinois University, 1977; Ph.D., Saint Louis University, 1983; Webster, 1983–

Terri A. Fahrney, B.A., University of Dallas, 1994; M.A., University of Missouri, 2001; Webster, 2003–

Julie A. Fix, B.A., Saint Louis University, 1981; J.D., Saint Louis University, 1984; Webster, 1999–

George N. Gyador, Webster, 2011–

William F. Hall, B.A., Tennessee State University, 1972; M.S.W., Washington University, 1975; M.A., Washington University, 1976; Webster, 1998–

Barbara Hufker, B.A., University of Missouri, 1977; M.A., University of Missouri, 1987; Webster, 1990–

Gina L. Jensen, B.A., McNeese State University, 1996; M.A., Webster University, 2001; Webster, 1998–

Sudarasa Kant, B.A. Washington Bible College, 2004; M.A., Webster University, 2005; Webster, 2008–

Kim J. Kleinman, B.A., University of Missouri, 1978; M.A., University of Chicago, 1979; Ph.D., The Union Institute and University, 1997; Webster, 1994–

Renata M. MacDougal, B.A., University of California, 1977; M.A., University of California, 1978; Webster, 2002–

Thomas McAlliffe, B.A., Loyola University of Chicago, 1991; M.A., Purdue University, 1994; Webster, 2003–

Steven F. Miller, B.A., Goshen College, 1999; M.A., Vanderbilt University, 2002; Ph.D., Vanderbilt University, 2006; Webster, 2006–

James L. Naus, M.A., Saint Louis University, 2006; Webster, 2010–

Remigius U. Onwumere, B.A., University of Missouri, 1984; M.A., University of Missouri, 1988; Ph.D., Saint Louis University, 1994; Webster, 1996–

Roy E. Overmann, B.S., University of Missouri, 1969; B.A., Washington University, 1976; M.A., University of Missouri, 1996; Webster, 2000–

Michael J. Saleouvis, B.A., Colorado College, 1966; M.A., University of Minnesota, 1968; Ph.D., University of Minnesota, 1971; Webster, 1970–

Mikels Skele, B.A., Purdue University, 1973; M.S., Purdue University, 1976; M.A., Southern Illinois University, 1987; Ph.D., Washington University, 1994; Webster, 1997–

Fred H. Stopsky, B.A., City College, 1948; M.A., Columbia University, 1957; Ph.D., New York University, 1969; Webster, 1966–


Individualized Areas of Concentration

Departmental Faculty

Brenda Fyfe, dean, professor, director of experiential and individualized learning, B.S., Quincy University, 1971; M.Ed., University of Illinois, 1972; Ed.D., Southern Illinois University, 1982; Webster, 1982–

Lori H. Diefenbacher, coordinator of experiential and individualized learning, B.A., Evergreen State College, 1976; M.A.T., Webster University, 1985; Webster, 1988–

International Languages and Cultures

Departmental Faculty

Emily E. Thompson, associate professor, chairperson, B.A., Duke University, 1991; M.A., University of Pennsylvania, 1993; Ph.D., University of Pennsylvania, 1996; Webster, 1997–

Graciela N. Vico Corvalán, professor, Licentiate in Philosophy, National University of Cuyo, Argentina, 1966; M.A., Washington University, 1971; Ph.D., Washington University, 1975; Webster, 1983–

Consuelo E. Gallagher, professor emeritus, A.B., Tarbes Caracas, 1945; M.A., Washington University, 1951; Webster, 1945–

Margaret Gaskill, professor emeritus, A.B., Webster University, 1947; M.A., Washington University, 1970; Diplome d’Etudes de Civilisation Francaise, the Sorbonne, 1974; study: Wiener Internationale Hochschulkurse, 1981; Webster, 1967–

Paula Hanssen, assistant professor, B.A., Texas Tech University, 1983; M.A., Texas Tech University, 1986; Ph.D., University of Illinois, 1993; Webster, 1994–

Silvia Navia Mendex-Bonito, associate professor, B.A., University of Massachusetts, 1998; Ph.D., University of Massachusetts, 2002; Webster, 2002–

Adjunct Faculty

Manal A. Akiki, B.A., Holy Spirit University, Lebanon, 2001; M.A., Holy Spirit University, Lebanon, 2003; M.B.A., Webster University, 2010; Webster, 2005–

Raisa Belotskerovsky, B.A., College of Music, Minsk, 1965; Minsk State Pedagogical Institute of Foreign Languages, 1971; M.A.Ed., Washington University, 1997; Webster, 1993–

Tracy V. Bishop, B.A., University of Mississippi, 1989; M.A., University of Mississippi, 1991; Ph.D., University of Wisconsin, 2002; Webster, 2007–

Graciela Buschardt, B.A., Webster University, 1991; M.A.T., Webster University, 1993; Webster, 1990–

Christiane Carlsson, M.A., University of Cologne, 1992; Webster, 1998–

Arline E. Cravens, B.M., Southern Illinois University, 1987; M.M., Southern Illinois University, 1992; M.M., Southern Illinois University, 1996; M.A., Southern Illinois University, 2001; Webster, 2008–

Li Fang, B.A., Beijing Language and Culture University, 1991; M.B.A., Southern Illinois University, 1997; Webster, 2008–

Jan O Jost Fritz, M.A., Technical University, 2004; Webster, 2011–

Vincent Y.L. Jouane, B.A., University of Toulouse, 1998; B.S., Webster University, 2004; M.A., University of Toulouse, 1999; Webster, 2010–

Joseph A Koerner, A.B., Saint Louis University, 1964; M.A., Saint Louis University, 1967; Webster, 1998–

Qiang Liu, B.A., Hunan University, 1990; M.A., Beijing University of Aeronautics and Astronautics, 1998; Ph.D., Beijing Language and Culture University, 2006; Webster, 2008–
Faculty

Departmental Faculty

Robin J. Higgins, assistant professor, chairperson, A.B., University of Missouri, 1987; A.B., University of Missouri, 1992; M.A., University of Missouri, 1997; J.D., Saint Louis University, 2000; Webster, 2002–

Christine Hart, associate professor, B.A., Saint Louis University, 1979; M.Ed., University of Missouri, 1983; J.D., Saint Louis University, 1992; Webster, 1997–

Tracey McCarthy, associate professor, B.A., Webster University, 1989; M.A., Widener University, 1994; J.D., Widener University, 1995; Psy.D., Widener University, 1996; Webster, 1997–

Anne Geraghty Rathert, associate professor, B.A., Saint Louis University, 1985; J.D., Saint Louis University, 1992; Webster, 1993–

Adjunct Faculty

Carol L.K. Bader, B.A., University of Missouri, 1977; J.D., Saint Louis University, 1982; Webster, 2004–

Phillip C. Boyd, B.A., Indiana University, 1997; J.D., University of Illinois, 2001; Webster, 2006–

Stanley D. Brown, B.A., University of Oklahoma, 1969; M.B.A., University of Missouri, 1986; J.D., Georgetown University, 1972; Webster, 2000–

Paula P. Bryant, B.S.A., University of Missouri, 1980; J.D., Saint Louis University, 1983; Webster, 2005–

Jerome C. Coleman, B.S.B.A., University of Missouri, 1985; J.D., University of Missouri, 1989; Webster, 1993–

Noelle C. Collins, B.S., Northwestern University, 1993; M.S., Northwestern University, 1995; J.D., University of Illinois, 2001; Webster, 2004–

Peter J. Dunne, A.B., Saint Louis University, 1978; J.D., University of Missouri, 1983; Webster, 2004–

Felicia C. Echols, B.A., University of Missouri, 1989; M.A., Webster University, 1996; Webster, 2002–

Julie A. Fix, B.A., Saint Louis University, 1981; J.D., Saint Louis University, 1984; Webster, 1999–

Craig K. Higgins, B.J., University of Missouri, 1988; M.B.A., Drake University, 1991; J.D., Drake University, 1991; Webster, 2005–

Rodney H. Holmes, B.A., Saint Louis University, 1994; J.D., Saint Louis University, 1997; Webster, 1999–


Brian D. Kurth, B.B.A., University of Wisconsin, 1996; J.D., John Marshall Law School, 2007; Webster, 2008–

Margaret F. McClane, B.A., Southern Illinois University, 1985; M.S., Southern Illinois University, 1995; Webster, 1996–

Joanna W. Owen, B.A., University of the South, 1979; J.D., Saint Louis University, 1982; Webster, 1990–


Michael W. Reap, B.S., Saint Louis University, 1967; J.D., Saint Louis University, 1970; Webster, 2000–

Katriona A. Shannon, B.A., Saint Louis University, 1997; J.D., Saint Louis University, 2000; Webster, 2007–

Earnrolyn C. Smith, B.A., Loyola University, 1993; M.I.L.S., University of Michigan, 1994; J.D., Saint Louis University, 1997; Webster, 2000–

Kathy A. Surratt-States, B.A., Oklahoma City University, 1988; J.D., Washington University, 1991; Webster, 2011–

Linda M. Williams, B.A., Webster University, 2000; M.A., Webster University, 2001; Webster, 2008–

Carl W. Yates III, B.S., University of Central Missouri, 1990; J.D., Saint Louis University, 1994; Webster, 2007–

Debra A. Yost, B.A., Webster University, 1995; M.A., Webster University, 1999; Webster, 2002–

Nursing

Departmental Faculty

Jennifer P. Broeder, R.N., associate professor, chairperson, B.S.N., Southern Illinois University, 1980; M.S.N., Saint Louis University, 1985; Ph.D., Saint Louis University, 2003; Webster, 1995–

Dian C. Davitt, R.N., associate professor, B.S., College of St. Catherine, 1968; M.S., Boston University, 1971; Ph.D., Saint Louis University, 1993; Webster, 1986–

Mary Ann Drake, R.N., associate professor, B.A., Maryville University of St. Louis, 1975; B.S.N., Corpus Christi State University, 1981; M.S.N., Saint Louis University, 1983; Ph.D., Saint Louis University, 1995; Webster, 1998–

Susan A. Heady, R.N., professor, B.S.N., Maryville University of St. Louis, 1979; M.S.N., Saint Louis University, 1982; Ph.D., Saint Louis University, 1992; Webster, 1991–

Janice L. Hooper, R.N., professor emeritus, B.S.N., Saint Louis University, 1977; M.S.N., Saint Louis University, 1979; M.S.N., University of Missouri, 1989; M.A., Webster University, 1992; M.A., Webster University, 1995; M.A.T., Webster University, 1998–

Anne E. Schappe, R.N., professor, B.S.N., Saint Louis University, 1969; M.S.N., Saint Louis University, 1976; M.A., Saint Louis University, 1993; Ph.D., Saint Louis University, 1998; Webster, 1995–

Margo Thompson, R.N., assistant professor, B.S.N., University of Kansas, 1967; M.A., University of Kansas, 1974; M.S.N., Wichita State University, 1993; Ed.D., University of Kansas, 1983; Webster, 1992–

Barbara Welling, R.N., professor, B.S.N., Saint Louis University, 1976; M.S., Saint Louis University, 1978; Ph.D., Saint Louis University, 1998; Webster, 1987–

Adjunct Faculty

Mary Ellen Aubuchon, B.S.N., Webster University, 1991; M.S.N., Webster University, 1996; Webster, 1998–

Jon E. Bettale, B.S.N., Saint Louis University; M.B.A., Lindenhurst University; Webster, 2006–

Maureen M. Daniels, B.S.N., Avila University, 1970; M.S., University of Kansas, 1976; Webster, 2008–

Monica Y. Johnson, B.S.N., Webster University, 1999; M.S.N., Webster University, 2001; Webster, 2003–

Melanie A. Schicker, B.A., University of Saint Francis, 2001; M.H.S.A., University of Saint Francis; Webster, 2010–

Philosophy

Departmental Faculty

Donald J. Morse, associate professor, chairperson, B.A., Kent State University, 1992; M.A., Kent State University, 1994; Ph.D., University of Oregon, 2000; Webster, 2001–

Faculty

Katherine E. Parsons, associate professor, B.A., University of Nevada, 1994; A.M., Washington University, 1997; Ph.D., Washington University, 2000; Webster, 1997–
Britt–Marie Schiller, professor, B.A., University of Maine, 1976; M.A., Washington University, 1980; Ph.D., Washington University, 1985; Webster, 1990–
Bruce D. Umbaugh, professor, B.A., Ohio University, 1982; M.A., University of Maryland, 1989; Ph.D., University of Maryland, 1992; Webster, 1994–
David C. Wilson, dean of the College of Arts and Sciences, professor, B.A., University of Georgia, 1973; M.A., University of Illinois, 1978; M.A., University of California, 1983; Ph.D., University of California, 1986; Webster, 2002–

Adjunct Faculty

Justin P. Bell, B.A., Texas State University, 2003; M.A., Southern Illinois University, 2006; Webster, 2011–
Stephen G. Findley, B.A., Rice University, 1986; M.A., Boston College, 1995; Ph.D., Boston College, 1996; Webster, 2002–
William H. Fulton, B.A., University of Redlands, 1966; Ph.D., University of Minnesota; Webster, 2010–
David J. Hilditch, B.S., Saint Louis University, 1982; M.A., Saint Louis University, 1987; Ph.D., Washington University, 1995; Webster, 1999–
Zachary W. Hoskins, B.A., Hendrix College, 1995; M.A., University of North Carolina, 1997; M.A., Washington University, 2007; Webster, 2009–
Michael P. Jostedt, Jr., B.A., Webster University, 2004; M.A., University of Missouri, 2006; Webster, 2010–
Laurel A. Madison, B.A., Skidmore College, 1989; M.A., Loyola University of Chicago, 1991; Ph.D., Loyola University of Chicago, 2003; Webster, 2010–

Andrea D. Miller, B.A., Truman State University, 1995; M.A., American University, 2003; Ph.D., American University, 2006; Webster, 2006–
Paul V. Moriarty, B.A., University of Virginia, 1987; Ph.D., University of Colorado, 1997; Webster, 2007–
Kenneth E. Pendleton, B.A., Florida State University, 1987; Ph.D., University of Oregon, 1998; Webster, 2003–
Sarah Robins, B.A., Hendrix College, 2002; M.A., Washington University, 2005; Webster, 2007–
Elizabeth J. Sausele, B.A., Wheaton College, 1987; M.Div., Seabury-Western Theological Seminary, 1996; Ph.D., Trinity International University, 2007; Webster, 2010–
Sarit C. Smila-Sened, B.A., University of Tel Aviv, 1999; A.M., Washington University, 2001; A.M., Washington University, 2003; Webster, 2009–
Laurita L. Stellyes, B.S., Newman University, 1977; N.D., National College of Naturopathic Medicine, 1979; Webster, 2004–
Kathleen A. Sullivan S.L., B.A., San Jose State University, 1973; M.A., Saint Louis University, 2001; Webster, 2004–
Ronald L. Weed, B.A., Boston College, 1992; M.A., University of Toronto, 1994; Ph.D., Saint Louis University, 2005; Webster, 2001–

Religious Studies

Departmental Faculty

Joseph R. Stimpfl, associate professor, chairperson, A.B., University of Missouri, 1971; M.Ed., University of Missouri, 1976; M.A., University of Pittsburgh, 1986; Ph.D., University of Pittsburgh, 1990; Webster, 1999–

Dennis E. Klass, professor emeritus, B.A., Elmhurst College, 1963; B.D., Andover Newton Theological School, 1967; M.A., University of Chicago, 1970; Ph.D., University of Chicago, 1974; Webster, 1971–
Christopher P. Parr, professor, B.A. University of Canterbury, 1977; M.A., University of Canterbury, 1980; Ph.D., Boston University, 1992; Webster, 1992–
Steven M. Schenkel, professor, B.M., Southern Illinois University, 1973; M.M., Southern Illinois University, 1974; M.A., Webster University, 2000; Ph.D., Washington University, 1980; Webster, 1980–
Alexander van der Haven, assistant professor, M.A., Utrecht University, 1997; M.A., Hebrew University of Jerusalem, 2000; Ph.D., University of Chicago, 2009; Webster, 2010–
Keith Welsh, professor, B.A., DePauw University, 1981; M.A., Indiana University, 1984; Ph.D., Indiana University, 1988; Webster, 1988–
David C. Wilson, dean of the College of Arts and Sciences, professor, B.A., University of Georgia, 1973; M.A., University of Illinois, 1978; M.A., University of California, 1983; Ph.D., University of California, 1986; Webster, 2002–

Adjunct Faculty

Wendy L. Anderson, B.A., Williams College, 1996; M.A., University of Chicago, 1999; Ph.D., Webster University, 2009; Ph.D., University of Chicago, 2002; Webster, 2007–
Laura T. Becker, B.A., State University of New York, 2000; M.A., University of Missouri, 2002; Ph.D., University of Missouri, 2006; Webster, 2005–
Terry D. Cooper, B.A., Southern Illinois University, 1977; M.A., Northern Baptist Theological Seminary, 1979; Ed.D., Vanderbilt University, 1981; Ph.D., Saint Louis University, 2001; Webster, 1991–
John M. MacDougal, B.S., College of Charleston, 1975; Ph.D., Duke University, 1984; Webster, 2004–
Mordecai Magency, B.A., Saint Louis University, 1968; Rabbinic Ordination, Yeshiva Kfar Chasidim, Israel, 1968; M.S.W., Washington University, 1974; Ph.D., Washington University, 1979; Webster, 1998–
Peter O’Leary, B.A., University of Chicago, 1990; M.A., University of Chicago, 1994; Ph.D., University of Chicago, 1999; Webster, 2000–
Anne E. Stevens, B.A., Eastern Nazarene College, 1975; M.A., University of Rochester, 1978; Ph.D., University of Rochester, 1984; Webster, 2005–
Paul E. Stroble, B.A., Greenville College, 1979; M.Div., Yale University, 1982; Ph.D., University of Virginia, 1991; Webster, 2010–
Stephen A. Werner, B.S.B.A., University of Missouri, 1978; M.A., Saint Louis University, 1985; Ph.D., Saint Louis University, 1990; Webster, 1991–

Center for Interdisciplinary Studies

Adjunct Faculty

Paula K. Aguilar, B.A., Truman State University, 1999; M.A., Eastern Illinois University, 2001; Webster, 2009–
Mary E. Baken, B.A., Webster University, 1990; M.F.A., University of Arkansas, 1996; Webster, 2007–
J. Justin Barton, B.S., Southeast Missouri State University, 2002; M.S., Lindenwood University, 2008; Webster, 2011–


John H. Buck, Jr., B.A., Colorado State University, 1991; M.A., Webster University, 2005; D.Mgt., Webster University, 2009; Webster, 2005–

Erin A. Bullerdieck, B.A., Truman State University, 2001; M.Ed., University of Missouri, 2005; Webster, 2009–

Diane E. Carson, A.B., Washington University, 1968; M.A., University of Kansas, 1970; M.A., Webster University, 1979; M.A., Ohio University, 1981; Ph.D., Saint Louis University, 1992; Webster, 2007–

Peter M. Coogan, B.A., Kent State University, 1987; M.A., Bowling Green State University, 1990; Ph.D., Michigan State University, 2002; Webster, 1998–

Colette M. Cummings, B.A., State University of West Georgia, 1988; M.Ed., University of Illinois, 1992; Webster, 1997–

Donna J. Cummins, B.A., Morehead State University, 1994; M.A., Morehead State University, 2006; Webster, 2010–

Jeffrey C. DePew, B.S., University of Missouri, 1979; M.A.Ed., Washington University, 1993; Webster, 1997–

Lori H. Diefenbacher, B.A., Evergreen State College, 1976; M.A.T., Webster University, 1985; Ed.S., Webster University, 2009; Webster, 1988–

Krista S. Durlas, B.S., University of Central Missouri, 1997; M.S., Illinois Institute of Technology, 2002; Webster, 2010–

Justin Frederick, B.S., Pittsburg State University, 2002; M.S., University of Central Missouri, 2004; Webster, 2011–

C. Wayne Froehlich, B.A., Saint Louis University, 1978; M.A., University of Missouri, 1982; Webster, 1985–

Lawrence A. Furrer, A.B., Dartmouth College, 1956; M.S., Dartmouth College, 1957; Webster, 1992–

Darlane C. Gardeatto, B.A., University of California, 1974; M.A., University of California, 1978; Ph.D., University of California, 1992; Webster, 2001–

John J. Gindhart, B.S., Carnegie Mellon University, 1991; M.S.Ed., Indiana University, 1993; J.D., Saint Louis University, 2003; Webster, 2005–

Timothy J. Harig, B.A., University of Missouri, 1987; M.A., Webster University, 2004; Webster, 2008–

Thomas R. Hart, B.S., Niagara University, 1983; M.A., United States International University, 1985; Webster, 1996–

Craig S. Hawksley, Webster, 2009–


Ted F. Hoef, B.S., Southern Illinois University, 1979; M.B.A., Texas A&M University, 1982; Ph.D., University of Missouri, 2004; Webster, 2003–

Gina L. Jensen, B.A., McNeese State University, 1996; M.A., Webster University, 2001; Webster, 1998–

Kirstin A.K. Kahaloo, B.A., University of Evansville, 2005; M.S., University of Evansville, 2009; Webster, 2010–

Bethany R. Keller, B.A., Webster University, 2000; M.A., Webster University, 2002; Webster, 2006–

Kim J. Kleinman, B.A., University of Missouri, 1978; M.A., University of Chicago, 1979; Ph.D., The Union Institute and University, 1997; Webster, 1994–

Martha S. Kneib, B.A., University of Tulsa, 1988; M.A., Kent State University, 1990; Webster, 2007–

Katherine N. Knetzer, B.A., Webster University, 2006; M.A., Webster University, 2008; Webster, 2010–

Michael D. Long, B.A., University of Missouri, 1992; Webster, 1985–

Renata M. MacDougal, B.A., University of California, 1977; M.A., University of California, 1978; Webster, 2002–

Julia S. Masetti, D.Hum., University of Padua, 1994; Webster, 2006–

Kristi E. Mathia, B.S., James Madison University, 1991; M.Ed., Auburn University, 1993; Webster, 2004–

Janeen L. McGee, B.S., Missouri State University, 1991; M.B.A., Wichita State University, 2005; Webster, 2010–

Andrea D. Miller, B.A., Truman State University, 1995; M.A., American University, 2003; Ph.D., American University, 2006; Webster, 2006–

Rebecca W. Nelson, B.S., Missouri State University, 2005; M.Ed., University of Missouri, 2007; Webster, 2009–

Aurelie Noel, M.A., Washington University, 2005; Webster, 2009–

Maria C. Nunez-Reguero, B.A., Webster University, 2003; M.A., Saint Louis University 2006; Webster, 2008–

Peter W. O’Leary, B.A., University of Chicago, 1990; M.A., University of Chicago, 1994; Ph.D., University of Chicago, 1999; Webster, 2000–

Jerry W. Olive, B.B.A., Memphis State University, 1977; M.A., Webster University, 1992; M.Ed., University of Missouri, 2008; Webster, 2010–

Nicole A. Parres, B.A., Webster University, 2002; M.A., Webster University, 2005; Webster, 2008–

Deborah T. Pierce, B.A., Mississippi College, 1977; M.A., Louisiana State University, 1981; Ph.D., Louisiana State University and A & M College, 1992; Webster, 2007–


Christen J. Rice, B.A., Winthrop University, 2006; M.A., Ball State University, 2008; Webster, 2010–

Yupa Saisanan Na Ayudhya, B.S., Chulalongkorn University, Thailand, 1981; M.B.A., Youngstown State University, 1984; Webster, 2005–

Marcia M. Schumert, B.A., Truman State University, 2005; M.A., University of Missouri, 2008; Webster, 2011–

Gladys Smith, B.S., Southern Illinois University, 1994; M.H.S., Washington University, 1997; M.Ed., University of Missouri, 2000; Webster, 2005–

Rebecca G. Spear, B.A., University of Missouri, 1998; M.A., Webster University, 2003; Webster, 2010–

Patrick C. Stack, B.A., Suffolk University, 1974; M.Div., St. John's School of Theology, 1978; M.Ed., University of Missouri, 1986; D.Min., Eden Theological Seminary, 1992; Webster, 2005–

Annie E. Stevens, B.A., Eastern Nazarene College, 1975; M.A., University of Rochester, 1978; Ph.D., University of Rochester, 1984; Webster, 2005–

Paul E. Strobbe, B.A., Greenville College, 1979; M.Div., Yale University, 1982; Ph.D., University of Virginia, 1991; Webster, 2010–

Teresa M. Sweeney, A.B., University of Missouri, 1984; M.F.A., Washington University, 1989; Webster, 2011–

Alisa J. Swindell, B.A., Bryn Mawr College, 1995; M.A., University of New Orleans, 1997; M.A., Art Institute of Chicago, 2007; Webster, 2010–

Sarah A. Tetley, B.S., Missouri State University, 2001; M.A., Saint Louis University, 2003; Webster, 2007–

Karen M. Trinkle, B.M., Roosevelt University, 1985; Webster, 1995–

Dominique Tronche–Macaire, Licence in Anglo–American Studies, Université de Paris X–Nanterre, 1991; Webster, 2000–

Jennifer R. Violett, B.A., Webster University, 2001; M.A., Webster University, 2003; Webster, 2007–

Stephen A. Werner, B.S.B.A., University of Missouri, 1978; M.A., Saint Louis University, 1985; Ph.D., Saint Louis University, 1990; Webster, 1991–

Donna M. White, B.A., University of Missouri, 2002; M.A., University of Illinois, 2005; Webster, 2007–
Faculty

David A. Wilson, B.A., Yale University, 1967; M.A., Washington University; Webster, 2002–

Leigh Gerdine College of Fine Arts

Art

Departmental Faculty

Thomas K. Lang, professor, chairperson, B.S., Ohio State University, 1967; M.A., Ohio State University, 1970; Webster, 1970–

Robin H. Assner, associate professor, B.F.A., University of Connecticut, 2000; M.F.A., Ohio State University, 2002; Webster, 2003–

Jerene Au, associate professor, A.B., Saint Louis University, 1969; Webster, 1977–

F. Jack Canepa, professor emeritus, B.F.A., University of Denver, 1960; M.A., University of Denver, 1961; Webster, 1971–

Tate Foley, visiting artist, B.A., Lycoming College, 2007; M.F.A., University of Georgia, 2010; Webster, 2010–

Ryan E. Gregg, assistant professor, B.A., Truman State University, 1999; M.A., Virginia Commonwealth University, 2003; Ph.D., Johns Hopkins University, 2008; Webster, 2008–

Leon Hicks, professor emeritus, B.S., Kansas State University, 1959; M.A., University of Iowa, 1961; M.F.A., University of Iowa, 1963; Webster, 1974–

Gabriel Mary Hoare Sl, professor emeritus, B.A., Loretto Heights College, 1951; M.A., Notre Dame University, 1962; M.A., Webster University, 1983; Webster, 1963–

Carol P. Hodson, professor, B.F.A., The School of Visual Arts, 1982; M.F.A., Tyler School of Art at Temple University, 1988; Webster, 1990–

Jeffrey A. Hughes, professor, B.A., Indiana State University, 1982; M.A., University of Iowa, 1984; Ph.D., University of Iowa, 1988; Webster, 1988–

Brad Loudenback, professor, B.A., DePauw University, 1977; M.A., University of Chicago, 1978; M.F.A., University of North Carolina, 1982; Webster, 1994–


H. John Watson IV, associate professor, B.F.A., Webster University, 1997; M.F.A., University of Maryland, 2001; Webster, 2004–

Noriko Yuasa, associate professor, B.A., Southeast Missouri State University; B.F.A., School of the Art Institute of Chicago, 1997; M.F.A., Minneapolis College of Art and Design, 2000; Webster, 2002–

Adjunct Faculty

Ellen M. Baird, B.F.A., DePaul University, 1993; Webster, 2008–


Ahzad H. Bogosian, B.F.A., Fontbonne University, 1974; M.F.A., Fontbonne University, 1988; Webster, 1999–

Juan W. Chavez, B.F.A., Kansas City Art Institute, 2000; M.F.A., Art Institute of Chicago, 2004; Webster, 2008–

Sarah Cormack, B.F.A., Visiting Artist, 2008; M.A., University of Wales, 1986; M.A., Yale University, 1989; Ph.D., Yale University, 1992; Webster, 2001–

John Cournoyer, B.F.A., California College of Arts and Crafts, 1979; Webster, 1997–

Thomas M. Daly, lecturer, B.F.A., Webster University, 1989; M.F.A., Southern Illinois University, 1992; Webster, 1989–

John J. Dames, Jr., Webster, 2000–

Any Enkelmann-Reed, lecturer, B.F.A., University of Oregon, 1987; M.A., University of Iowa, 1996; Webster, 2001–


Cameron J. Fuller, B.A., San Francisco State University, 2005; M.F.A., Washington University, 2007; Webster, 2008–

Jacob M. Heberlein, B.F.A., Missouri State University, 2004; Webster, 2010–

Barbara Hillerman, Vienna, M.S., University of Maryland, 1972; Webster, 1985–


Joanne C. Kluba, B.A., Webster University 1975; M.A., Webster University, 1990; Webster, 2009–

Wonder Koch, B.F.A., Webster University, 2000; M.F.A., Rutgers University, 2007; Webster, 2008–

Sylvia Kummer, Vienna, Magister, University of Vienna, 1993; Webster, 2005–


Daniel J. McGrath, B.F.A., University of California, 2000; M.A., University of London, 2005; Webster, 2008–

Donald J. McKenna, B.F.A., Kansas City Art Institute, 1978; Webster, 2011–

Michael Schneider, Vienna, Magister, Vienna Academy of Fine Arts, 1991; M.F.A., Tokyo National University of Fine Arts and Music, 1997; Webster, 2004–

Monika Schwaerzer-Brodesser, Vienna, Doktorat, University of Vienna, 1979; Webster, 1996–

Jane Seelig, B.A. Webster University, 1983; M.A. Southern Illinois University, 1990; Webster 2001–

Alisa J. Swindell, B.A., Bryn Mawr College, 1995; M.A., University of New Orleans, 1997; M.A., Art Institute of Chicago, 2007; Webster, 2010–

Andrew K. Theiling, B.S., University of Minnesota, 2002; Webster, 2007–


Mary Jo Wilmes, B.A., Webster University, 1982; Webster, 1993–

Diana Ziegler-Haydon, B.A., Maryville University of St. Louis, 1980; Webster, 1989–

Dance

Departmental Faculty

Beckah A. Reed, professor, chairperson, B.A., Colorado Women's College, 1976; M.A., University of Colorado, 1981; Webster, 1986–

Gary Hubler, professor emeritus, Webster, 1974–

Adjunct Faculty

Jan Feager Cosby, B.A., Webster University, 1976; Webster, 1990–

Margaret D. Duckor, B.A., Webster University, 2000; B.F.A., Webster University, 2000; Webster, 2005–

Paula J. Geiss, B.S.N., Saint Louis University, 1975; M.S.N., Saint Louis University, 1980; Webster, 2008–

Lorianne W. Hagan, B.F.A., Webster University, 2001; Webster, 2006–

Ellen M. Ison, B.A., Webster University, 1986; Webster, 1992–

Dawn C. Karlovsky, B.A., Northern Illinois University, 1989; M.F.A., University of Utah, 1994; Webster, 2008–

John J. Mechan, B.A., Saint Louis University, 1969; J.D., Saint Louis University, 1975; Webster, 2011–

Monica Newsom, M.A.Ed., Lindenwood University, 2003; Webster, 2008–

Nina Brown Reed, B.F.A., Webster University, 1989; Webster, 1990–

Mary Ann Rund, B.S., Southern Illinois University, 1986; M.F.A., Florida State University, 1993; Webster, 2007–

Alan G. Schilling, B.M., St. Louis Conservatory of Music, 1981; Webster, 2005–
Linda M. Tackes, B.S., Maryville University of St. Louis, 1986; Webster, 1993–
Michael Uthoff, Webster, 2011–Webster, 2011–

Music
Departmental Faculty
Jeffrey R. Carter, associate professor, chairperson, B.A., Southwest Baptist University, 1983; M.A., University of Central Missouri, 1996; D.M.A., University of Kansas, 2000; Webster, 2008–
Glen Bauer, associate professor, director of graduate studies in music, and director of music history and literature, B.M., University of Missouri, 1977; Ph.D., Washington University, 1986; Webster, 1988–
Robert Chamberlin, associate professor, composition, music theory and musicianship, coordinator of transfer students and community college relations, B.M., St. Olaf College, 1971; M.M., Southern Illinois University, 1973; Webster, 1973–
Carla R. Colletti, assistant professor, director of the bachelor of arts in music program, B.M., Millikin University, 1999; M.A., Western Illinois University, 2001; Ph.D., University of Iowa, 2006; Webster, 2009–
Paul G. Davis, associate professor, director of instrumental studies, conductor of the Webster University Symphony Band, A.B., Rocky Mountain College; M.Ed., Towson University; D.M.A., University of Texas, 2006; Webster, 2009–
Steve DeMarinis, associate professor, director of jazz studies, improvisation, and ensemble, B.M., Webster University, 1982; M.M., Webster University, 1987; Webster, 1989–
A. Carole Gaspar, professor, director of vocal studies, B.M., Baylor University, 1961; M.M., Washington University, 1969; study, Akademie für Musik und Darstellende Kunst, “Mozarteum,” Salzburg, Austria; Webster, 1995–
Martha Hart, assistant professor, B.A., Olivet College; M.M., Michigan State University, 1983; Webster, 2011–
Eloise Jarvis, professor emeritus, B.S., Webster University, 1943; M.M., Eastman School of Music, 1954; Ph.D., Eastman School of Music, 1960; study, Columbia University, University of Maryland, Akademie für Darstellende Kunst “Mozarteum,” Salzburg, Austria; Webster, 1956–
Allen Carl Larson, professor emeritus, B.A., Park University, 1959; M.M.E., Indiana University, 1961; D.M., Indiana University, 1971; Webster, 1973–
Trent Patterson, assistant professor, director of choral studies and music education, B.M., Florida State University; M.A., San Jose State University; D.M.A., Michigan State University; Webster, 2010–
Daniel Schene, professor, director of keyboard studies, B.M., Indiana University, 1978; M.M., Indiana University, 1980; Webster, 1983–
Steven M Schenkel, professor, jazz studies and musicianship, B.M., Southern Illinois University, 1973; M.M., Southern Illinois University, 1974; M.A., Webster University, 2000; Ph.D., Washington University, 1980; Webster, 1988–

Adjunct Faculty
Willie R. Atkins, Webster, 2002–
Carolyn Banham, member, Saint Louis Symphony Orchestra; Webster, 2007–
Paula R. Bernhardt, B.A., Lindenwood University, 2008; M.M., Webster University, 2010; Webster, 2010–
Melissa R. Bishop, B.M., Webster University, 1993; M.M., Kansas State University, 1995; Webster, 2002–

David A. Black, B.M. Webster University, 1989; Webster, 2002–
Kathryn Smith Bower, B.M.Ed., Northwestern University, 1970; M.A., University of Oregon, 1972; D.M.A., University of Illinois, 1988; Webster, 1986–
Christine Brewer, Webster, 2011–
Duane Bridges, B.M., Webster University, 2003; M.M., Webster University, 2006; Webster, 2007–
Thomas J. Byrne, B.M., Webster University, 1994; M.M., Webster University, 2003; Webster, 1998–
Victoria A. Carmichael, B.M., Illinois Wesleyan University, 1994; M.M., University of Illinois, 1996; Webster, 2006–
Rosemarie Cerchigno, A.B., Washington University, 1970; M.A.Ed., Washington University, 1976; M.M., Webster University, 1995; Webster, 1994–
Walter R. A. Claude, percussionist, Saint Louis Symphony Orchestra; Webster, 2004–
Steven C. Davis, Webster, 2011–
Vicki M. Doehrmann, B.A., Lindenwood University, 1970; M.M., Butler University, 1972; Webster, 1996–
Patricia S. Eastman, B.M., North Carolina School of the Arts, 1982; M.M., Webster University, 1990; Webster, 1997–
Erez Elster, B.M., New School University, 1999; Webster, 2009–
Timothy A. Garcia, B.M., Webster University, 1977; M.M., Webster University, 2005; Webster, 1997–
Kevin Gianino, Webster, 1983–
Deborah Haferkamp, B.M.Ed., University of Evansville, 1972; M.M., Southern Illinois University, 1995; Webster, 1996–
Erik W. Harris, B.M., The Juilliard School, 1986; M.M., The Juilliard School, 1987; Webster, 2010–
Jill M. Hartzog, B.M., University of North Carolina, 1994; M.M., Indiana University, 1998; Webster, 2003–
Jay R. Hungerford, B.M., Southern Illinois University, 1974; Webster, 1994–
Michael A. Karpowicz, B.M.E., Southern Illinois University, 1979; M.M., Southern Illinois University, 1988; Webster, 2001–
Paula J. Kasica, Webster, 1999–
Matthew L. Kickasola, B.M., Covenant College, 1999; M.M., Temple University, 2004; A.M., Washington University, 2004; Ph.D., Washington University, 2009; Webster, 2009–
Karl A. Koesterer, B.M., Southern Illinois University, 1976; M.M., Webster University, 1978; Webster, 1996–
Kenneth C. Kulosa, member, Saint Louis Symphony Orchestra; Webster, 2004–
Anna B. Lackschewitz, Webster, 2001–
Deborah A. Lennon, director of jazz singers, Webster, 2001–
James A. Martin, director of Webster Big Band and Wind Ensemble, B.A., Saint Louis University, 1981; M.M., Eastman School of Music, 1984; Webster, 1990–
Susan A. Martin, B.A., Saint Louis University, 1981; M.M., University of Illinois, 1983; Webster, 1990–
Nancy Mayo, B.A., Bob Jones University, 1976; M.A., Bob Jones University, 1978; Webster, 2006–
A. Matthew Mazzoni, B.M., University of Michigan, 2001; M.M., Indiana University, 2003; Webster, 2010–
Mary Jane McDaniel, B.M., Drury University, 1953; M.M., Webster University, 1953; Webster, 1982–
Alice Montgomery, A.B., University of Michigan, 1972; M.S., Fontbonne University, 1997; Webster, 2001–
Ann H. Mottl, B.M., Johns Hopkins University, 1984; M.M., Saint Louis Conservatory of Music, 1989; Webster, 1994–
Robert O. Mottl, member, Saint Louis Symphony Orchestra; Webster, 1997–
Faculty

Keith A. Moyer, Jr., B.A., Lindenwood University, 2006; B.A., Lindenwood University, 2007; M.M., Webster University, 2010; Webster, 2009–


David A. Nalesnik, B.A., Oberlin College, 1992; M.M., Indiana University, 2001; D.M., Indiana University, 2009; Webster, 2010–

Earl C. Naylor, B.M., Drake University, 1972; M.M., Drake University, 1974; Webster, 2006–

Heather L. Nehre, B.M., Wartburg College, 2000; Webster, 2009–

Alice B. Nelson, director of Opera Studio, B.M., Mississippi University for Women, 1967; M.M., Memphis State University, 1978; Diploma, Institute for Advanced Vocal Studies, Paris, France, 1993; Webster, 1992–

Joseph Neske, director of New Music Ensemble, B.A., University of Southern California, 1998; Webster, 1999–

Vera L. Parkin, B.M., Southern Illinois University, 1984; M.M., Southern Illinois University, 1985; Webster, 2001–

William S. Partridge, Jr., B.M., College–Conservatory of Music at the University of Cincinnati, 1960; M.M., College of Church Musicians, 1964; Webster, 1984–

Heather M. Patterson, B.A., Furman University, 2004; M.M., Michigan State University, 2009; Webster, 2010–

Dee A. Pavelka, B.M., Webster University, 1976; M.M., Webster University, 1978; Webster, 1983–

Ruth E. Price, B.M., University of Louisville, 1985; M.M., Indiana University, 1988; D.M.A., State University of New York, 1993; Webster, 1995–

M. Noel Prince, B.M. Fontbonne University, 1980; M.M., Webster University, 1998; Webster, 1997–

Amy J. Rhine, B.M., Eastman School of Music, 1990; M.M., University of Southern California, 1992; Webster, 2006–

Hugh O. Richardson, Jr., B.M., Belmont University, 1991; M.M., Baylor University, 1994; Webster, 2000–

Eric L. Ring, B.A., University of Iowa, 1993; B.A., University of Iowa, 1995; M.A., Western Illinois University, 2001; D.M.A., University of Iowa, 2008; Webster, 2009–

Alison Rolf, B.A., University of Cambridge, 1997; M.A., University of Cambridge, 2001; Webster, 2010–

Carol A. Schmidt, B.M., Webster University, 1977; M.M., Webster University, 2002; Webster, 2000–

Jose E. Silva, B.M., Missouri Baptist University, 2006; Webster, 2011–

Gary Sims, B.S., William Jewell College, 1971; M.M., Southeastern Baptist Theological Seminary, 1974; Webster, 1983–

Vicki L. Smith, B.M., University of Oklahoma, 1973; M.M., University of Oklahoma, 1977; Webster, 2004–

Amanda C. Taylor, B.S., Indiana University, 1987; M.M., Webster University, 1991; Webster, 1990–

Sue E. Thierbach, B.M.E., Illinois Wesleyan University, 1989; M.S.Ed., Missouri State University, 1991; D.A., University of Northern Colorado, 1999; Webster, 2010–

E. John Thomas, B.A., University of Missouri, 1991; M.M., University of Missouri, 1998; Webster, 1991–

Becky D. Thorn, B.A., Missouri Baptist University, 2000; M.A., Webster University, 2003; Webster, 2002–

Karen M. Trinkle, B.M., Roosevelt University, 1985; Webster, 1995–

Carolbeth True, Webster, 1983–

Donna B. Vince, B.M., Webster University, 1976; M.M., Webster University, 1978; Webster, 1981–

Willem E.N. von Hombracht, Webster, 2004–

Robert S. Waggoner, Jr., B.M., Saint Louis Conservatory of Music, 1964; Webster, 2002–

Benjamin A. Wheeler, B.M., Webster University, 2003; M.M., Southern Illinois University, 2006; Webster, 2008–

Carolyn A. White, B.M., Indiana University; Webster, 2002–


Conservatory of Theatre Arts

Departmental Faculty


Dorothy L.M. Englis, professor, chairperson, B.A., Tufts University, 1974; M.F.A., Carnegie Mellon University, 1977; Webster, 1979–

Jeffrey Awada, assistant professor, B.F.A., Emerson College, 1993; M.F.A., University of Pittsburgh, 2006; Webster, 2006–

Dunsi Dai, professor, B.S., Central Academy of Drama, Beijing, China, 1982; M.A., Stanford University, 1989; M.F.A., University of Illinois, 1992; Webster, 1995–

Douglas Finlayson, professor, B.A. Ballwin–Wallace College, 1979; M.F.A., Purdue University, 1982; Webster, 1998–


Byron Grant, professor emeritus, B.A., Huntingdon College, 1958; M.M., Southern Illinois University, 1959; Certificate, Conservatoire de Musique, Fontainbleau, France, 1961; Diploma, American Musical and Dramatic Academy, 1968; Webster, 1982–

Bruce Longworth, professor, B.A., College of Wooster, 1978; M.F.A., Indiana University, 1981; Webster, 1986–

William J. Lynch, professor, B.A., University of Maryland, 1984; M.F.A., Florida State University, 1992; Webster, 1992–

Kathleen Singleton, professor, B.F.A., University of Texas, 1976; M.F.A., University of Oklahoma, 1983; Webster, 1988–

Lara Teeter, assistant professor, B.A., Oklahoma City University, 1978; Webster, 2007–

Carole Tucker, associate professor, B.S., Fontbonne University, 1985; B.A., Fontbonne University, 1985; M.F.A., University of Missouri, 1988; Webster, 1993–

A. Marita Woodruff, professor emeritus, B.A., Webster University, 1949; M.A., Saint Louis University, 1959; Webster, 1957–


Adjunct Faculty

Lee B. Buckalew, B.F.A., Webster University, 1992; Webster, 1995–

Robert M. Casey, Jr., B.F.A., Webster University, 1996; Webster, 2002–

Edward Coffield, Webster, 2000–

Marsha J. Coplon, B.S., Appalachian State University, 1976; M.A.T., Webster University, 2006; Webster, 2007–

Max C. DeVolder, B.A., Eastern Michigan University, 1966; M.F.A., University of Wisconsin, 1969; Webster, 2005–

Garth D. Dunbar, B.F.A., Webster University, 2003; Webster, 2006–

Emily S. Frei, Webster, 2010–

Daniel P. Giedman, B.S., Southern Illinois University, 1996; M.F.A., Southern Illinois University, 1999; Webster, 2005–

Lana K. Hagan, B.A., Webster University, 1983; M.A., Roosevelt University, 1996; Webster, 1999–

Craig S. Hawskey, Webster, 2009–

Kelly M. Hilterbrand, B.F.A., Webster University, 2001; Webster, 2005–

Nichelle A. Kramlich, B.F.A., Webster University, 1994; Webster, 1995–

Scott B. Loebl, B.A., Washington University, 1984; Webster, 2002–


Scott C. Neale, B.F.A., Webster University, 2000; M.F.A., Northwestern University, 2006; Webster, 2008–

Timothy J. Ocel, Webster, 2010–

John M. Ryan, B.A., Augustana College, 1990; Webster, 2009–
Stephen M. Ryan, B.F.A., Webster University, 1994; M.F.A., University of Missouri, 1997; Webster, 1998–
William S. Sheley, B.F.A., Niagara University, 1996; M.F.A., Lindenwood University, 2007; Webster, 2008–
Debra L. Simpson, Webster, 2002–
Andrew M. Sloey, B.F.A., Webster University, 2002; Webster, 2008–
Gary M. Wandall II, A.B., Lafayette College, 2004; M.F.A., University of Missouri, 2008; Webster, 2008–
Steven Woolf, B.A., University of Wisconsin, 1968; M.F.A., University of Wisconsin, 1970; Webster, 1980–

George Herbert Walker School of Business and Technology

Business

Departmental Faculty
Benjamin Ola Akande, dean of the George Herbert Walker School of Business and Technology, professor, B.S., Wayland Baptist University, 1982; M.P.A., University of Oklahoma, 1984; M.A., University of Oklahoma, 1990; Ph.D., University of Oklahoma, 1995; Webster, 2000–
Debbie Pshouantas, associate professor, chairperson, B.S., Bowling Green State University, 1983; M.B.A., University of Cincinnati, 1987; Ph.D., University of Cincinnati, 2000; Webster, 2001–
Lucille M. Berry, professor emeritus, B.S.C., Saint Louis University, 1958; M.S.C., Saint Louis University, 1963; Ph.D., Saint Louis University, 1987; Webster, 1984–
Doris Henle Beuttenmuller, professor emeritus, A.B., Ursuline College, 1946; A.M., Saint Louis University, 1949; Ph.D., Saint Louis University, 1952; Webster, 1951, 1974–
Richard J. Dippel, assistant professor, B.S.B.A., Saint Louis University, 1976; M.B.A., Saint Louis University, 1979; J.D., Saint Louis University, 1979; Webster, 1998–
Steven Y. Hinson, associate professor, B.A., Berea College, 1987; M.A., University of Kentucky, 1989; M.B.A., Webster University, 1997; Ph.D., University of Kentucky, 1993; Webster, 1993–
Troy Luh, associate professor, B.B.A., Evangel University, 1991; M.Acct., Southwest Missouri State University, 1993; Ph.D., Saint Louis University, 2003; Webster, 1997–
Allan H. MacNeill, professor, B.A., Franklin & Marshall College, 1982; M.S., University of Massachusetts, 1987; Ph.D., University of Massachusetts, 1997; Webster, 1994–
Run Hong (Annie) Niu, assistant professor, B.Eco. Tsinghua University, China, 1993; B.Eng., Tsinghua University, China, 1993; M.Eng., Tsinghua University, 1995; Ph.D., University of Alberta, 2008; Webster, 2008–
Douglas O’Bannon, professor, B.A., Arizona State University, 1982; M.B.A., Arizona State University, 1984; Ph.D., University of Maryland, 1997; Webster, 1994–
David Porras, associate professor, B.S.B.A., Washington University, 1986; M.B.A., Washington University, 1987; Ph.D., Saint Louis University, 1998; Webster, 2003–
Patrick J. Rishe, associate professor, B.A., University of North Carolina, 1992; M.S., University of North Carolina, 1993; Ph.D., State University of New York, 1997; Webster, 1999–
Elizabeth A. Risik, assistant professor, B.A., Michigan State University, 2003; M.S., University of Illinois, 2004; Ph.D., University of Illinois, 2010; Webster, 2010–
Arnoldo Rodriguez, associate professor, B.B.A., Central American Autonomous University, 1992; M.B.A., Instituto Centroamericano de Administracion de Empresas, 1995; Ph.D., University of Minnesota, 2005; Webster, 2009–

Edward J. Spillane, Jr., professor emeritus, B.S., Stonehill College, 1957; M.H.A., Saint Louis University, 1962; Ph.D., Saint Louis University, 1973; Webster, 1981–
George Slusarz, assistant professor, B.B.A., Memphis State University, 1983; M.S., Memphis State University, 1986; J.D., University of Oklahoma, 1999; Webster, 2008–
Daniel F. Viele, professor, B.A., University of Illinois at Springfield, 1976; M.S., Colorado State University, 1979; Webster, 1998–
Donald L. Westerfield, professor emeritus, B.B.A., University of Miami, 1959; M.A., University of Miami, 1960; Ph.D., Saint Louis University, 1984; Webster, 1984–

Adjunct Faculty
St. Louis Area Campuses
Jeanne M. Arnold, B.S., Missouri Baptist University, 1995; M.B.A., Webster University, 1998; Webster, 2008–
Doyle W. Banks, B.S., University of Missouri, 1966; Ph.D., University of Iowa, 1979; Webster, 2010–
Lon O. Beach, B.S., Defiance College, 1966; M.B.A., Saint Louis University, 1976; Webster, 1991–
M. John Brugere III, B.S.B.A., University of Missouri, 1976; J.D., University of Illinois, 1981; Webster, 1993–
Richard M. Burbott, B.A., University of Notre Dame, 1965; B.S.M.E., University of Notre Dame, 1966; M.B.A., University of Pittsburgh, 1967; Webster, 1985–
Thomas Chittooran, B.Sc., University of Kerala, 1971; M.Sc., University of Aberdeen, 1980; M.S., Oklahoma State University, 1985; Webster, 2002–
Lawrence J. Chorosevic, B.S., Southeast Missouri State University, 1974; M.A., Webster University, 1980; Webster, 1999–
David S. Craft, B.S., Kansas State University, 1970; B.A., Kansas State University, 1972; M.B.A., Rockhurst University, 1982; Webster, 2011–
Albert R. Cummings, B.A., Pittsburg State University, 1962; M.S., Washington University, 1971; M.B.A., Southern Illinois University, 1974; Webster, 2000–
David J. Dixon, B.S., University of Missouri, 1971; M.S., Purdue University, 1972; Ph.D., Purdue University, 1977; Webster, 1994–
L. William Dorr, Jr., B.S.C., Saint Louis University, 1973; M.B.A., Washington University, 1984; Webster, 1996–
Alan R. Downs, B.S., University of Illinois, 1973; M.B.A., Saint Louis University, 1985; Webster, 2010–
Joseph A. Gogel, B.S., University of Missouri, 1985; M.B.A., Lindenwood University, 1990; Webster, 2011–
Barry A. Greenberg, B.S., University of Illinois, 1969; M.B.A., Southern Illinois University, 1988; Webster, 1992–
Dave Hall, B.S., Lincoln University, 1993; M.B.A., Webster University, 2002; Webster, 2010–
Nicholas E. Ippolito, B.S., Saint Louis University, 1968; M.B.A., Saint Louis University, 1983; Webster, 2002–
Hugh W. Johns, B.S., Louisiana State University and A & M College, 1971; M.B.A., Southern Illinois University, 1982; Webster, 2005–
Kurt P. Johnson, B.S., Northwestern University, 1960; Ph.D., Northwestern University, 1964; Webster, 2007–
Timothy M. Kennedy, B.S.B.A., Saint Louis University, 2004; M.Acct., Saint Louis University, 2005; Webster, 2008–
James J. Logsdon, Jr., B.S.B.A., Southern Illinois University, 1979; M.B.A., Southern Illinois University, 1980; Webster, 2008–
Mark W. Longbrake, B.A., Albion College, 1998; M.A., Ohio State University, 2003; Ph.D., Ohio State University, 2008; Webster, 2009–
Ziauddin Mahmood, B.S., Washington University, 1983; M.B.A., Washington University, 1983; Webster, 1989–
Faculty

Russell A. Marchant, B.A., Notre Dame College, 1975; B.S., Maryville University of St. Louis, 1981; M.A., Webster University, 1984; M.A.T., Webster University, 2005; Webster, 1996–

Christopher A. McGinnis, B.S., Southwest Missouri State University, 1994; J.D., Saint Louis University, 2002; Webster, 2005–

Brian R. Merriman, B.S., Southeast Missouri State University, 1982; M.A., Webster University, 1990; Webster, 2010–

Joseph P. Monteleone, B.S.B.A., Saint Louis University, 1989; M.B.A., Saint Louis University, 1992; Webster, 2000–


Lam Dang Nguyen, B.E., University of Economics, 1997; M.B.A., Webster University, 2003; D.Mgt., Webster University, 2008; Webster, 2008–

Daniel E. Ramacciotti, B.S.B.A., University of Missouri, 1973; M.B.A., Lindenwood University, 1984; Webster, 2007–

James D. Reich, B.S.B.A., University of Missouri, 1986; M.B.A., Southern Illinois University, 1991; Webster, 2007–

Karl O. Reif, B.B.S., Saint Louis University, 1975; M.B.A., Saint Louis University, 1978; Webster, 2007–

William J. Richoux, B.A., Marquette University, 1972; M.I.M., American Graduate School of International Management, 1977; Webster, 2010–

Earl Salsman, B.S., University of Illinois, 1962; M.S., Saint Louis University, 1968; Webster, 2006–

Anthony V. Salvati, B.S., State University of New York, 1980; Webster, 2008–

Ronda L. Saugt, B.S., Southern Illinois University, 1996; M.B.A., Southern Illinois University, 1998; Webster, 2010–

Curtis C. Sawyer, B.S.B.A., University of Missouri, 1988; M.B.A., Loyola University, 1998; Webster, 2010–

Lynn R. Selders, B.S.B.A., Saint Louis University, 1989; M.B.A., Fontbonne University, 2002; Webster 2009–

Mohammad A. Shabbir, B.S.S., University of Dhaka, 1978; M.S., University of Dhaka, 1982; M.S., Southern Illinois University, 1987; M.S., Southern Illinois University, 1993; Webster, 2008–

John C. Spytek, B.S., Southern Illinois University, 1993; M.Fin., Saint Louis University, 1999; Webster, 2004–

Julie K. Taylor, B.A., Indiana University, 1993; M.B.A., San Diego State University, 1998; Webster, 2009–

Matthew P. Wilson, B.S., University of Missouri, 1979; M.I.B., Saint Louis University, 1998; Webster, 2008–

Jianfang Ye, B.A., Shanghai University of Finance and Economics, 1988; M.A., Shanghai University of Finance and Economics, 1996; Ph.D., Shanghai University of Finance and Economics, 2004; Webster, 2011–

Management

Departmental Faculty

Benjamin Ola. Akande, dean of the George Herbert Walker School of Business and Technology, professor, B.S., Wayland Baptist University, 1982; M.P.A., University of Oklahoma, 1984; M.A., University of Oklahoma, 1990; Ph.D., University of Oklahoma, 1995; Webster, 2000–

James M. Brasfield, professor, chairperson, B.A., Cardinal Glennon College, 1964; M.A., Saint Louis University, 1967; Ph.D., Case Western Reserve University, 1973; Webster, 1975–

Barrett J. Baebler, associate professor, B.S.B.A., University of Missouri, 1976; M.A., Webster University, 1993; D.Mgt., Webster University, 2006; Webster, 2001–

David J. Brennan, professor, B.E., Royal Military College, 1970; M.A.S., University of Toronto, 1972; M.B.A., University of Ottawa, 1984; Ph.D., Saint Louis University, 1992; Webster, 1991–

James W. Evans, professor, A.B., College of Wooster, 1966; Ph.D., Yale University, 1970; Webster, 1972–

Jeffrey T. Haldeman, associate professor, B.A., Elizabethtown College, 1968; M.S., George Williams College, 1976; Ph.D., Case Western Reserve University, 1983; Webster, 2002–

Robert L. Holden, professor, B.S., Southwest Missouri State University; Webster, 2005–

Albert J. Marcella, Jr., professor, B.S., Bryant College, 1977; M.B.A., University of New Haven, 1982; Ph.D., Walden University, 1995; Webster, 1998–

John Orr, associate professor, A.B., University of Missouri, 1975; B.J., University of Missouri, 1979; M.B.A., Midwestern State University, 1989; Ph.D., University of North Texas, 1998; Webster, 2005–

Julie A. Palmer, assistant professor, B.S., Colorado State University, 1992; M.B.A., University of Nebraska, 1999; Ph.D., University of Missouri, 2008; Webster, 2009–

Thomas J. Quirk, professor, B.S., John Carroll University, 1961; M.A., Stanford University, 1962; M.B.A., University of Missouri, 1978; Ph.D., Stanford University, 1967; Webster, 1987–

Gary Renz, associate professor, B.S.C., University of Minnesota, 1978; J.D., University of California, 1983; Ph.D., University of Minnesota, 1995; Webster, 1998–

Eric F. Rhiney, assistant professor, B.S., University of Central Missouri, 1995; M.B.A., Webster University, 2002; Webster, 2010–

D. Christopher Risker, associate professor, B.A., University of Kansas, 1971; M.S., New Jersey City University, 1984; Ph.D., University of Colorado at Denver, 1992; Webster, 1985–

John H. Robinson, associate professor, B.S., University of Arkansas, 1972; M.A., Webster University, 1985; D.Mgt., Webster University, 1992; Webster, 1991–

Ece Tuncel, assistant professor, B.S., Middle East Technical University, 1998; M.S., Middle East Technical University, 2000; Ph.D., University of Illinois, 2008; Webster, 2009–

Adjunct Faculty

St. Louis Area Campuses

Lawrence E. Acker, B.A., Saint Louis University, 1977; M.H.A., Washington University, 1979; Webster, 1984–

Joe Ancona, B.S., Washington University, 1972; M.B.A., Saint Louis University, 1976; Webster, 1977–

Richard A. Antonaros, B.A., Ohio University; M.I.D., Texas A & M University, 2005; Webster, 2007–

Paul A. Beuttenmuller, A.B., Cornell University, 1978; M.A., Saint Louis University, 1987; Webster, 1988–

E. William Binder, B.S., Missouri University of Science and Technology, 1972; M.B.A., Southern Illinois University, 1987; Webster, 2001–

Mary E. Burke, B.A., Webster University, 1999; M.A., Webster University, 2007; Webster, 2007–

Donna L. Cartwright, A.B., Connecticut College, 1974; M.S., Carnegie Mellon University, 1976; Ph.D., Saint Louis University, 1993; Webster, 1996–

Cynthia M. Cluff, B.S., Missouri State University, 1979; M.A., University of Houston, 1985; Webster, 2007–

Sheryl M. Crosier, B.A., Saint Louis University, 1989; M.B.A., Webster University, 1997; M.B.A., Webster University, 1997; Webster, 2008–

Mary E. Davidson, B.A., Saint Louis University, 1975; J.D., Saint Louis University, 1982; Webster, 1985–

C. Wayne Davis, B.A., Webster University, 1993; J.D., Saint Louis University, 1996; Webster, 2007–

Yara S. DeAndrade, B.B.A., Centro Universitario das Faculdades Metropolitanas Unidas, 1980; M.A., Webster University, 2000; D.Mgt., Webster University, 2009; Webster, 2004–

Steven A. Epner, B.S., Purdue University, 1971; M.S., Purdue University, 2007; Webster, 2010–

Lisa M. Filkins, B.A., Saint Louis University, 1990; M.A., Webster University, 1994; Webster, 2010–

Todd R. Forthaus, B.S., Maryville University of St. Louis, 1992; M.B.A., Webster University, 2001; Webster, 2002–

Alan O. Freeman, B.S., Southwest Missouri State University, 1982; M.B.A., Webster University, 1993; Webster, 2009–
Faculty

Lawrence A. Furrer, A.B., Dartmouth College, 1956; M.S., Dartmouth College, 1957; Webster, 1992–

John S. Gaal, B.T., Washington University, 1991; M.A., Webster University, 1992; M.B.A., Webster University, 1993; M.B., Saint Louis University, 1996; Ed.D., Argosy University, 2007; Webster, 1996–

Robert J. Geile, B.S., Missouri University of Science and Technology, 1969; M.B.A., University of New Haven, 1974; Webster, 1976–

Richard C. Goldberg, B.A., University of Wisconsin, 1968; M.S.W., Washington University, 1970; M.B.A., Lindenwood University, 1984; Webster, 2006–

Lloyd B. Gubin, B.A., University of Missouri, 1974; M.H.A., Saint Louis University, 1976; J.D., St. Mary's University, 1980; Webster, 1985–

Robert J. Gunther, A.B., University of Illinois, 1971; M.B.A., Indiana University, 1973; Webster, 2007–

Craig K. Higgins, B.J., University of Missouri, 1988; M.B.A., Drake University, 1991; J.D., Drake University, 1991; Webster, 2005–

David C. Hughes, B.S.B.A., University of Missouri, 1980; M.B.A., Saint Louis University, 1985; Webster, 2010–

Jane A. Kerlagon, B.S., Washington University, 1982; M.B.A., Webster University, 1988; Webster, 1995–

Bernard H. Kierski, B.S.B.A., University of Missouri, 1974; M.B.A., Southern Illinois University, 1975; Webster, 2001–

Keith D. Long, B.S., Regents College of the University of the State of New York, 1998; M.S.A., Central Michigan University, 2000; Webster, 2005–

Robert M. Lynch, B.A., Saint Louis University, 1972; J.D., Saint Louis University, 1975; Webster, 2006–

Alvin J. Marcus, B.A., Saint Louis University, 1970; M.S., Saint Louis University, 1972; M.B.A., Southern Illinois University, 1977; Webster, 1999–

Robert A. Mast, Jr., B.A., University of San Francisco, 1975; M.S., University of San Francisco, 1977; M.S., United States Army War College, 2000; J.D., University of San Francisco, 1984; Webster, 2003–

Consuelo Maturana, B.A., Catholic University; M.Ed., University of Missouri, 1996; Webster, 2005–


Donald G. Meyer, B.S., Ed., University of Missouri, 1978; M.B.A., University of Missouri, 1984; Webster, 2010–

Caprice C. Moore, B.A., Webster University, 2003; M.A., Webster University, 2007; Webster, 2008–

Steven A. Moro, B.S.B.A., University of Missouri, 1985; M.S., Fontbonne University, 1994; M.B.A., Webster University, 2008; Webster, 2010–

Margaret Z. Morrison, A.B., Washington University, 1971; M.A., University of British Columbia, 1972; J.D., Washington University, 1975; Webster, 1997–

Craig A. Nelson, B.S., Eastern Illinois University, 1969; M.B.A., Southern Illinois University, 1986; Webster, 2008–


Philip H. Noll, B.S.E.E., Washington University, 1966; M.S., Saint Louis University, 1970; M.B.A., Washington University, 1974; Webster, 1984–

Glenn A. Norton, B.A., Westminster College, 1982; J.D., University of Missouri, 1985; Webster, 2006–

Donald E. Ohmes, B.S.B.A., University of Missouri, 1975; M.B.A., University of Missouri, 1980; Webster, 2008–


George H. Pain, A.B., Bucknell University, 1968; LL.M., New York University, 1988; J.D., University of Connecticut, 1977; Webster, 2011–

Geralyn M. Pilarski-Schultz, B.A., Webster University, 1983; M.A., Webster University, 1988; Webster, 1984–

Charles A. Reitter, B.J., University of Missouri, 1978; M.A., Webster University, 1989; Webster, 2008–

Mary L. Ruzicka, B.A., Concordia University, 1995; M.B.A., University of Phoenix, 2004; Webster, 2004–

Barbara C. Sacks, A.B., Washington University, 1964; J.D., Washington University, 1984; Webster, 2006–

Alan H. Shiller, B.S., Emerson College, 1973; M.A., Purdue University, 1975; Webster, 1991–

Drew J. Stevens, B.A., Rutgers University, 1984; M.B.A., University of Phoenix, 1988; Ph.D., Capella University, 2005; Webster, 2007–

Robert M. Stross, Jr., B.A., DePauw University, 1965; M.B.A., Michigan State University, 1970; Webster, 1997–

Michael J. Sullivan, B.S.C., Saint Louis University, 1966; M.B.A., University of Missouri, 1969; Webster, 1989–


Dana C. Walker, B.S.B., Emporia State University, 1974; M.B.A., Southern Illinois University, 1989; D.Mgt., Webster University, 2001; Webster, 2001–

Patrick R. Walsh, B.S.B.A., University of Missouri, 1969; M.B.A., Saint Louis University, 1978; Webster, 1991–

Kay J. Williams, B.S.N., Webster University, 1988; M.P.H., Saint Louis University, 1995; Webster, 2005–

P. Paul Wilson, Jr., B.B.S., Saint Louis University, 1977; M.B.A., Webster University, 1988; D.Mgt., Webster University, 1997; Webster, 1990–

Marian M. Wolaver, B.A., Notre Dame College, 1964; M.Ed., University of Missouri, 1982; Webster, 2009–

Mathematics and Computer Science

Departmental Faculty

Albert E. Cawns, professor, chairperson, A.B., Drury University, 1958; B.S., Missouri University of Science and Technology, 1959; M.E.A., Washington University, 1965; M.S., Missouri University of Science and Technology, 1984; Webster, 1987–

John J. Aleshunas, associate professor, B.S., Carnegie Mellon University, 1975; M.S., Missouri University of Science and Technology, 1994; Webster, 1996–

Brenda K. Boyce, associate professor, B.S., Quincy University, 1980; B.S., Quincy University, 1980; M.S., Missouri University of Science, 1989; Webster, 1991–

Larry M. Granda, assistant professor, B.A., Webster University, 2001; B.S., Webster University, 2001; M.A., Saint Louis University, 2004; Ph.D., Saint Louis University, 2007; Webster, 2009–

Janet L. Kourik, professor, B.S., Webster University, 1993; M.A., Webster University, 1993; Ph.D., Nova Southeastern University, 2005; Webster, 1994–

Peter Maher, associate professor, B.S., University of Wales, 1982; M.S., University of Wales, 1983; Ph.D., University of Wales, 1986; Webster, 2004–

Ali Ovila, associate professor, B.S., University of Oklahoma, 1985; M.S., University of Oklahoma, 1987; D.Mgt., Webster University, 2000; Webster, 1996–

Andrea Rothbart, professor, B.A., Wayne State University, 1961; M.A., Washington University, 1963; Ph.D., University of Illinois, 1971; Webster, 1963–

Anna Barbara Sakurai, professor emeritus, B.A., Webster University, 1957; M.Ed., Loyola University, 1961; M.A., Marquette University, 1966; M.A.T., Webster University, 1979; Webster, 1963–

Edward T. Sakurai, professor, B.A., Reed College, 1958; M.A., Washington University, 1964; Ph.D., Washington University, 1971; Webster, 1966–

Carol A. Schwab, associate professor, B.S., Southeast Missouri State University, 1963; M.A.T., Webster University, 1981; M.S., Nova Southeastern University, 1993; Webster, 1982–
Faculty

Kun (Quinn) Shao, associate professor, B.A., Shandong Normal University, China, 1981; M.S., University of Wisconsin, 2001; M.Ed., Simon Fraser University, 1990; Webster, 2002–

F. Richard Singer III, professor emeritus, A.B., Washington University, 1953; M.A., Washington University, 1957; Webster, 1964–

Martha Smith Smith, associate professor, B.A., Webster University, 1991; M.S., Webster University, 2000; Webster, 1997–

Xiaoyuan Suo, assistant professor, B.S., Shangdong Normal University, 1984; M.S., University of Kentucky, 2001; Ph.D., University of Texas at Dallas, 2009; Webster, 2009–

JiangPing Wang, associate professor, B.Eng., Chongqing University, 1982; M.S., University of Leeds, 1994; Ph.D., Missouri University of Science and Technology, 1998; Webster, 2003–

Adjunct Faculty

St. Louis Area Campuses

Anthony V. Arena, B.S., University of Notre Dame, 1976; M.S., University of Washington, 1978; Webster, 2003–

Angela M. Astuto, B.A., Maryville University of St. Louis, 1997; M.A.T., Webster University, 2003; Webster, 2000–

Gary L. Bailey, B.S.Ed., Southeast Missouri State University, 1970; M.B.A., Lindenwood University, 1985; Webster, 2007–

Geraldine Bain, B.S., North Dakota State University, 1970; Webster, 1989–

Wayne R. Bell, B.S., Missouri University of Science and Technology, 1973; M.S., Missouri University of Science and Technology, 1979; M.S., Missouri University of Science and Technology, 1982; Webster, 1986–

Patricia W. Belshe, B.S., College of William and Mary, 1969; M.A.T., Webster University, 1998; Webster, 1991–

Tadd Biggs, B.A., Missouri University of Science and Technology, 1987; M.A., University of Missouri, 1993; Webster, 2000–

Paul D. Biolchini, B.S., University of Illinois, 1974; B.A., University of Illinois, 1974; M.S., University of Illinois, 1976; M.B.A., Maryville University of St. Louis, 1992; Webster, 1994–

Harold R. Blackorby III, B.S., Webster University, 2000; M.S., Webster University, 2007; Webster, 2001–

Sharon A. Bopp, B.S.Ed., Southeast Missouri State University, 1967; M.A.T., Webster University, 1977; Webster, 2003–

Alane Breitmeyer, B.S., Illinois State University, 1981; M.S., Illinois State University, 1986; Webster, 2008–

Timothy J. Brueggemann, B.S., Webster University, 1996; M.B.A., Lindenwood University, 2001; Ph.D., Capella University, 2009; Webster, 2010–

Pamela L. Bryan Williams, B.S., McKendree University, 1994; M.S.Ed., Southern Illinois University, 1999; Webster, 2009–

Perry T. Citrowske, B.S., Saint Louis University, 1995; M.A., Webster University, 2008; Webster, 2000–

Albert R. Cummings, B.A., Pittsburg State University, 1962; M.S., Washington University, 1971; M.B.A., Southern Illinois University, 1974; Webster, 2000–

Lateef O. Danmole, B.M.E., University of Minnesota, 1976; M.S., Washington University, 1980; Webster, 1997–

Ryun A. Deckert, B.A., University of Kansas, 1992; M.A.T., Webster University, 2004; Webster, 2010–

Jason A. Dill, B.S., Webster University, 1999; M.B.A., Webster University, 2011; Webster, 2000–

Todd J. Dill, B.S.B., University of Missouri, 1995; M.A., Webster University, 2001; Webster, 2003–

William E. Dyer, B.A., Webster University, 1998; Webster, 2000–

Glenda L. Finnie, A.B., Washington University, 1966; M.S., University of Pennsylvania, 1971; Webster, 1986–

Richard J. Gilley, B.S., Missouri University of Science and Technology, 1989; M.S., Webster University, 1997; Webster, 2008–

Balaji Govindhan, B.S., University of Madras, 1987; M.S., Loyola College, 1990; M.S., University of Madras, 1990; M.B.A., Webster University, 2003; Webster, 2007–

Roy W. Johnson, A.B., Drury University, 1955; A.M., University of Missouri, 1961; Webster, 1990–

Shahid Y. Khan, B.S., DePaul University, 1982; M.S., DePaul University, 1983; Webster, 2004–

Stanley J. McCaslin, B.A., Macalester College, 1969; M.S., California Institute of Technology, 1971; M.S., University of Nebraska, 1985; Webster, 2005–

Jacob M. Mohler, B.S., Hillsdale College, 2000; M.A., Saint Louis University, 2007; Webster, 2010–

Steve A. Nicollerat, B.A., Saint Louis University, 1978; M.S., Fontbonne University, 1991; Webster, 1996–

Amel Pasagic, B.S., Webster University, 2006; M.S., Webster University, 2009; Webster, 2010–


Kenneth W. Reiss, B.A., Webster University, 1987; M.B.A., Webster University, 1990; Webster, 1988–

Cecil L. Robertson, B.S., Truman State University, 1969; M.S., University of Southern California, 1975; Webster, 1993–

Amelia A. Ruzicka, B.A., Saint Louis University, 2001; M.A.T., Webster University, 2006; Webster, 2010–

Sunnder K. Sabharwal, B.S., Saint Louis University, 1970; Ed.D., Southern Illinois University, 1974; Webster, 2002–

Mohammad A. Shabbir, B.S.S., University of Dhaka, 1978; M.S., University of Dhaka, 1982; M.S., Southern Illinois University, 1987; M.S., Southern Illinois University, 1993; Webster, 2008–

Radha Shrinivas, B.S., Bangalore University, 1969; M.S., Bangalore University, 1970; Webster, 1995–

Jodi A. Slinkard, B.S., Saint Louis University, 1994; M.S., Webster University, 2001; Webster, 2001–

Eric J. Sturman, B.S., Truman State University, 1994; M.S., Webster University, 2008; Webster, 2008–

Stanley H. Webb, B.S., Missouri University of Science and Technology, 1970; B.S., Washington University, 1976; M.I.M., Washington University, 1990; Webster, 2000–

Todd R. Woodruff, B.A., Lindenwood University, 1999; M.B.A., Webster University, 2009; Webster, 2010–

Deborah K. Zwick, B.A., Webster University, 1974; M.A.T., Webster University, 1993; Webster, 1995–

Adjunct Faculty

Charleston Metropolitan Campus

(Includes All Disciplines)

James M. Alford, B.S., United States Naval Academy, 1966; M.S., University of Oklahoma, 1970; Ph.D., University of Georgia, 1986; Webster, 1994–

Nicholas J. Anderson, B.S., South Carolina State University, 1979; M.A., Webster University, 1990; Ph.D., Capella University, 2008; Webster, 2009–

Christine R. Bachmann, B.S., Xavier University, 1987; Psy.D., Wright State University, 1991; Webster, 1994–

Kimberly W. Baker, B.A., College of Charleston, 2000; M.A., College of Charleston, 2002; Ph.D., Capella University, 2007; Webster, 2009–

Joseph C. Bonacci II, B.A., Slippery Rock University, 1990; M.A., Slippery Rock University, 1993; M.H.R.M., Saint Francis College, 2002; Webster, 2009–

Jack H. Booth, B.S., Rollins College, 1980; M.S., Troy University, 1987; Ph.D., American School of Professional Psychology, 1997; Webster, 1997–

Benjamin Brockington, B.S., South Carolina State University, 1957; M.Ed., South Carolina State University, 1967; Ed.D., South Carolina State University, 1987; Webster, 2004–

Mahalia B. Campbell, B.S., Charleston Southern University, 1982; M.B.A., Webster University, 1997; M.S., Capella University, 2008; Webster, 2008–

George E. Counts, B.A., University of South Carolina, 1983; J.D., University of South Carolina, 1986; Webster, 2008–
John R. Cusack, B.S., Iowa State University, 1966; D.O., College of Osteopathic Medicine and Surgery, 1976; Webster, 1992–
Marzell S. Davis, B.S., Southern Illinois University, 1987; M.S.Ed., Southern Illinois University, 1990; Ph.D., Southern Illinois University, 1995; Webster, 1998–
Deborah Duprey-Williams, B.A.Ed., University of South Carolina, 1974; M.Ed., University of South Carolina, 1979; Ph.D., University of South Carolina, 1983; Webster, 2001–
Carol S. Etheridge, B.S., Charleston Southern University, 1979; M.A., Webster University, 1999; Webster, 2007–
James M. Friar, Jr., B.S., Charleston Southern University, 1973; M.A., Webster University, 1976; Webster, 2005–
Avies G. Gennaro, B.A., Vanguard University of Southern California, 1999; M.A., Webster University, 2004; Webster, 2005–
Lloyd H. Ingram, B.A., University of Colorado, 1961; M.Ed., Georgia State University, 1983; Ph.D., University of Georgia, 1987; Webster, 1992–
Peggy L. Lowe, B.A., University of Maryland, 1992; M.A., University of North Carolina, 2000; Webster, 2008–
August J. Marjenhoff, B.A., Duke University, 1951; M.B.A., University of North Carolina, 1962; Ph.D., Indiana University, 1974; Webster, 1985–
Doris H. Morrison, B.S., College of Charleston, 1980; M.A., Webster University, 1994; M.A., Webster University, 1998; Ph.D., Capella University, 2002; Webster, 2002–
George B.T. Reese, B.A., National-Louis University, 1990; M.B.A., Averett University, 1992; M.A., Marymount University, 1994; Webster, 2007–
David P. Sarnoff, A.B., Harvard University, 1975; M.S.Ed., University of Kentucky, 1978; Ph.D., University of Kentucky, 1982; Webster, 1984–
Pepper L. Sarnoff, B.S., University of Kentucky, 1977; M.S.Ed., University of Kentucky, 1982; M.A., Webster University, 1992; Webster, 2005–
John A.L. Saunders II, B.S., Virginia Commonwealth University; M.Div., Southern Baptist Theological Seminary, 1981; Ph.D., Southern Baptist Theological Seminary, 1987; Webster, 2007–
Jack L. Shortridge, A.B., Indiana University, 1974; M.S., Butler University, 1976; Ed.D., Indiana University, 1980; Webster, 1989–
David S. Snyder, B.S., Salisbury State University, 1980; M.A., Webster University, 1985; Ph.D., University of South Carolina, 2000; Webster, 2003–
Christine A. Solomon, B.S., College of Charleston, 1996; M.S.Ed., University of Charleston, 2000; Webster, 2007–
Karen L. Stewart-Cain, B.S., Western Michigan University, 1978; M.S., Valdosta State University, 1983; Ph.D., The Union Institute and University, 2003; Webster, 2007–
Patricia A. Warner, B.A., University of Connecticut, 1974; M.B.A., Cornell University, 1990; Webster, 2006–
David R. Wolter, B.S., Southern Illinois University, 1977; M.A., Central Michigan University, 1978; Webster, 1981–
Adjunct Faculty
Columbia Metropolitan Campus
(Includes All Disciplines)
Gwendolyn Babb, B.S., Presbyterian College, 1985; J.D., University of South Carolina, 1988; Webster, 2002–
Sarah E. Brown, B.S., Excelsior College, 2001; M.Org., Pepperdine University, 2006; Webster, 2009–
Alloy L. Bryan, Jr., B.M., Indiana University, 2002; M.M., University of North Carolina, 2004; Webster, 2010–
Delores B. Cauthen, B.S., University of South Carolina, 1975; M.Ed., University of South Carolina, 1976; Ph.D., Walden University, 1993; Webster, 1998
Nancy S. Chapman, B.G.S., Chaminade University, 1977; M.A., Pepperdine University, 1980; Ph.D., University of Denver, 1994; Webster, 2010–
Glenda F. Coleman, B.A., University of South Carolina, 1985; M.B.A., Columbia University, 1994; J.D., Georgetown University, 1989; Webster, 2009–
Hezekiah Corpetts, B.A., Park University, 1975; M.A., Webster University, 1989; M.Div., Memphis Theological Seminary, 2000; D.Min., Memphis Theological Seminary, 2000; Webster, 2009–
Yvonne D.J. Corpetts, B.S., University of Maryland, 1982; M.S.W., Our Lady of the Lake University, 1984; Ph.D., Capella University, 2010; Webster, 2008–
Greg L. Dahl, B.S., Limestone College, 1995; M.R.C., University of South Carolina, 2004; Webster, 2010–
Rohin R. Davis, B.S., South Carolina State University, 1986; M.B.A., Alabama Agricultural and Mechanical University, 1989; Ph.D., Capella University, 2006; Webster, 2003–
Angela L. Dinkins, B.S., South Carolina State University, 1992; M.A., South Carolina State University, 1994; Ph.D., Florida State University, 1999; Webster, 2008–
Richard M. Driscoll, B.A., Clarkson University, 1972; M.B.A., University of Dayton, 1980; Webster, 2003–
Ebuta E. Ekure, Sr., B.B.A., University of Central Oklahoma, 1978; M.B.A., University of Central Oklahoma, 1979; Ph.D., University of Oklahoma, 1988; Webster, 2001–
Kimyatta G. Fails, B.S., Auburn University, 1998; M.Ed., Auburn University, 2001; Webster, 2011–
Tavia C.M. Gaddy, B.A., Grambling State University, 1994; M.M.C., University of South Carolina, 1999; Webster, 2010–
Pender O. Gbenedio, B.S., Central State University, 1971; M.A., University of Cincinnati, 1973; Ph.D., University of Cincinnati, 1977; Webster, 2000–
Rebecca A. George, B.S., Benedict College, 1998; M.A., South Carolina State University, 2000; Ph.D., University of South Carolina, 2007; Webster, 2007–
B. Mbato Ihenacho, B.A., St. Cloud State University, 1980; M.A., Minnesota State University, 1983; Webster, 2010–
David Karembera, B.S., Secondary School of Zaire, 1978; M.S., North Dakota State University, 1984; Ph.D., University of Nebraska, 1989; Webster, 2008–
ChrisHonda M. Kennedy, B.S., Lander University, 1998; M.B.A., Webster University, 2001; Webster, 2011–
Stephen S. Kyereme, B.S., University of Ghana, 1977; M.S., Cornell University, 1981; Ph.D., Cornell University, 1984; Webster, 2001–
Benjamin R. Lacy, B.S., Davidson College, 1994; M.Ed., University of South Carolina, 1998; Webster, 2005–
Markesha Miller, B.A., University of South Carolina, 2000; Ed.S., University of South Carolina, 2003; Ph.D., University of South Carolina, 2010; Webster, 2009–
Melvin T. Miller, B.S.B.A., University of South Carolina, 1988; M.B.A., Webster University, 1999; Webster, 2002–
Faculty

Jimmy J. Montgomery, B.S., Allen University, 1973; M.Div., Interdenominational Theological Center, 1976; D.Min., Emory University, 1987; Webster, 2010–

April S. Morgan, B.S., South Carolina State University, 2000; M.A., Webster University, 2002; Webster, 2010–

Joseph C. Onyeocha, B.S., Willberforce University, 1979; M.B.A., Wright State University, 1982; Webster, 2008–

Angela M. Parker, B.A., Spelman College, 1979; M.B.A., Clark Atlanta University, 1981; Webster, 2009–

William E. Roberts, B.A., Southwestern University, 1967; M.S., Texas A&M University, 1968; Ph.D., Iowa State University, 1977; Webster, 2004–

Pamela N. Whitley, B.S., Voorhees College, 1984; M.Ed., Howard University, 1995; Webster, 2011–

Pansy A. Woodard, B.S.W., Winthrop University, 1995; M.A., Webster University, 2005; Webster, 2010–

Barbara A. Woods, B.A., Emory University, 1970; M.A., Cornell University, 1974; Ph.D., Emory University, 1978; Webster, 2009–

Leroy D. York, B.A., University of South Carolina, 1999; M.Ed., Troy University, 2004; Webster, 2009–

Deborah L. Zippel, B.S., Iowa State University, 1990; M.S., University of Iowa, 1993; Webster, 2008–

Adjunct Faculty

Greenville Metropolitan Campus (Includes All Disciplines)

Mayo O. Bani Hani, B.A., Yarmouk University, Jordan, 1984; M.A., Webster University, 2004; Webster, 2010–

Kathleen Brady, B.A., Furman University, 1985; M.Ed., Clemson University, 1989; Ph.D., University of South Carolina, 2002; Webster, 2008–

Signe C. Cann, B.A., Duke University, 1975; M.Acc., University of South Carolina, 1980; Webster, 1995–

Michael S. Dolan, B.A., Thomas A. Edison State College, 2005; M.S., Walden University, 2006; Ph.D., Walden University, 2010; Webster, 2009–

Osie O. Egbonwui, B.A., Southern Wesleyan University, 1982; M.B.A., Southern Wesleyan University, 2007; D.B.A., Argosy University; Webster, 2009–

Mark A. Fields, B.S.B.A., University of South Carolina, 1976; M.B.A., University of South Carolina, 1978; Webster, 2002–

Carissa B. Graham, B.A., University of South Carolina, 2000; M.Ed., Converse College, 2006; M.A., Webster University, 2008; Webster, 2011–

Rolf W. Hemmerling, B.A., Northwestern University, 1964; M.A., Roosevelt University, 1973; Webster, 2001–

Lorraine A. Henderson, B.A., University of Guam, 1975; M.Ed., University of Guam, 1977; Ed.D., University of Southern California, 1993; Webster, 2007–

Videra K. Varnadore, B.A., Clemson University, 1975; M.Ed., Clemson University, 1977; Ed.D., Nova Southeastern University, 1997; Webster, 2002–

Rodney D. Webb, B.A., Furman University, 2002; J.D., University of South Carolina, 2006; Webster, 2007–

Michael R. White, B.S., Bob Jones University, 1976; M.B.A., University of Houston, 1980; Ed.D., Bob Jones University, 1998; Webster, 1999–

Sandra M. White, B.S., Southern Wesleyan University, 1997; M.H.R.D., Clemson University, 2002; M.A., Webster University, 2003; M.A., Webster University, 2007; Webster, 2009–

Adjunct Faculty

Irvine Metropolitan Campus (Includes All Disciplines)

Vanat Apihunpunyakij, B.A., University of Southern California, 1997; M.B.A., Rice University, 2003; Webster, 2011–

Craig R. Becker, B.A., University of California, 1986; M.A., California State University, 1991; Webster, 2007–

John A. Bonosoro, B.A., Pepperdine University, 1979; M.B.A., National University, 1984; Webster, 1997–

Thomas E. Butkiwicz, B.A., Concordia University, 2005; M.A., University of Redlands, 2007; Webster, 2010–

Denise Gorman, B.S., San Diego State University, 1981; M.B.A., California State University, 1988; Webster, 2007–

Marilyn Hawthorne, B.A., Patricia Stevens College, 1972; J.D.

Maria-Isabel Ibanez Wing, B.A., University of Chile, 1973; M.A., University of Chile, 1985; Ph.D., University of California, 1997; Webster, 2005–

Scott M. Janke, B.B.A., Texas State University, 1988; M.B.A., University of North Texas, 1993; Webster, 2009–

Michael H. Kinnen, B.A., Loma Linda University, 1990; M.B.A., University of California, 2001; Webster, 2010–

Kenneth C. Middleton, B.A., California State University, 1992; M.S., Brigham Young University, 1995; Ph.D., Brigham Young University, 2000; Webster, 2005–

Ronald E. Monard, B.A., University of California, 1990; J.D., Western State University College of Law, 1993; Webster, 2008–

Alex P.M. Mukathe, B.S., Alliant International University, 1980; M.S., California State University, 1993; M.B.A., Alliant International University, 1994; D.B.A., Alliant International University, 2002; Webster, 2006–


Ronald L. Reeder, B.A., California State University, 1975; M.A., California State University, 1978; Webster, 2004–

Shawn C. Royal, B.S., Texas A&M University, 1991; M.A., University of Southern California, 1997; Webster, 2008–

Petros Sebhatu, B.A., The Union Institute and University, 1987; M.B.A., National University, 1989; Ph.D., Alliant International University, 1994; Webster, 2006–

J. William Stinde, B.S., San Fernando Valley State College, 1968; M.B.A., Pepperdine University, 1980; Ph.D., Beune University, 2002; Webster, 2005–

James E. Tellier, B.A., University of California, 1982; M.B.A., University of California, 1985; Webster, 2003–


Nadia Torres-Eaton, B.S., University of La Verne, 2001; M.S., University of La Verne, 2004; Psy.D., University of La Verne, 2006; Webster, 2007–
Robert A. Trodella, B.S., United States Military Academy, 1960; M.S.B.A., Boston University, 1974; M.A., University of Texas, 1978; Ph.D., United States International University, 1982; Webster, 1996–

Claudia A. White, B.A., University of California, 1989; M.A., Pepperdine University, 1991; M.A., United States International University, 1993; Ph.D., United States International University, 1994; Webster, 1998–

James I. Woodrow, B.A., David Lipscomb University, 1975; M.S., Vanderbilt University, 1977; M.S., University of Southern California, 1981; Ed.D., Vanderbilt University, 1985; Webster, 1997–

Adjunct Faculty

Kansas City Metropolitan Campus
(Includes All Disciplines)

Kathryn A. Ballou, B.S.N., University of Missouri, 1987; M.S.N., University of Missouri, 1992; Ph.D., University of Kansas, 2001; Webster, 2006–

Anita B. Barnard, B.S., Truman State University, 2003; M.B.A., Webster University, 2008; Webster, 2009–

Stephen D. Basinger, B.S., Friends University, 1997; M.A., Webster University, 2001; Webster, 2009–

Raymond A. Behrens, B.S., Missouri University of Science and Technology, 1969; M.B.A., Saint Louis University, 1977; Webster, 2011–

Patrick J. Cahill, A.B., Benedictine College, 1970; J.D., Washburn University, 1976; Webster, 1991–

James A. Chladek, B.B.A., St. Mary's University, 1977; M.B.A., University of Nebraska, 1979; Webster, 1990–

John P. Chladek, B.S.B.A., University of Nebraska, 2002; M.B.A., Rockhurst University, 2006; Webster, 2008–

Susan E.K. Chrisman, B.S., Saint Louis University, 1980; M.S.N., Saint Louis University, 1984; Ph.D., University of Kansas, 1995; Webster, 1994–

Carolyn J. Cottrell, A.B., Washington University, 1967; M.A.T., Webster University, 1970; Ph.D., Saint Louis University, 1996; Webster, 1991–

Mary Beth Craddock, B.S., Marquette University, 1957; M.A., Marquette University, 1964; Webster, 1998–

Nancy J. Crigger, B.S.N., University of Kansas, 1979; M.S., Texas Women's University, 1980; M.A., University of Florida, 1994; Ph.D., University of Florida, 1992; Webster, 2005–

Faron C. Cross, B.S.B.A., Rockhurst University, 1993; M.A., Saint Louis University, 1997; Webster, 2003–

Robert B. Curry, B.S., Kansas State University, 1981; B.S.B.A., Kansas State University, 1984; M.B.A., University of Missouri, 1990; Webster, 1991–

Justin A. Davis, B.A., California State University, 2001; M.A., Graduate Theological Union, 2005; Webster, 2010–

Linda H. Day, B.A., Central Methodist University, 1964; M.S.Ed., University of Central Missouri, 1971; Ph.D., Kansas State University, 1988; Webster, 1992–

Steven A. Gaffen, B.A., Northeastern Illinois University, 1972; M.B.A., National University, 1988; Webster, 2008–

Lorraine H. Gilbertson, B.A., University of Minnesota, 1963; M.B.A., Avila University, 1983; Webster, 1988–

Jane L. Hedrick, B.S.N., University of Iowa, 1979; M.S.N., University of Missouri, 1992; Ph.D., University of Missouri, 2003; Webster, 2004–

Simao Henriques, B.A., Agostinho Neto University, 1997; M.A., University of Kansas, 2003; Ph.D., University of Kansas, 2009; Webster, 2011–

Shoula R. Horing, B.A., Tel Aviv University, 1983; M.B.A., University of Missouri, 1986; J.D., University of Missouri, 1993; Webster, 2010–

Kelly L. Jones, B.S.N., Webster University, 2005; M.S.N., Webster University, 2006; Webster, 2008–

Jackie S. Kampmann, B.A., University of Kansas, 1970; B.S.N., University of Kansas, 1974; M.N., University of Kansas, 1988; Webster, 1998–

Karen Lea, B.S.N., University of Texas, 1977; M.N., University of Kansas, 1988; Webster, 1988–

Mark A. Long, B.S.B.A., University of Central Missouri, 1980; M.A.T., Webster University, 1999; Webster, 2001–

Kay L. Luft, B.S.N., Avila University, 1974; M.N., University of Kansas, 1983; Webster, 2003–

Larry L. Lynch, B.S.B.A., University of Central Missouri, 1975; M.B.A., University of Central Missouri, 1978; Ph.D., Walden University, 2005; Webster, 2008–

Fred L. Mayfield, B.S., University of Central Missouri, 1963; M.S.Ed., University of Central Missouri, 1971; Ed.S., University of Central Missouri, 1975; Ph.D., University of London, 1980; Webster, 1977–

William Naves, B.A., Saint Louis University, 1974; M.A.T., Webster University, 1978; Webster, 1998–

Jennifer L. Newlands, B.A., Bowling Green State University, 2004; M.A., University of Missouri, 2008; Webster, 2010–

Samuel I. Ojiaka, B.A., Ottawa University, 1977; M.P.A., University of Kansas, 1978; Ph.D., North Texas State University, 1984; Webster, 2010–

L. Rudolph Papenfus, B.S., Kansas State University, 1973; M.S., Oklahoma State University, 1974; Ed.D., University of Kansas, 1990; Webster, 2003–

Donald M. Pewitte, B.A., University of Missouri, 1976; M.B.A., Webster University, 1995; Webster, 2008–

George D. Porter, A.B., William Jewell College, 1987; J.D., University of Notre Dame, 1990; Webster, 1998–

Bobbie J. Roberts, B.L.A., University of Missouri, 1992; M.B.A., Webster University, 1999; Webster, 2011–

Richard L. Sherman, B.S., California Polytechnic State University, 1974; M.A., California Polytechnic State University, 1975; Ph.D., Fielding Graduate University, 1993; Webster, 1994–

Cynthia A. Steutermann, B.A., Ottawa University, 1992; M.B.A., University of Kansas, 1997; Webster, 2010–

Nathan P. Stewart, B.S., Park University, 2003; M.B.A., Baker University, 2005; Webster, 2006–

Kathryn R. Stone, B.S., Kansas State University, 1995; M.H.R., University of Oklahoma, 1997; Webster, 2010–

Margo L. Thompson, B.S.N., University of Kansas, 1967; M.A., University of Kansas, 1974; M.S.N., Wichita State University, 1993; Ed.D., University of Kansas, 1983; Webster, 1992–

Ronald G. Tolleson, B.A., Harding University, 1988; M.S., University of Arkansas, 1990; Webster, 2010–

James E. Tucker, A.B., Baker University, 1963; M.A., Webster University, 1982; Webster, 1989–

Vincent V. Vandehaar, B.A., Central College, 1978; M.B.A., University of Northern Iowa, 1988; Webster, 1988–

Sally H. Whitaker, B.S.N., Webster University, 2000; M.S.N., University of Kansas, 2003; Webster, 2003–

D. Chris Wiley, B.S., Missouri Valley College, 1966; M.B.A., University of Missouri, 1978; Webster, 1994–

Corinne Yeager, B.S.Ed., Southeast Missouri State University, 1976; M.A., University of Missouri, 1984; Webster, 1985–

William T. Yeager, B.S.Ed., Northwest Missouri State University, 1976; M.S.B.A., Boston University, 1974; M.A., University of Southern California, 1975; Ph.D., University of Kansas, 1978; Webster, 1987–

Adjunct Faculty

Los Angeles Air Force Base
(Includes All Disciplines)

Courtney B. Adolph, B.A., George Washington University, 2000; J.D., Loyola Marymount University, 2003; Webster, 2011–

Ronna R. Arnold, B.A., Pepperdine University, 1980; M.S., California State University, 1983; M.A., Pepperdine University, 1996; Webster, 2008–
Faculty

Allen B. Coe, B.S., Washington and Lee University, 1984; LL.M., New York University, 1991; J.D., University of Oklahoma, 1988; Webster, 2010–

Michelle R. Dixon, B.A., Saint Louis University, 2004; M.A., University of Colorado, 2009; Webster, 2011–

Heidi Doan, B.A., Chapman University, 2000; M.A., Chapman University, 2002; Webster, 2002–

Thomas L. Glenn, B.A., Stanford University, 1963; M.A., Stanford University, 1998; Webster, 2010–

James D. Harris, B.A., Chapman University, 2000; M.A., Chapman University, 2002; Webster, 2010–

Byung S. Hong, B.S., Seoul National University, 1957; M.B.A., National University, 1981; D.B.A., United States International University, 1983; Webster, 2002–

Marc E. Jefferson, B.S., Mississippi Valley State University, 1989; M.A., Webster University, 1999; Webster, 2009–

Derek B. Lovett, B.A., Webster University, 2001; M.B.A., Webster University, 2003; M.A., University of San Diego, 2006; Webster, 2006–

Walter V. Makovoz, Ph.D., The Union Institute and University, 1989; Webster, 2010–

Moses McCutcheon, Jr., B.S.S., Virginia State University, 1987; M.S., Pepperdine University, 1992; Ed.D., Pepperdine University, 2004; Webster, 2009–

Donna M. McGovern, B.S., York College, 1983; M.A., University of Southern California, 1999; J.D., Taft College, 2003; Webster, 2011–

Norman T. Riggs, B.A., University of Puget Sound, 1975; M.B.A., Pepperdine University, 1994; Webster, 2009–

Byron G. Shibata, B.A., University of California, 1993; J.D., University of Hawaii, 2000; Webster, 2009–

Arnold F. Sock, B.S., Roger Williams University, 1977; LL.M., Golden Gate University, 1997; J.D., University of West Los Angeles, 1995; Webster, 2009–

Roger L. Torneden, B.S.B., University of Kansas, 1967; M.S., University of Kansas, 1967; Ph.D., New York University, 1974; Webster, 2004–

Judith M. Welke, B.S., University of Wisconsin, 1972; M.Ed., National-Louis University, 1993; Webster, 2009–

Cathleen W.H. Wong, B.M., University of Southern California, 1980; M.M., University of Southern California, 1988; Webster, 2005–

Adjunct Faculty

North Orlando Metropolitan Campus

South Orlando Metropolitan Campus

(Undergraduate Program)

Debbie S. Adkins, B.S., St. Louis Christian College, 1980; B.S.B., University of Central Florida, 1986; M.S., University of Central Florida, 1993; Webster, 2010–

Carol T. Ancona, B.A., Utica College of Syracuse University, 1963; M.S., Syracuse University, 1977; Ed.D., Nova Southeastern University, 1992; Webster, 1996–

Jennifer K. Birmingham, B.S., Cedar Crest College, 1995; J.D., Villanova University, 1999; Webster, 2010–

David A. Bolton, B.S., Eastern Michigan University, 1980; J.D., Detroit College of Law, 1984; Webster, 2006–

Louis R. Brinkerhoff, B.S., Florida State University, 1992; M.P.A., University of Central Florida, 1998; Webster, 2010–

Kimberly B. Brooks, B.A., University of Central Florida, 1997; M.H.R., Rollins College, 2001; Ph.D., Barry University, 2008; Webster, 2005–

Maxie Broome, Jr., B.A., California State University, 1971; M.A., California State University, 1975; J.D., Loyola Marymount University, 1975; Webster, 1993–

William R. Ruth, B.S., University of Phoenix, 2007; M.B.A., University of Phoenix, 2008; Webster, 2009–

Cheryl Sagerster, B.S., Old Dominion University, 2000; M.Mgt., University of Phoenix, 2007; Webster, 2011–

Mary Jane Salzman, B.S.B.A., Saint Louis University, 1979; M.B.A., Saint Louis University, 1983; Webster, 2002–

Jason C. Scarlata, B.S., University of Tampa, 1968; M.A., Webster University, 1993; Ph.D., Walden University, 2001; Webster, 2004–

Helen R. Singh-Benn, B.S., University of Florida, 1995; B.S., University of Florida 1996; M.S., Troy University, 1998; Ph.D., Barry University, 2005; Webster, 2008–

Mohamed Siraj, M.B.A., University of Central Florida, 1998; M.S., University of Central Florida, 2004; Webster, 2008–

William W. Sloat, B.A., University of Science and Arts of Oklahoma, 1972; M.H.R., University of Oklahoma, 1982; Webster, 1990–

Marin S. Smillov, B.A., Sofia University, 1989; M.A., University of Florida, 1993; Ph.D., University of Florida, 1997; Webster, 1997–

Edward C. Soistman, Jr., B.S., United States Air Force Academy, 1965; M.A.S., Northeastern University, 1971; M.S., University of Central Florida, 1979; Webster, 1991–

James J. Spratt, Jr., B.A., New Jersey City University, 1972; M.A.Ed., Seton Hall University, 1979; Ed.D., Nova Southeastern University, 1996; Webster, 2006–

William F. Thompson, B.S.B., University of Central Florida, 1982; B.S.B., University of Central Florida, 1982; M.B.A., University of Central Florida, 1984; Webster, 2006–

Daniel W. Voss, B.A., Pace University, 1970; M.Ed., University of Central Florida, 1974; Webster, 1993–

Kenneth R. White, B.S., New York University, 1964; Ph.D., University of Oklahoma, 1971; Webster, 1991–

Richard L. Wood, B.B.A., University of Hawaii, 1975; M.B.A., Pepperdine University, 1980; Webster, 2006–

Adjunct Faculty

San Diego Metropolitan Campus
(Includes All Disciplines)

Timothy A. Becker, B.A., Luther College, 1971; M.B.A., University of Dallas, 1982; D.B.A., Alliant International University, 1990; Webster, 2004–

Bill L. Boggs, B.S.Ed., University of Tennessee, 1973; M.P.H., University of Tennessee, 1974; Webster, 2002–

Anthony J. Brandenburg, B.S., Eastern Connecticut State University, 1975; M.A., University of Connecticut, 1976; J.D., Western State University College of Law, 1979; Webster, 1987–


Raulin R. Farinas, B.S.B.A., Old Dominion University, 1985; M.B.A., University of San Diego, 1997; Webster, 2010–

Liliana P. Fuss, B.B.A., University of San Diego, 1988; M.B.A., San Diego State University, 1994; Webster, 2010–

Holly G. Green, B.A., National-Louis University, 1993; M.S., American University, 1998; Webster, 2005–

Paula C. Herring, B.A., Luther College, 1985; M.B.A., University of Phoenix, 1997; Webster, 2010–

Robert H. Hertel, B.A., University of Phoenix, 1992; M.S., Chapman University, 1993; Webster, 2007–

Robert L. Levin, B.S.B.A., Boston University, 1979; LL.M., New York University, 1985; J.D., California Western College of Law, 1983; Webster, 1991–


Judith A. Parker, B.A., University of Southern California, 1990; M.B.A., American Graduate School of International Management, 1995; Webster, 2007–

Mary J. Pietanza, B.S., University of the Pacific, 1986; M.I.M., American Graduate School of International Management, 1994; Webster, 1999–

Joseph M. Preimesberger, B.B.A., University of San Diego, 1984; M.B.A., University of San Diego, 1996; Webster, 2001–

Einollah K. Sharghi, B.S., National University, 1972; M.S., University of Dallas, 1976; D.B.A., United States International University, 1981; Webster, 1989–

Antonio F. Vianna, B.S., Union College, 1966; M.Mgt., Northwestern University, 1982; Webster, 2000–

Leon J. White, B.S., University of Illinois, 1966; M.B.A., Northwestern University, 1967; D.B.A., Argosy University, 2009; Webster, 1989–

School of Communications

Audio Aesthetics and Technology

Departmental Faculty

Debra A. Carpenter, dean of the School of Communications, associate professor, B.S., University of Kansas, 1975; M.A., Saint Louis University, 1982; Webster, 1986–

Gary Gottlieb, associate professor, chairperson, B.A., Temple University, 1979; M.A., Marlboro College, 1997; Webster, 2002–

Adjunct Faculty

Lee B. Buckalew, B.F.A., Webster University, 1992; Webster, 1995–

Mark E. Case, B.A., Webster University, 1999; Webster, 2002–

Mary K. Edwards, B.S., University of Missouri, 1974; Webster, 1988–

Justin L. Fisher, B.A., Webster University, 2003; Webster, 2005–

Paul A. Hennerich IV, B.F.A., Webster University, 1993; Webster, 1997–

Casey E. Hunter, B.M., Webster University, 1993; Webster, 2009–

Darrell M. McClanahan, Webster, 2010–

M. Michael Murphy, B.A., Saint Louis University, 1981; Webster, 2005–

Daniel J. Ruder, B.A., Webster University, 2006; Webster, 2007–

William E. Schulenberg, Webster, 2002–

Paul J. Stamler, B.A., Webster University, 1979; Webster, 2005–

Michael Tomko, Webster, 2009–

Communications and Journalism

Departmental Faculty

Debra A. Carpenter, dean of the School of Communications, associate professor, B.S., University of Kansas, 1975; M.A., Saint Louis University, 1982; Webster, 1986–


Lawrence Baden, associate professor, B.J., University of Missouri, 1984; M.Ed., University of Nevada, 1996; Webster, 2003–

Don Corrigan, professor, B.A., Knox College, 1973; M.A., University of Missouri, 1976; Webster, 1978–

Mary K. Cox, assistant professor, B.A., Lindenwood University, 1975; M.S., Iowa State University, 1983; Webster, 1999–

Kristen Difate, assistant professor, B.A., Washington University, 1999; Webster, 2007–

Gary E. Ford, associate professor, B.J., University of Missouri, 1974; M.A., Webster University, 1988; Webster, 1989–

Linda Holtzman, professor, B.A., Washington University, 1971; M.A., Webster University, 1995; Webster, 1987–

Sally J. Howald, associate professor, B.S., Washington University, 1974; M.A., Webster University, 1998; Webster, 1992–

Katherine S. Jenkins, professor, B.A., University of Missouri, 1973; M.A., Webster University, 1982; Webster, 1991–

Scott Jensen, professor, B.A., College of the Ozarks, 1985; M.A., University of Central Missouri, 1987; Webster, 1997–
Faculty

Susan Seymour, associate professor, B.J., University of Missouri, 1973; M.B.A., Saint Louis University, 1983; Webster, 1988–
Arthur Silverblatt, professor, B.A., Michigan State University, 1972; M.A., Michigan State University, 1974; Ph.D., Michigan State University, 1980; Webster, 1981–
Eileen R. Solomon, professor, B.A., Washington University, 1973; M.S., Boston University, 1977; Ph.D., Saint Louis University, 2004; Webster, 1994–

Adjunct Faculty

Bart V. Baker, B.A., Southern Illinois University, 1980; Webster, 2011–
Edie M. Barnard, B.A., Lindenwood University, 1983; M.S., Southern Illinois University, 1993; Webster, 2000–
James Barnthouse, B.A., Columbia College Chicago, 2005; Webster, 2010–
Melissa J. Benton, B.A., Webster University, 2007; M.A., Webster University, 2009; Webster, 2010–
Mindy Berkowitz, B.A., Webster University, 1981; M.S., Southern Illinois University, 1983; Webster, 2005–
Christopher J. Birk, B.J., University of Missouri, 2002; M.A., Webster University, 2009; Webster, 2007–
Edward J. Bishop, lecturer, Webster, 1994–
Diane M. Boyle, B.A., Colorado State University–Pueblo, 1969; M.A.T., Webster University, 1971; Webster, 2002–
Timothy J. Breithaup, B.A., Iowa State University, 1986; Webster, 2008–
Margaret A. Brockmann, B.A., Webster University, 1984; M.A., Webster University, 1989; Webster, 2004–
Jessica Z. Brown Billhymner, B.A., Northeastern University, 1973; M.A., Webster University, 1999; Webster, 2004–
Mary E. Bute, B.A., Quincy University, 1983; M.A., Washington University, 1985; Webster, 1994–
Karen J. Burch, B.S., Western Oregon State College, 1988; M.A., Webster University, 2000; Webster, 2003–
Polly V. Burch, B.J., University of Missouri, 1969; Webster, 1993–
Marc D. Chechik, B.J., University of Missouri, 1982; Webster, 2002–
Tyann D. Cherry, B.A., Webster University, 2003; M.A., Webster University, 2007; Webster, 2010–
M. Con Christeson, B.A., St. Ambrose University, 1978; M.A., Webster University, 1994; Webster, 2005–
Julie E. Clark, B.A., Webster University, 2001; Webster, 2009–
Jennifer L. Condren, B.A., Webster University, 1995; M.B.A., Washington University, 2000; Webster, 2007–
Thomas E. Crone, B.A., Webster University, 1989; M.A., Webster University, 1990; Webster, 1998–
Candace M. Cunduff, B.A., Southeast Missouri State University, 1990; M.Ed., University of Missouri, 1997; Webster, 2003–
John R. Davidson, B.A., Harding University, 1987; M.A., Webster University, 2002; Webster, 2006–
Peggy E. Dersch, B.S.Ed., Southeast Missouri State University, 1981; M.A., Southern Illinois University, 1987; Webster, 2009–
Elizabethe A.H. Durando, B.S., University of Illinois, 1989; M.A., Ohio State University, 1995; Webster, 2007–
Jane F. Ferry, B.A., Fontbonne University, 1984; M.A., Webster University, 1991; Ph.D., Saint Louis University, 2001; Webster, 1992–
Debra K. Finkiel, B.J., University of Missouri, 1973; M.A., Webster University, 2007; Webster, 2001–
Mary P. Gallagher, B.A., Webster University, 2004; M.A., Webster University, 2009; Webster, 2009–
Donald K. Golaszewski, Webster, 2006–
Kimberly S. Groneck, B.S., University of Central Missouri, 1987; M.A., Webster University, 1994; Webster, 2006–
Georgina A. Gustin, B.A., University of Colorado, 1994; M.S., Columbia University, 1999; Webster, 2011–
Bradley B. Gutting, B.A., Indiana University, 2000; Webster, 2010–
W. Paul Guyot, Webster, 2010–
Beverly J. Hacker, B.S.A., University of Missouri, 1983; M.A., Webster University, 2006; Webster, 2006–
Lana K. Hagan, B.A., Webster University, 1983; M.A., Roosevelt University, 1996; Webster, 1999–
Peter J. Hanrahan, A.B., Washington University, 2002; M.F.A., Rutgers University, 2005; Webster, 2010–
Bernard J. Hayes, B.A., University of Illinois, 1956; Webster, 1993–
Janet M. Hayes, B.S., Saint Louis University, 1974; M.A., Saint Louis University, 1975; M.A., Webster University, 1997; Webster, 1997–
Susan Hegger, B.A., Washington University; M.A., Washington University; Webster, 2007–
DeEtte L. Howell, B.A., Millikin University, 1987; M.A., Webster University, 1996; Webster, 2001–
Cheryl L. Jarvis, A.B., Duke University, 1969; M.P.W., University of Southern California, 2005; Webster, 2005–
Gina L. Jensen, B.A., McNeese State University, 1996; M.A., Webster University, 2001; Webster, 1998–
Rene Y. Kennison, B.A., University of Kansas, 1982; Webster, 2011–
Kathryn A. Kessinger, B.S., Missouri State University, 1978; Webster, 2008–
James K. Kirchherr, B.S., University of Illinois, 1974; Webster, 2007–
David C. Kistle, B.A., University of Minnesota, 1969; M.S., University of Illinois, 1971; Webster, 2003–
Christopher J. Koch, A.B.J., University of Georgia, 2001; M.F.A., University of Southern California, 2005; Webster, 2008–
David A. Lange, B.A., Southern Illinois University, 1976; M.A., Webster University, 1991; Webster, 1999–
James B. Lewis III, A.B., Webster University, 2003; M.B.A., Webster University, 2009; Webster, 2011–
April J. Morris, B.A., Maryville University of St. Louis, 1995; Webster, 2002–
Anthony W. Neal, B.A., Morehouse College, 1983; M.A.T., Webster University, 1998; Webster, 2007–
Judith Newmark, B.A., Bryn Mawr College, 1972; Webster, 2007–
Kate S. O’Connor, B.A., Webster University, 1994; M.A., Webster University, 2008; Webster, 2010–
Daniel S. O’Saben, B.A., Southern Illinois University, 1989; Webster, 2008–
Roy E. Overmann, B.S., University of Missouri, 1969; B.A., Washington University, 1976; M.A., University of Missouri, 1996; Webster, 2000–
Jill M. Pace, B.S., Missouri State University, 1995; M.A., Missouri State University, 1997; Webster, 2011–
Candace N. Parker, B.A., Webster University, 2004; Webster, 2011–
Mary R. Pastor, B.A., Webster University, 1992; M.F.A., University of Missouri, 2007; Webster, 2008–
Brian L. Pelletier, B.A., University of Minnesota, 1989; M.B.C., University of Saint Thomas, 1999; Webster, 2008–
David Polorny, B.S., Northwestern University, 1989; Webster, 2003–
William J. Raack, Jr., B.S.J., University of Kansas, 1983; Webster, 2002–
Robert R. Rains, B.S.J., University of Kansas, 1978; Webster, 1997–
Terri F. Reilly, B.A., University of Missouri, 1984; Webster, 2010–
Yupa Saisanan Na Ayudhya, B.S., Chulalongkorn University, Thailand, 1981; M.B.A., Youngstown State University, 1984; Webster, 2005–
James R. Schnurbusch, B.A., University of Missouri, 1982; Webster, 2002–
Thomas M. Schutte, B.S., Illinois State University, 1994; M.A., Webster University, 2004; Webster, 2006–
Thomas D. Serfass, A.B., Washington University, 1984; A.B., Washington University, 1984; M.A., University of Missouri, 1990; Webster, 2007–

Leon A. Sharpe, Jr., B.S., Washington University, 2008; A.M., Washington University, 2008; Webster, 2009–

William W. Sharpe, B.A., Webster University, 1976; A.M., University of Michigan, 1980; Webster, 2003–

Justin A. Siglof, B.A., University of Missouri, 2003; M.A., Webster University, 2009; Webster, 2009–

Julie M. Smith, B.A., University of Tulsa, 1990; M.S., Southern Illinois University, 1996; Webster, 2002–

Alan J. Stamborski, B.A., University of Wisconsin, 1974; Webster, 1987–

Debra A. Steieberman, B.A., Webster University, 1994; Webster, 2011–

S. Jeannette C. Thompson, B.S., University of New Hampshire; Webster, 2010–

Timothy W. Townsend, B.A., Boston College, 1991; M.S., Columbia University, 1999; M.A., Yale University, 2005; Webster, 2009–


Travis Ulmer, B.A., University of Missouri, 2003; Webster, 2009–

Janis L. Valdes, B.A., University of Iowa, 1981; M.A., Webster University, 1999; Webster, 2009–

David G. Waldman, B.A., Truman State University, 1984; M.B.A., Webster University, 2009; Webster, 2001–

Rachel L. Weinhaus, B.A., University of Illinois, 1998; M.F.A., University of Southern California, 2002; Webster, 2010–

Michael A. Whitemer, Jr., B.A., Webster University, 2001; Webster, 2009–

Linda J. Williams, B.A., Lindenwood University, 1973; A.M., University of Missouri, 1975; Webster, 1996–

Reginald L. Williams, B.A., Drury University, 1980; M.Mgt., Fontbonne University, 2006; Webster, 2008–

Kim E. Wylie, A.B., Augustana College, 1988; M.A.T., Webster University, 1992; Webster, 2000–

Electronic and Photographic Media

Departmental Faculty

Debra A. Carpenter, dean of the School of Communications, associate professor, B.S., University of Kansas, 1975; M.A., Saint Louis University, 1982; Webster, 1986–

Jorge Oliver, associate professor, chairperson, B.A., George Washington University, 1983; M.A., New School University, 1993; M.F.A., San Francisco State University, 1999; Webster, 2003–

Aaron A. AuBuchon, assistant professor, B.A., Webster University, 2002; M.A., Webster University, 2005; Webster, 2004–


Kathleen Corley, professor, B.A., Webster University, 1974; M.A., Washington University, 1976; Webster, 1985–

Julia Griffey, assistant professor, B.S., University of California, 1994; M.A., Cornell University, 1998; M.F.A., Massachusetts College of Art, 2005; Webster, 2009–

Barry Hufker, professor, B.A., University of Missouri, 1976; M.A., Webster University, 1993; Webster, 1986–


Victoria L. Meyer, assistant professor, B.A., Webster University, 1992; M.F.A., California Institute of the Arts, 1998; Webster, 2006–

Rebecca Ormond, associate professor, B.A., University of the Pacific, 1989; M.A., San Francisco State University, 1994; M.F.A., San Francisco State University, 2000; Webster, 2000–

Christopher S. Sagove, assistant professor, B.A., Webster University, 1996; M.A., Webster University, 2005; Webster, 2009–

Steven M. Schenkel, professor, B.M., Southern Illinois University, 1973; M.M., Southern Illinois University, 1974; Ph.D., Washington University, 1980; Webster, 1980–

Susan Hacker Stang, professor, B.F.A., Rhode Island School of Design, 1971; M.F.A., Rhode Island School of Design, 1974; Webster, 1974–

Adjunct Faculty

David B. Angell, B.A., Kansas City Art Institute, 1992; Webster, 2003–

Thomas Barkman, B.A., University of Denver, 1976; Webster, 1998–

Thatcher W. Bell, Webster, 2009–

David R. Berliner, B.S., Southern Illinois University, 1990; Webster, 2006–

Scott A. Betz, B.A., Webster University, 1987; Webster, 1998–


Kim A. Bozark, B.A., Webster University, 1975; M.A., Webster University, 2006; Webster, 1989–


Diane E. Carson, A.B., Washington University, 1968; M.A., University of Kansas, 1970; M.A., Webster University, 1979; M.A., Ohio University, 1981; Ph.D., Saint Louis University, 1992; Webster, 2007–

David C. Derington, B.S., University of Missouri, 1992; M.S., University of Missouri, 2002; Webster, 2008–

Scott C. Dorough, B.A., University of Missouri, 2000; M.A., Webster University, 2003; Webster, 2010–Webster, 1997–

Daniel L. Dreyfus, B.A., Webster University, 1975; M.A., Webster University, 1977; Webster, 2003–

Joseph M. Farmer, B.S., Washington University, 2005; Webster, 2008–

C. Wayne Froehlich, B.A., Saint Louis University, 1978; M.A., University of Missouri, 1982; Webster, 1985–

Leslie M. Fuhrro, Webster, 2011–

Elisabeth R. Gardner, B.J., University of Missouri, 2006; Webster, 2008–

Christine Giancola-Youngberg, B.A., Webster University, 1995; M.A., Webster University, 1998; Webster, 2008–

James C. Harrison IV, B.A., Webster University, 1994; Webster, 2005–

Benjamin J.M. Hill, B.A., Webster University, 2009; Webster, 2011–

Carrie Houk, Webster, 2001–

Elias H. Huch, B.A., Webster University, 2007; Webster, 2011–

Thatcher W. Bell, Webster, 2009–

Elias H. Huch, B.A., Webster University, 2007; Webster, 2007–

Kathryn A. Kessinger, B.S., Missouri State University, 1978; Webster, 2008–

Barry L. Laiderman, B.G.S., University of Missouri, 1978; Webster, 2007–

Mark C. Lammert, B.S., Webster University, 1998; B.A., Webster University, 1998; Webster, 2001–

Gregory A. Landrum, B.A., Southern Illinois University, 1995; Webster, 2007–

Robert LaRouche, Webster, 1991–

Michael D. Lank, B.A., University of Missouri, 1992; Webster, 1985–

Timothy W. Maupin, B.A., Webster University, 2009; Webster, 2010–

Robert T. Miller, A.B., University of Missouri, 1981; M.A., Webster University, 1999; Webster, 1999–

Eric P. Mink, B.A., George Washington University, 1969; Webster, 2009–

David A. Moore, B.A., Webster University, 1976; Webster, 2007–

Adam G. Reisz, B.A., Pennsylvania State University, 1986; Webster, 2008–

Jennifer M. Rieger, B.S., Northwestern University, 1994; M.S., Vanderbilt University, 1997; Webster, 2010–
Faculty

M. Jack Rinehart, Jr., Webster, 1991–
Chris S. Rubin de la Borbolla, B.A., Northwestern University, 1994; Webster, 2010–
Paul J. Schlereth, B.F.A., Columbia College, 1999; Webster, 2009–
Jennifer Silverberg, A.B., Washington University 1993; Webster, 2010–
Andrew A. Smith, B.A., Webster University, 2005; M.A., Webster University, 2009; Webster, 2009–
Timothy G. Snider, B.A., Webster University, 2002; Webster, 2007–
Michael D. Steinberg, B.A., Webster University, 1994; M.A., Webster University, 1997; Webster, 1997–
Eric S. Thomas, B.A., Fontbonne University, 1986; M.A., Webster University, 1991; Webster, 1993–
Karl N. Timmermann, B.A., Webster University, 2003; M.A., University of Kent, 2004; Webster, 2007–
Dominique Tronche–Macaire, Licence in Anglo–American Studies, Université de Paris X–Nanterre, 1991; Webster, 2000–
Orestes C. Valdes, B.F.A., Washington University, 1984; Webster, 1990–
Curtis A. von Diest, B.A., Webster University, 2002; Webster, 2003–
Craig M. Wagner, B.A., Webster University, 1996; Webster, 2010–
Adrienne N. Wartts, B.S., University of Central Missouri, 1995; A.M., Washington University, 2007; Webster, 2009–
Jarrod M. Wehmeier, B.A., Webster University, 1999; Webster, 2010–
Jerry D. Wheat II, Webster, 2008–
Michael A. Williams, B.A., Webster University, 1999; M.A., Webster University, 2002; Webster, 2004–
Thomas A. Williamson, B.S.C., Ohio University, 1969; Webster, 2006–

School of Education

Communication Arts, Reading and Early Childhood

Departmental Faculty

Brenda Fyfe, dean of the School of Education, professor, B.S., Quincy University, 1971; M.Ed., University of Illinois, 1972; Ed.D., Southern Illinois University, 1982; Webster, 1982–
Theodore Green, associate professor, chairperson, B.A., Beloit College, 1982; M.A., Saint Louis University, 1986; Ph.D., Saint Louis University, 2000; Webster, 2001–
Maxine L. Bauermeister, associate professor, B.S., University of Nebraska, 1968; M.S., University of Nebraska, 1978; Ph.D., University of Nebraska, 1998; Webster, 2005–
Diane Cooper, assistant professor, B.A., St. Joseph's College; M.Ed., University of North Texas; Ed.D., University of San Francisco, 1993; Webster, 2009–
Carol R. Hoyt, associate professor, A.B., William Jewell College, 1985; M.A.T., Webster University, 1990; Ed.D., Southern Illinois University, 1998; Webster, 1997–

Adjunct Faculty

Mark A. Barbere, B.A., Webster University, 2003; M.A.T., Webster University, 2006; Webster, 2009–
Kathryn M. Bell, B.A., Kean University, 1976; M.A., University of Missouri, 1996; Ph.D., University of Pittsburgh, 2001; Webster, 2006–
Barbara P. Berry, B.S., University of Missouri, 1971; M.A., University of Missouri, 1984; Ed.S., Saint Louis University, 1993; Ph.D., Saint Louis University, 1997; Webster, 2001–

Mary Bevel, associate professor, B.A., Webster University, 1980; M.A.T., Webster University, 1982; M.Ed., University of Missouri, 1994; Ed.D., University of Missouri, 1997; Webster, 1997–

Donna M. Campbell, professor, B.A., University of Toronto, 1968; M.A., University of Toronto, 1969; Ph.D., Carleton University, 1976; Webster, 1976–
Basidy D.W. Rodney, assistant professor, B.A., University of the West Indies, 1996; M.S., University of the West Indies, 1998; M.Ed., Florida Atlantic University, 2001; Ed.D., Florida Atlantic University, 2006; Webster, 2007–

Deborah Stiles, professor, B.A., Sarah Lawrence College, 1971; M.A.T., Rhode Island School of Design, 1972; Ph.D., Boston College, 1980; Webster, 1981–
Fred Stopsky, professor emeritus, B.A., City College of New York, 1948; M.A., Columbia University, 1957; Ph.D., New York University, 1969; Webster, 1966–


Multidisciplinary Studies

Departmental Faculty

Brenda Fyfe, dean of the School of Education, professor, B.S., Quincy University, 1971; M.Ed., University of Illinois, 1972; Ed.D., Southern Illinois University, 1982; Webster, 1982–

Ralph Olliges, associate professor, chairperson, B.A., Saint Louis University, 1981; M.A., Saint Louis University, 1983; M.B.A., Saint Louis University, 1991; Ph.D., Saint Louis University, 1988; Webster, 2001–

Virginia E. Altrogge, assistant professor, B.S., Southeast Missouri State University, 1970; M.A., Southeast Missouri State University, 1978; Ed.S., Southeast Missouri State University, 1986; Ed.D., Saint Louis University, 1996; Webster, 2002–

Mary Bevel, associate professor, B.A., Webster University, 1980; M.A.T., Webster University, 1982; M.Ed., University of Missouri, 1994; Ed.D., University of Missouri, 1997; Webster, 1997–

Donna M. Campbell, professor, B.A., University of Toronto, 1968; M.A., University of Toronto, 1969; Ph.D., Carleton University, 1976; Webster, 1976–

Basidy D.W. Rodney, assistant professor, B.A., University of the West Indies, 1996; M.S., University of the West Indies, 1998; M.Ed., Florida Atlantic University, 2001; Ed.D., Florida Atlantic University, 2006; Webster, 2007–

Deborah Stiles, professor, B.A., Sarah Lawrence College, 1971; M.A.T., Rhode Island School of Design, 1972; Ph.D., Boston College, 1980; Webster, 1981–

Fred Stopsky, professor emeritus, B.A., City College of New York, 1948; M.A., Columbia University, 1957; Ph.D., New York University, 1969; Webster, 1966–


Teacher Education

Departmental Faculty

Brenda Fyfe, dean of the School of Education, professor, B.S., Quincy University, 1971; M.Ed., University of Illinois, 1972; Ed.D., Southern Illinois University, 1982; Webster, 1982–

Theodore Green, associate professor, chairperson, B.A., Beloit College, 1982; M.A., Saint Louis University, 1986; Ph.D., Saint Louis University, 2000; Webster, 2001–

Maxine L. Bauermeister, associate professor, B.S., University of Nebraska, 1968; M.S., University of Nebraska, 1978; Ph.D., University of Nebraska, 1998; Webster, 2005–

Diane Cooper, assistant professor, B.A., St. Joseph's College; M.Ed., University of North Texas; Ed.D., University of San Francisco, 1993; Webster, 2009–

Carol R. Hoyt, associate professor, A.B., William Jewell College, 1985; M.A.T., Webster University, 1990; Ed.D., Southern Illinois University, 1998; Webster, 1997–

Victoria B. McMullen, associate professor, B.A., Fontbonne University, 1981; M.A., Lindenwood University, 1986; Ph.D., University of Missouri, 2000; Webster, 1993–

Adjunct Faculty

Mark A. Barbere, B.A., Webster University, 2003; M.A.T., Webster University, 2006; Webster, 2009–

Kathryn M. Bell, B.A., Kean University, 1976; M.A., University of Missouri, 1996; Ph.D., University of Pittsburgh, 2001; Webster, 2006–

Barbara P. Berry, B.S., University of Missouri, 1971; M.A., University of Missouri, 1984; Ed.S., Saint Louis University, 1993; Ph.D., Saint Louis University, 1994; Webster, 2006–

Marilynne G. Bradley, B.F.A., Washington University, 1960; M.A.T., Webster University, 1975; M.F.A., Syracuse University, 1982; Webster, 1997–

Pamela L. Bryan Williams, B.S., McKendree University, 1994; M.S.Ed., Southern Illinois University, 1999; Webster, 2009–
Janet Capizzi, B.A., Harris–Stowe State University, 1972; M.Ed., National–Louis University, 1995; Webster, 1999–
Ronald W. Carr, Sr., B.F.A., Southwest Missouri State University, 1972; M.A.T., Webster University, 1984; Webster, 1985–
Megan M. Conner, B.H.S., University of Missouri, 1999; M.H.S., University of Missouri, 2001; Webster, 2006–
Lori H. Diefenbacher, B.A., Evergreen State College, 1976; M.A.T., Webster University, 1985; Ed.S., Webster University, 2009; Webster, 1988–
Krista S. Dulras, B.S., University of Central Missouri, 1997; M.S., Illinois Institute of Technology, 2002; Webster, 2010–
Amanda Finn, B.A., Truman State University, 2002; M.A., Truman State University, 2003; M.A., University of Missouri, 2008; Webster, 2009–
Carrie L. Finnestead, B.F.A., University of Kansas, 1993; M.A.T., Webster University, 2008; Webster, 2011–
Diane R. Finnestead, B.M., University of North Texas, 1992; M.A.T., Webster University, 2006; Ed.S., Webster University, 2009; Webster, 2011–
JoAnn Ford, B.S.Ed., Southeast Missouri State University, 1969; M.Ed., University of Missouri, 1997; Webster, 2010–
Barney N. Hapner, B.S.Ed., University of Missouri, 1967; M.A.T., Webster University, 1971; Webster, 2001–
Regina G. Hasty, B.S.Ed., Western Illinois University, 1974; M.S.Ed., Southern Illinois University, 1976; Webster, 2004–
Victoria L. Jones, B.S.Ed., Northwest Missouri State University, 1990; M.S.Ed., Northwest Missouri State University, 1992; Ph.D., Saint Louis University, 1996; Webster, 2004–
Carolyn A. Jordan, B.S.Ed., Southwest Missouri State University, 1996; M.A.Ed., Maryville University of St. Louis, 2002; Webster, 2005–
Lucy R. Klostermann, B.A., Webster University, 1968; M.A., United States International University, 1972; Ph.D., Saint Louis University, 1980; Webster, 2007–
Catherine Korobey, B.S., Duquesne University, 1970; M.S., Southern Connecticut State University, 1974; Webster, 1982–
J. Carrie Launius, B.A., Webster University, 1983; M.A.T., Webster University, 1986; Webster, 1991–
Noeli Lytton, B.A., St. Mary’s University, 1971; M.A.T., Webster University, 1998; Webster, 2010–
Sebastian Mahfood, B.A., University of Texas, 1992; M.A., University of Texas, 1994; Webster, 2002–
Stephanie L. Mahfood, B.A., Calvin College, 1993; M.A.T., Webster University, 1999; Webster, 2003–
Glenn A. Mechem, B.S.Ed., Southeast Missouri State University, 1982; M.S., Southwest Baptist University, 1998; Webster, 2010–
Sheri L. Menscher, B.A., Fontbonne University, 1980; M.Ed., University of Missouri, 1987; Webster, 2005–
Joshua R. Moyer, B.S.Ed., University of Missouri, 1997; M.A.T., Webster University, 1999; Webster, 2011–
Marilyn K. Miller, B.A., Webster University, 1986; M.A.T., Webster University, 1992; Webster, 2000–
Samantha M. Muehlenbeck, B.A., Webster University, 1993; M.A.T., Webster University, 2003; Webster, 2006–
Joan W. Musbach, B.A., University of Kansas; M.A.T., Northwestern University, 1965; Webster, 2005–
Susan W. Nall, B.S.Ed., University of Nebraska, 1966; M.A.T., Webster University, 1969; Webster, 2004–
M. Kathleen Northcott, B.S., Southwest Missouri State University, 1981; M.S.Ed., Old Dominion University, 1991; Webster, 2001–
Minnie B. Phillips, B.S., University of Missouri, 1968; M.Ed., University of Missouri, 1972; Ed.D., University of Missouri, 2001; Webster, 2007–
Linda M. Reed, B.S.Ed., University of Missouri, 1974; M.Ed., University of Missouri, 1975; Webster, 2010–
Andrea Rothbart, B.A., Wayne State University, 1961; M.A., Washington University, 1963; Ph.D., University of Illinois, 1971; Webster, 1973–
Julie A. Roy, B.S., Saint Louis University, 1993; M.A.T., Webster University, 2008; Webster, 2010–
Donna E. Schultz, B.S., University of Wisconsin, 1976; M.S.Ed., University of Wisconsin, 1982; Webster, 2005–
Philip A. Shayne, B.S., University of Missouri, 1969; M.Ed., University of Missouri, 1973; M.Ed., University of Missouri, 1977; Ph.D., Saint Louis University, 1988; Webster, 2000–
Alan H. Shiller, B.S., Emerson College, 1973; M.A., Purdue University, 1975; Webster, 1991–
Jennifer D. Snider, B.S., University of Missouri, 1975; M.A., Washington University, 1982; Webster, 2007–
Sandra J. Snodgrass, B.S.Ed., Southeast Missouri State University, 1968; M.Ed., University of Missouri, 1975; Webster, 2005–
Tara S. Speckermann, B.S.Ed., Southeast Missouri State University, 1969; M.Ed., University of Missouri, 1992; Webster, 2004–
Paul J. Stanley, B.A., Webster University, 2002; M.A.T., Webster University, 2006; Webster, 2009–
Tracey M. Stanton, B.A., Fontbonne University, 1990; M.A., Maryville University of St. Louis, 1997; Webster, 2010–
M. Maria Stephenson, B.A., Universidad del Salvador, Argentina, 1969; M.A., University of Southern California, 1971; Ph.D., Saint Louis University, 1982; Webster, 2004–
Barbara W. Stewart, B.A., Webster University, 1984; M.A., Webster University, 1993; Webster, 1993–
Jennifer Strange, B.A., Webster University, 1977; M.A.T., Webster University, 2002; Webster, 1999–
Kathleen M. Stroud, B.S.Ed., University of Missouri, 1980; M.Ed., University of Missouri, 1986; Ed.D., Maryville University of St. Louis, 2008; Webster, 2010–
Natalie F. Thomas, B.S.S.W., Saint Louis University, 1976; M.A.Ed., Washington University, 1978; M.S.W., Washington University, 1979; M.A., University of Missouri, 1993; Ph.D., University of Missouri, 2000; Webster, 1985–
Carole J. Tipton, B.S., University of Missouri, 1980; M.A., University of Missouri, 1989; Webster, 2004–
Katherine A. Vondera, B.A., St. Mary’s University, 2002; M.A., Saint Louis University, 2007; M.A., Saint Louis University, 2008; Webster, 2009–
Kristine A. Weingartner–Harke, B.S.Ed., University of Missouri, 1987; M.Ed., National–Louis University, 2003; Ed.S., Webster University, 2008; Webster, 1993–
Janice A. Willcox, B.S.Ed., Southeast Missouri State University, 1972; M.A.T., Webster University, 1978; Webster, 2003–
Index

Academic advising, 13
Academic honors, 18
Academic load, 13
Academic performance, 159
Academic policies and information, 12
Academic probation and dismissal, 19
Academic progress, 19
Academic Resource Center, 154
Accounting, 88, 162
Accreditation and memberships, 8
Acting, 72
Administration, 249
Admission to the University, 22
admission to desired major, 23
adult/transfer application, 21
application by U.S. citizens and permanent residents, 21
certificate program application, 23
conditional, 21
deferral, 23
eyear, 20
extended campus degree completion, 21
freshman application, 20
home school, 20
inquiries and campus visits, 20
international student application, 21
international study, 21, 153
nondegree status approval, 23
readmission, 23
tuition deposit, 21
visa information, 23
Advanced placement credit, 16
Advancement to candidacy, 159
Advertising and marketing communications, 104, 159, 170
American studies, 46
Animation, 113
Anthropology, 34
Application submission, international, 20
Apprentice teaching, 122
Art, 66, 174
Art history and criticism, 66
Art therapy certificate program, 69
Associate of arts degree transfer, 16
Athletics, intercollegiate, 30
Attendance, 15
Audio Aesthetics and Technology, 100
Audio production, 100, 101, 178
Baccalaureate degree requirements, 12
Beatrice and David Kornblum Institute for Teaching Excellence, 121
Behavioral and Social Sciences, 34
Biological Sciences, 38
Biology, 38, 180
Biotechnology, 40
Board of trustees, 251
Bookstore, 30
Broadcast journalism, 109
Buddhist studies, 64
Business, 87-90, 182
Business administration, 87
Calendar undergraduate and international calendar, 4
Campus visits, 20
Candidacy examination (music), 81
Center for Interdisciplinary Studies, 138
Center for International Education, 144
Certificates, 15
art therapy, 69
Buddhist studies, 64
curatorial studies, 69
diversity and identity in the U.S., 148
documentary production, 117
entrepreneurship, 118
graduate, 168
interactive digital media, 118, 210
International Art Studies, 69
international human rights, 143
marketing, 93
magazine production, 110
media literacy, 110
outdoor/environmental journalism, 110
paralegal studies, 56
practical and interdisciplinary ethics, 140
professional writing, 45
refugee studies, 129
sports journalism, 111
web site design, 98
web site development, 98
women's studies, 149
Certification, teacher, 122
Chemistry, 38, 182
Choral music, 84, 127
Class attendance, 14
Classroom disruption, 15
College of Arts & Sciences, 32
Behavioral and Social Sciences, 34
Biological Sciences, 38
English, 42
Faculty, 252
History, Politics, and International Relations, 46
International Languages and Cultures, 51
Legal Studies, 56
Nursing, 58
Philosophy, 59
Religious Studies, 62
Combined degrees, 155, 159
Communications and Journalism, 103
Community college associate of applied science in nursing programs, 16
Composition, 164
Computer applications, 97, 183
Computer science, 95, 185
Computer science information systems, 97, 187
Concurrent registration, 14
Conduct, student, 16
Conservatory of Theatre Arts, 72, 185
Continuous enrollment, 159
Cooperative education, 137
Costs, 26
Costume construction, 73
Costume design, 73
Course numbering system, 15
Creative writing, 43
Credit by examination, 27
Curriculum offerings, 31
Dance, 78, 187
Dean's list, 18
Degree completion admission, extended campus, 21
Degree requirements, baccalaureate, 12
Dining services, 30
Diplomas, 19
Directed studies, 13
Directing, 77
Disabilities, services for students with, 154
Dismissal, academic probation and, 19
Dismissed students, 19
Doctor of management, 167
Dual degree opportunity, 94
Dutch IBMS program, 156
Early childhood education, 123
Early enrollement, 20
Economics, 49, 88, 89
Education, 123
Education specialist, 167
Electronic and Photographic Media, 112
Elementary education, 123
Emerson Library, 10
English, 42
English as a second language, 53, 54, 197
Ensemble requirements (music), 81
Environmental studies minor, 139
Ethics, statement of, 8
European Studies, 140
Extended campus degree completion admission, 21
Extra-institutional credit, 16
Faculty, 252
international, 131
Fees, 26
Film, 114
Film production, 114
Film studies, 114
Finance, 89, 199
Financial aid, 130
Financial information, 26
Financial services (check cashing, emergency loans), 30
Fine arts, 66
French, 51, 200
Freshman application, 20
Freshman seminar, 13, 201
Full-time classification, 14
Garden Park Plaza, 11
George Herbert Walker School of Business & Technology, 86
Business, 87
Management, 91
Mathematics and Computer Science, 94
General education requirements, 12, 99
transfer, 16
General studies, 142
Geneva campus, 7, 129, 246
faculty, 133
German, 51, 202
Gerontology, 160
Global journalism, 106
Grading policy, undergraduate, 17
Graduate certificates, 168
Graduate council, 250
Graduate studies, 166
Graduate–undergraduate registration, 14
Grants, 24
Graphic design, 68
Guitar performance, 165
Health care administration, 91
Health insurance, 29
Health science, 36, 204
History, 48
History, Politics, and International Relations, 46
Home school, 20
Honors, 18
Housing, 21, 26
Hua Hin/Cha- am campus, 7, 129
faculty, 134
Human resource management, 92
Human resources development, combined degree, 160
Individualized learning experiences, 137
Information management, 96
Information systems, 97, 187
Information technology, 95
Inquiries and campus visits, 20
Instrumental performance, 82
Interactive digital media, 113, 210
Intercollegiate athletics program, 30
Interdisciplinary programs, 138
Interdisciplinary studies, 138
Interinstitutional registration, 14
International baccalaureate, 17
International business, 92
International Business and Management Studies (IBMS), Leiden, 156
International campuses, 7, 129
academic calendar, 4
addresses, 7
degree programs offered, 129
class, 131
International distinction, 18, 32
International human rights, 59, 143
minor, 59
International languages and cultures, 51, 143
faculty, 254
International relations, 48, 208
MA, 160
International student application, 21
International studies, 143, 144
Italian, 51, 211
Irvine metropolitan campus, 5, 266
Japanese, 51
Jazz studies, 82, 164
Journalism, 103, 212
Kansas City metropolitan campus, 5, 267
Kornblum, Beatrice and David, Institute for Teaching Excellence, 121
Language recognition credit, 51
Latin, 51
Latin American studies, 147
Legal studies, 56, 160
Leiden campus, 7, 129
faculty, 132
Leigh Gerdie College of Fine Arts, 65
Art, 66
Conservatory of Theatre Arts, 71
Dance, 78
faculty, 258
Music, 80
Musical Theatre, 74
Library, Emerson, 10
music, 81
Lighting design, 73
Literature, society, and politics, 44
Loans, 24
London campus, 7, 29
faculty, 135
Loretto Hall, 11
Loretto-Hilton Center for the Performing Arts, 10
Major overview, 12
Management, 91
Management and leadership, 160
Marketing, 92, 93, 103, 104
Master of arts, 166
Master of arts in teaching, 166
# Index

- Master of business administration, 166
- Master of fine arts in arts management and leadership, 167
- Master of music, 167
- Mathematics, 94, 217
- Mathematics and Computer Science, 94
- Mathematics education, 125
- Media communications, 103, 106
- Media literacy, 107, 110
- Media, student, 30
- Memberships, University, 10
- Middle school education, 124
- Minor, 12
- Misconduct, 15
- Mission and scope of Webster University, 8
- Multicultural studies minor, 148
- Music, 80
- library, 81
- Music education, 84
- Music technology (jazz studies), 82
- Musical theatre, 74
- New student orientation, 29
- Nondegree status, 23
- Nursing, 58
- transfer credit accepted, 16
- Office of the president, 249
- Orchestral performance, 165
- Orlando Metropolitan Campuses, 5
- faculty, 268
- Orientation, new student, 29
- Paralegal studies, 56
- Pass/fail system, 17
- Performance, 80
- Philosophy, 59
- Photography, 116
- Physics, 38
- Piano performance, 83
- Political science, 49, 50
- Portfolio review, 66
- Profession writing, 45
- Postbaccalaureate certification, 128
- Practical and interdisciplinary ethics, 140
- Pre-professional programs, 151
- Pre-architecture, 151
- Pre-athletic training education, 151
- Pre-chiropractic, 151
- Pre-dentistry, 151
- Pre-engineering, 151
- Pre-law, 57, 151
- Pre-occupational therapy, 151
- Prior learning assessment, 137
- Probation
  - academic, 19
  - financial aid, 25
- Professional writing, 44
- Psychology, 35
- Public law, 50
- Public relations, 107, 161, 228
- Readmission, 23
- Refugee studies, 49
- Refunds/tuition waivers, 28
- Registration, 13
- concurrent, 14
  - interinstitutional, 14
- Religious Studies, 62
- Residence halls, 26
- ROTC, 154
- San Diego metropolitan campus, 5, 269
- Scene design, 74
- Scene painting, 75
- Schedule changes, student, 13
- Scholarships, 25
- freshman and transfers, 26
  - international languages, 51
  - international, 130
  - music, 80
  - theatre, 71
- School of Communications, 99
  - Audio aesthetics and technology, 100
  - Communications and Journalism, 103
  - Electronic and Photographic Media, 112
  - faculty, 269
- School of Education, 120
  - department of teacher education, 123
  - faculty, 272
- Science, 38
- Scriptwriting, 108
- Secondary education, 41
- Sequential degrees, 14
- Self-Designed Interdisciplinary Major (SIM), 149
- Social science, 63
- Sociology, 37
- Sound design, 75
- South Carolina metropolitan campuses, 6, 264
- Spanish, 53
- Special education, 128
- Special study opportunities, 153
- Speech and Debate Program, 155
- Speech Communication Studies, 109, 245
- Sports journalism, 111
- St. Louis metropolitan area, 11
- Stage management, 75
- Statement of ethics, 8
- Student activities and organizations, 30
- Student Affairs, 29
- Student classification, 14
- Student conduct, 15
- Student Leadership Development Program, 154
- Student schedule changes, 13
- Students with disabilities, services for, 154
- Studio Art, 67
- Study abroad, 21, 33, 144, 153
- Sverdrup Business/Technology Complex, 10
- Teacher certification, 14
- Teacher Education, 123
- Technical direction, 76
- Thailand campus, see Hua Hin/Cha-am campus
- Theatre, 77
- Thesis, B.F.A., 68
- Transcripts, 19
- Transfer credit, 16
- Tuition, 26
  - deposit, 21
  - international, 130
- waivers, 28
- Undergraduate degree options, 12
- Undergraduate grading policy, 17
- Undergraduate Programs of Study, 33
- University Center, 10
- University Housing, 26
- Veterans Administration benefits, 25
- Video production, 116
- Vienna campus, 7, 130
Index

faculty, 131
Visa information, 23
Visits to campus, 20
Voice performance, 83
Web site design, 98
Web site development, 98
Webster Groves Campus, 10
Webster Hall, 10
Webster Village Apartments, 110
Westport Campus, 6
Wig and Makeup Design, 76
WingHaven campus, 6
Withdrawal
  from courses, 14
  from the University, 19
Women's Studies, 149
Work-study, 24
Writing, 43, 44, 45, 108